

**THE USE OF SNAKES AND LADDERS GAME TO IMPROVE
STUDENTS' GRAMMAR AT THE SECOND GRADE OF
MTs DDI BARU**



A THESIS

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ABSTRACT

Researcher : Devi Triani
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Title : **The Use of Snakes and Ladders Game to Improve
Students' Grammar at the Second-Grade of MTs DDI
Baru**

The aim of this research is to know the significant influence using of snakes and ladders game in improving students' grammar, especially simple present tense and simple past tense. The problem statement of this research is "does the use of snakes and ladders game improve students' grammar at the second-grade of MTs DDI Baru?"

The research applied quantitative research method with quasi-experimental research design. The population of this research was the second-grade students of MTs DDI Baru. The sample of this research was taken by using cluster random sampling technique which consisted of 58 students with detail of 29 students in the control class and 29 students in the experimental class. The instrument of this research was grammar test which consisted of pre-test and post-test.

The result of the data indicated that there was a significant difference between students' post-test in the experimental class and control class. The mean score of post-test (74.07) in the experimental was higher than the mean score of post-test (56.00) in the control class. However there was also improvement in the control class but not as significant as the experimental class. The result of independent t test also shows that the value of Sig. (2-tailed) of $0.001 < 0.05$, it means H_0 which states teaching grammar by using snakes and ladders game cannot improve students' grammar is rejected and H_1 which states teaching grammar by using snakes and ladders game can improve students' grammar is accepted.

In conclusion, the researcher concluded that using snakes and ladders game at the second-grade of MTs DDI Baru can improve students' grammar, especially in simple present tense and simple past tense. In that case, snakes and ladders game is recommended to apply in teaching grammar at the second-grade of junior high school.

Key words: *Students' grammar, Game-based learning, Snakes and ladders game*

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is globally used in various countries in the world. It is used as a first language, as a second language, and as a foreign language. In Indonesia, English is taught as a foreign language. English is taught from junior high school and senior high school to the lecture level. It has become a compulsory subject that has to be learned at every school level (Taslim, 2016). In English, there are four skills that are taught, which are listening, speaking, reading, and writing. In mastering these four skills, students need to understand the grammar because people need grammar when they listen, speak, read, and write. Also, grammar knowledge can make people communicate accurately, meaningfully, and appropriately (Susanti & Trisnawati, 2019). Jufrizal (2010) also states that we need grammar to have linguistic competence in communicative skills.

In learning English, grammar is the main foundation, which is the system of the language rules (Chang, 2011). Grammar is the rules for forming a word and building a sentence. Therefore the students need grammar in communication both in oral form and spoken form. The students will not be able to produce good writing without understanding the grammar. As well, when speaking, understanding the grammar will make it easier for students to communicate orally. Also, it will support the

students in mastering the other skill such as reading and listening (Susanti & Trisnawati, 2019). Thus, the students have to understand the grammar because it is important to communicate in English.

In fact, using grammar is not easy for students. Based on pre-observation, it was found that students at MTs DDI BARU still had difficulties in understanding the use of grammar, especially tenses. They have difficulty when making sentences in English or translating Indonesian sentences into English. They are still confused about subject-verb agreement, auxiliary verbs, and the usage. Furthermore, it was discovered that some students could use correct form on an exercise but consistently made errors when composing a sentence in the real life. The issue is a problem that is frequently encountered in schools. As a result, most students feel learning English is hard, especially grammar.

All the problems above arose due to several causes. The first reason is the method used by the teacher. The teacher more often applied the lecturing learning method. The teacher gave a note, gave examples, and explained the examples. The second is the ineffective use of media in learning. The last is the students were only given a few exercise in written form so they did not get enough practice in the real context. Therefore, the students felt grammar was hard and they were not interested in learning grammar. So, most of the students followed the learning process without understanding the material well.

Based on this issue, the teacher should think about how to find a creative method to make students more interested in learning grammar and ensure they can understand it well. Also, it is a challenge for the teacher to create a more fun and meaningful classroom atmosphere. One of the best methods for teaching English grammar can be applied in games. Mohamad & Amin (2009), states that teachers can always design course materials and content in a creative way to make teaching and learning more meaningful. Grammar can be learned effectively and attractively by students using games and with the guidance of a skillful teacher.

According to Wright et al., (2006), learning a language is difficult work, and the learner must exert maximum effort at all times and for an extended period of time. The game can assist and encourage the students to maintain their interest and effort. Games can also assist the teacher in creating an environment in which the language is helpful and meaningful. In short, using game-based learning in the classroom can assist students and teachers in dealing with the problem. The game can be a useful tool in learning and teaching language. It can increase students' learning interests. Students can learn in a fun way, and the most important thing is for the students to be able to do meaningful practice for all language skills.

Based on the explanation above, the researcher will propose a solution to overcome the problem faced by the students in learning grammar, especially in tense. The researcher will use Snakes and Ladders game as one of Game-Based Learning in teaching grammar. The

researcher will use the Snakes and Ladders game as a learning medium because it is a famous traditional game. It is also easy to play. Several studies have tried to use this game as a medium of learning in several subjects, such as science, mathematics, and history, and it was effective. It can be seen from a research that conducted by Widiana & Parera (2019) on science subject. The result showed that it was effective to improve students' learning outcomes. Also a research that conducted by Irawan & Wardani (2016) on mathematics subject. The result showed that it was effective to improve students' learning outcomes. Therefore, the researcher is interested in using this game, especially in teaching grammar. Also, snakes and ladders games encourage a kinesthetic learning style. Hopefully, the students can participate and interact actively in the learning process.

For this reason, the researcher is interested in conducting research with the title *“The Use of Snakes and Ladders Game to Improve Students’ Grammar at The Second-Grade of MTs DDI BARU.”*

B. Problem Statements

Based on the statements above, the researcher formulates the research question as follows:

“Does the use of Snakes and Ladders game improve students’ grammar at the second-grade students of MTs DDI BARU?”

C. Hypothesis

The hypothesis of the research are formulated as follows:

1. H_1 : Teaching grammar by using snakes and ladders game can improve students' grammar
2. H_0 : Teaching grammar by using snakes and ladders game cannot improve students' grammar

D. Objective of The Research

The objective of the study:

“To find out whether or not the use of Snakes and Ladders Game can improve the students' grammar at the second grade of MTs DDI BARU”

E. Scope of The Research

The research will focus to improve students' grammar especially in tenses which are simple present tense and simple past tense. The research will take place in MTs DDI BARU in the second grade.

F. Significances of The Research

This research is expected to be useful for both theoretical and practical in English teaching and learning.

1. Theoretical Significances

As long as game based learning theories have been a viable method to the teaching of grammar, it is evident that some previous researcher had already approved that game based learning especially snakes and ladders game was excellent to applied in English class to improve

students' achievement. Thus, the result of this study is expected to be useful for the teacher to improve the quality in teaching English. Also, the researcher hopes that the theoretical approach will be significant enough to benefit the game used by the researcher and will be the main key to supporting the improvement of students' grammar.

2. Practical Significances

a. Significance for the Students

Snakes and Ladders Game can engage students' attention and more be active in the class. It also can make students enjoy the learning process in the class so the students can learn and understand grammar easily in a fun way.

b. Significance for Teacher

This study can give more information to the teacher about the using of Snakes and Ladders Game. It also can motivate the teacher to find an excellent method of teaching English, especially in grammar. Moreover, it can motivate the teacher to use the fun method in teaching language.

c. Significance for Readers

It can give the readers more knowledge and information about the use of Snakes and Ladders Game in teaching English. Moreover, it would be a new reference for them.

G. Operational Definition of Terms

1. Grammar

Grammar is one of the essential components in learning a language, especially English because we learn about the system and structure of the language. The rules of grammar help us to build a good sentence both written and spoken. One part in grammar is tenses.

Tenses are part of grammar, which is a grammatical category that focuses on differentiating forms of verbs to express difference in time or duration of actions or circumstances. The time can be present, past, future, and past future.

2. Snakes and Ladders Game

The snakes and ladders game is a traditional game developed as learning medium and adapted to the characteristics of the students and learning objectives.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter shows the previous related research findings which deal with the concept of the study. This section also presents the general concept of grammar, simple presents tense, simple past tense, learning style, game-based learning, and snakes and ladders game.

A. Previous Related Research Findings

They are following some reviews related to research finding from previous researchers:

1. The first research was conducted by Eva Mutia Dewi (2017) with the title “*Improving Students’ Grammar Using Dictogloss*”. This research used Classroom Action Research (CAR) that was intended to describe how the Dictogloss was implemented and improved students’ grammar through collaborative writing. This research was conducted in two cycles and the subject of this research was the students in class XI IPA 4 at SMAN 1 Ingin Jaya, Aceh Besar. Based on the result of this research, showed that using the Dictogloss technique in learning grammar makes the students interested, motivated, and enthusiastic. It can be seen from the data of this research. It showed that the students’ mean score in the pre-test was 11.2 and became 19.5 in the post-test. So, implementing the dictogloss technique can improve students’ grammar competence.

2. The second research was conducted by St. Jumaida M (2020) under the title *“Improving Students’ Grammar Ability by Using Board Game at The Eight Grade of SMP Negeri 4 Malangke Barat”*. Her study focused on students’ grammar ability. The study used the pre-experimental method with pre-test and post-test design. The population of the research was all the students in the second grade of SMP Negeri 4 Malangke Barat. The sample was taken from the total sampling technique. Based on the result, it concluded that teaching grammar by using board game was effective to improve students’ ability. It can be seen from the data analysis. The data showed the mean score of post-test (72,7400) was higher than the mean score of pre-test (53,3160).
3. The third research was conducted by Mukminatuz Zuhriyah (2017) with the title *“Problem-Based Learning to Improve Students’ Grammar Competence”*. This research was collaborative action research that has a general purpose and specific purpose. The general purpose is to know whether or not Problem-based learning could improve the students’ grammar competence. Whereas the specific purposes were to know the lecturer and students’ activities and the students’ responses when problem-based learning was applied in the learning process. The subject of this study was students in the fifth semester of the English department of education faculty of Hasyim As’ari University. Based on the result, it concluded that using Problem-based learning could improve students’ grammar

competence. It can be seen from the students' scores. Their score were 66.7 in cycle I to 72.8 in cycle II.

4. The fourth research was conducted by Firosa Nur 'Aini (2018) with the title "*Pengaruh Game-Based Learning Terhadap Minat dan Hasil Belajar pada Mata Pelajaran Ekonomi Siswa Kelas XI IPS*". Her study focused to determine the effect of Game-Based Learning on students learning interest and students learning outcomes. This study used quasi-experimental research. Based on the result of the data indicated that game-based learning has an effect both on learning interest and learning outcomes. The data showed that the t-test of the students' interest in learning has a significant value with the average value of learning interest in the experimental class 63.2% and control class 60%. Also the t-test of the students' outcomes in learning has a significant value with the average value of learning outcomes in the experimental class was 81% and in the control class was 69%.
5. This is a research from Ridduwan Agung Asmaka (2019) with the title "*Pengaruh Model Pembelajaran Game-Based Learning Terhadap Prestasi Belajar Matematika pada Materi Peluang Kelas VII SMP Negeri 2 Balen Tahun Pelajaran 2018/2019*". This study used game-based learning model in the learning process. Data collection methods used are documentation and tests. Based on the result it showed that there was a significant positive effect of game-based learning models

on mathematics learning achievement in the second grade of SMP Negeri 2 Balen.

The table below shows the differences and similarities between previous research and the researcher.

Table 2.1 Previous Related Research Findings

Name	Level of Study	Method/approach/media/technique	Subject	Research method	Finding
Dewi (2017)	SMA N	Dictogloss	Grammar	Classroom Action Research (CAR)	Success
Jumaida (2018)	SMP N	Board Game	Grammar	Pre-experimental	It was effective
Zuhriyah (2017)	University	Problem based Learning	Grammar	Collaborative Action Research	Success
'Aini (2018)	MAN	Game-based Learning	Economy	Classroom Action Research (CAR)	Success
Asmak (2019)	SMP N	Game based Learning	Mathematics	Quasi-experiment	It was effective
The researcher (2022)	MTs	Game based Learning (Snake and Ladder)	Grammar	Quasi-experiment	It was effective

Based on previous research, the researcher indicated similarities and differences in this study. The similarity of this study with the first, the

second, and the third study is the objective research which is improving students' grammar while the differences are the learning method and the location of the research. The first and the third were conducted at the higher level which are senior high school and university meanwhile the second study and this research are at the junior high school level. The similarities of this study with the fourth and fifth study is the learning method of the research which is Game-based learning which is snakes and ladders game while the differences are the subject and the location of the research. The subject of the fourth is economy and the subject of the fifth study is mathematics. Meanwhile, the subject of this research is grammar. The location of the fifth study is at the senior high school meanwhile this research is at the junior high school. This research will be carried out at MTs DDI BARU.

B. Some Pertinent Ideas

1. Grammar

a. Definition of Grammar

According to Michael Swan (2005) grammar is a set of principles that describe how words are combined, organized, and modified to create a specific meaning. It shows that learning grammar is learning how to form a word into a sentence that has a meaning.

Jeffrey Coghill in (Angraeni, 2019) also states that grammar is the set of principles that regulate its organization. Grammar

governs the arrangement of words to make meaningful units. It means grammar governs the arrangement of words to generate meaningful language units.

Roberts states grammar is a set of rules for making sentences. Also, Emmitt and Pallock state grammar is core rules that explain how the language working (Isyam & Zainil, 2010).

In linguistics, grammar is a set of rules that manage the composition of clauses, phrases, and words. Also, the terms refer to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetic, semantic, and pragmatics.

As a result, the researcher concludes that grammar is a set of rules in language to manage and combine the words into a good sentence. So, a good sentence is a sentence that is structured based on the grammatical structure.

b. The Importance Learning of Grammar

Based on the definition above it shows how important grammar is in learning a language. Learning grammar is necessary because grammar is central to the language (Susanti & Trisnawati, 2019). Grammar is one of the components of language that has an essential role in learning a language. We will not know the use of language if we do not learn the language structure. Knowledge of

grammar also affects language skills such as speaking, listening, reading, and writing.

Some students say that mastering speaking and listening skill do not need grammar but in fact, grammar ability can help us have good speaking and listening. Students who master grammar will find it easier to learn speaking and listening than students who do not know grammar even though they are in the same learning process. Grammar also affects students' writing and reading skills (Handoko, 2019).

c. Tenses

Tenses are a change in the form of a verb that is influenced by the time and kind of an event (Handoko, 2019). The following are the division of time and kind in the change of the verb:

Time:

- 1) Present
- 2) Past
- 3) Future
- 4) Past Future

Kind:

- 1) Simple
- 2) Continuous
- 3) Perfect
- 4) Perfect Continuous

From this division, 16 tenses are formed which are; simple present, simple past, simple future, simple past future, present continuous, past continuous, future continuous, past future continuous, present perfect, past perfect, future perfect, past future perfect, present perfect continuous, past perfect continuous, future perfect continuous and past future perfect continuous.

1) Simple Present Tense

The simple present tense is used to indicate the fact, general truth, and habitual actions.

Subject + V1 + s/es + Object

The verb used in forming the simple present tense is a bare infinitive or the first verb (V1). The addition of **e/es** to the verb only applies to sentences that use the third person singular as a subject. For example:

Table 2.2 Formula of Simple Present Tense

Subject	Verb	Object
I You We They	Go	to the airport by car
He She It	Goes	to the airport by car

The following are the rules for adding e/es:

- a) If the verb ends in the letters **ch, c, ss, sh, x and o**, then the verb is added with “**es**”. For example:

Catch + es = **Catches**

Wash + es = **Washes**

Go + es = **Goes**

Fix + es = **Fixes**

Pass + es = **Passes**

- b) If the verb ends in a consonant such as **d, k, l, t, r, m, n, p, etc.**, then the verb is added with “**s**”. For example:

Drink + s = **Drinks**

Help + s = **Helps**

Eat + s = **Eats**

Wear + s = **Wears**

Visit + s = **Visits**

- c) If the verb ends in letter **y** and preceded by a consonant, then **y** changes to **i** and adds “**es**”.

Cry + es = **Cries**

Study + es = **Studies**

Fly + es = **Flies**

- d) If the verb ends in **y** and it is preceded by a vowel, then just add **s**.

Say + s = **Says**

Play + s = Plays

Buy + s = Buys

VERBAL SENTENCE-Simple Present Tense

Formula:

Table 2.3 Formula Verbal Sentence of Simple Present Tense

Affirmative (+)	S + V1 + s/es + O/C
Negative (-)	S + DO/DOES + NOT + V1 + O/C
Interogative (?)	DO/DOES + S + V1 + O/C?

Table 2.4 Formula Verbal Sentence of Simple Present Tense

Subject	Verbal	Form
I	V1	Affirmative (+)
You	DO	Negative (-) & Interogative (?)
They		
We		
He	V1 + e/es	Affirmative (+)
She	DOES	Negative (-) & Interogative (?)
It		

For example:

+ Mrs. Nadia often calls her daughter.

S V1+s O

- Mrs. Nadia does not often call her daughter

S V1 O

? Does Mrs. Nadia often call her daughter?

S V1 O

NOMINAL SENTENCE-Simple Present Tense

Formula:

Table 2.5 Formula of Nominal Sentence of Simple Present Tense

Affirmative (+)	S + am/is/are + A/N/A
Negative (-)	S + am/is/are + Not + A/N/A
Interogative (?)	Am/is/are + S + A/N/A?

*A=Adjective N=Noun A=Adverb

Table 2.6 Formula of Nominal Sentence of Simple Present Tense

Subject	Verb (To Be)
I	Am
You We They	Are
He She It	Is

For example:

1. She is beautiful
S ToBe Adjective
2. We are in the school
S ToBe Adverb
3. I am a student
S ToBe Noun

2) Simple Past Tense

Simple past tense is used to indicate an activity that happened in the past or a habit that was repeated in the past.

Subject + V2 + Object

The verb used in forming the simple past tense is the second verb (V2).

Table 2.7 List of Verb

VERB		
V1	V2	V3
Do	Did	Done
Drink	Drank	Drunk
Buy	Bought	Bought
Go	Went	Gone
Arrive	Arrived	Arrived
Cook	Cooked	Cooked
Finish	Finish	Finish

VERBAL SENTENCE-Simple Past Tense

Formula:

Table 2.8 Formula of Verbal Sentence of Simple Past Tense

Affirmative (+)	S + V2 + O/C
Negative (-)	S + DID + NOT + V1 + O/C
Interogative (?)	DID + S + V1 + O/C?

Table 2.9 Formula of Verbal Sentence of Simple Past Tense

Subject	Verbal	Form
I You They	V2	Affirmative (+)
We He She It	DID	Negative (-) & Interrogative (?)

For example:

+ Nadia did her homework yesterday.
S V2 O

- Nadia did not do her homework yesterday.
S V1 O

? Did Nadia do her homework yesterday?
S V1 O

NOMINAL SENTENCE-Simple Past Tense

Formula:

Table 2.10 Formula of Nominal Sentence of Simple Past Tense

Affirmative (+)	S + was/were + A/N/A
Negative (-)	S + was/were + Not + A/N/A
Interrogative (?)	Was/were + S + A/N/A?

*A=Adjective N=Noun A=Adverb

Table 2.11 Formula of Nominal Sentence of Simple Past Tense

Subject	Verb (To Be)
I	Was
You We They	Were
He She It	Was

For example:

1. I was naughty
S ToBe Adjective
2. We were in the museum
S ToBe Adverb
3. She was a teacher
S ToBe Noun

2. Learning style

According to Felder & Henriques (1995), the manner in which an individual collects, retains, and retrieves knowledge is referred to as the individual's learning style. Abante et al., (2014) also state the learning style is the strategy that best helps the learner to absorb and apply knowledge in certain way. Briefly, learning style is the

characteristic of the students in receiving a lesson and responding to it.

Every student has a different learning style. Bendler and Grinder in (DePorter, 2000) state although most people have access to all types of learning styles, almost everyone tends to one learning style that acts as a filter for learning, processing, and communication. While Markova in (DePorter, 2000) states people not only tend to one learning style, they also take advantage of certain combinations of learning styles that give them certain natural talents and shortcomings.

According to DePorter & Hernacki (2013), there are three types of learning style, as follows:

a. Visual

Visual learners are more likely in students who have visual acuity. This means that students who have a visual learning style will understand information if they are given and shown concrete evidence. Visual learning style relies more on seeing. They see evidence first and then believe the information (Mufidah, 2017). They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters, and displays (Pritchard, 2008). Students who have a visual learning style have several characteristic as follows:

- 1) It is easier to remember what they have seen than heard
- 2) Prefer to read than be read

- 3) Tend to speak quickly
- 4) Difficulty receiving verbal instructions expect in writing
- 5) Not easily distracted by the crowd
- 6) Prefer to draw on paper

b. Auditory

Auditory learners are students who prefer to learn by listening. They have good auditory memory and benefit from discussion, hearing stories, audio tapes, and interviewing for example (Pritchard, 2008). Auditory learners use listening as the main tool to obtain information and knowledge. On the other hand, they have to listen first and then can remember and understand the information. The characteristics of auditory learners are as follows:

- 1) Students are able to remember well the explanation from the teacher or material discussed in the class
- 2) Good listener
- 3) Tend to talk a lot
- 4) They do not like reading because they are not able to remember well what they read.
- 5) Unable to do writing assignment
- 6) Prefer to discuss and communicate with other people
- 7) They do not pay attention to new thing aroun them.

c. Kinesthetic

Kinesthetic learners prefer learning by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy manipulating objects, field trips, physical activity, and other practical, first-hand experiences. They often find it difficult to keep still and need regular breaks in classroom activities (Pritchard, 2008). The characteristics of kinesthetic learners are as follows:

- 1) They touch everything they come across, including when studying
- 2) Prefer to move than stay still
- 3) More active in doing something
- 4) Prefer to use real objects in learning
- 5) They find it difficult to understand abstract things like symbols, maps, etc.
- 6) Prefer physical activity

In addition, each student has different characteristics. Although each student is more inclined toward one learning style, some students are also able to learn with different learning styles or a combination of the three learning styles. Thus, the thing that must be underlined is the comfort of students in learning and they like and enjoy the learning process.

At this point, the researcher focuses on choosing a method that encourage a kinesthetic learning style. The choice of kinesthetic learning style is because the researcher wants to provide a more meaningful learning experience and maximize the students learning process so the students can remember each lesson well. According to some research, most students only remember 20% of what they hear and increase 30% of what they see visually. It can drastically reach 80% if they do it themselves, even if it is just a simulation (Asmaka, 2019). So the students are expected not only to understand but also to be able to remember every material that is obtained.

3. Game based learning

a. Definition of Game Based Learning

According to Grace (2019), game-based learning is a method that obtains new concepts and skills by using digital or non-digital games (Adipat et al., 2021). The games used in learning are games that are specifically designed for interactive media in learning. The game is designed according to the needs of the students and the objective of the learning.

Nor Azan & Wong (2008) also states that game-based learning is a learning model using a set of games that attracts and engages students directly with specific goals such as developing knowledge and skills.

According to Connolly in (Stiller & Schworm, 2019) game-based learning is the use of games in educational environments to achieve educational goal. Games are tools or media that support the learning process significantly.

Briefly, Game-based learning is learning that uses games and is specifically designed for educational development purposes. Game-based learning method seeks to optimize games as a learning medium to produce an optimal learning experience for students.

b. The importance of Game Based Learning

The learning process is one of the things that must be considered by the teacher because the learning process has an essential role in improving the quality of students learning. The learning process will certainly affect students' achievement and learning outcomes. So, if a problem arises during the learning process then it will affect students' achievement (Astuti et al., 2017).

Some of the problems that often arise during the learning process are the students feel bored and unmotivated when learning. Also, the students tend to be passive when receiving material from the teacher. The problems arise because the teacher focuses more on delivering the material and does not try to create a more

interactive and engaging classroom atmosphere. So, most students tend to give less feedback during the learning process.

In that case, teachers are required to create a pleasant learning atmosphere for students by applying a more interesting learning approach for the learning process can take place optimally. So, the application of game-based learning will help the teacher in overcoming these problems due to game-based learning is a learning approach that is specifically designed to optimize the teaching and learning process. Through the game, the learning process in the class is more dynamic and fun, and the students are more enthusiastic and play an active role during the learning process. In addition, learning is no longer teacher-centered but student-centered so the students are more interactive, enjoy the class, and understand the material well.

c. The Advantages of Game Based Learning

The linguists emphasize the advantages of game based learning are as follows (Tuan & Doan, 2010):

1) Motivate students

A game can motivate students to learn since it is entertaining, interesting, and challenging at the same time. Games get all students to move around, activate their minds and stimulate neural networks, thus motivating them to learn. The students who are shy can also take part in the activities with fun,

forgetting their shyness and feelings of fear. Additionally, games engage students who might not otherwise be interested in certain topics. In short, games can be a great tool for capturing students' attention and participation.

2) Promote students' interaction

Students will either participate in pairs or in groups in a game. One of the most effective methods to promote interaction is through pair or group work. Students will be more flexible in their interactions with their peers, both inside their group and with other groups, when playing a game. They will ask the questions, talk, and discuss with their teammates, and come up with innovative ways to achieve the goal and win the game. The activities provide students with a natural chance to collaborate and interact with one another.

3) Improve students' language acquisition

Students can learn in a fun way during the learning. They can improve their language skills because to win the game. They must be able to understand the language used in the game. Through games, students will gain a more vivid understanding of the language they listen to, read, speak, and write. In short, the use of game-based learning makes students tend to learn better since it is applied in a relaxed environment.

4) Increase students' achievement

Several advantages can be gained from games, including motivating students, promoting their interaction, and improving their ability to acquire new skills. Briefly, games are highly effective tools for teaching foreign language. A game-based learning not only provides students with a highly motivating and relaxing experience, but also enables them to practice all aspects of their language skills in a meaningful way.

Futhermore, Nurhayati (2012), states there are several advantages game in learning, as follows:

- 1) Students become more active
 - 2) It can be used as therapy for students
 - 3) It can develop students' multiple intelligence, such as; developing students' intellectual intelligence, emotional intelligence and interpersonal intelligence, logical intelligence, kinesthetic intelligence, natural intelligence, spatial intelligence, musical intelligence and spritual intelligence.
- d. The Differences between Game Based Learning and Lecturing Method.

The following is the differences between game based learning and lecturing method (Asmaka, 2019):

Table 2.12 The Difference between GBL and Lecturing Method

Game Based Learning	Lecturing Method
Student center	Teacher center
Students are more active	Students are more passive
Students easily understand the material	Students find it difficult to understand the material
Students are more interested and enjoy the learning process	Students become bored and unmotivated in learning
Teacher become facilitator	Teacher as a source of knowledge

4. Snakes and Ladders Game

According to Afandi (2015), the snakes and ladders game is a game developed from the traditional snake and ladder game which is used as a learning medium and adapted to the characteristics of the students and learning objectives (Widiana & Parera, 2019). The snakes and ladders game is a game that consists of 100 pieces of board or thick paper with pictures of boxes, in which there are pictures of snakes and ladders in certain boxes. Snakes and ladders game also uses dice in the game. On the side of the dice, there are dots totaling 1 to 6 spots, played by 2 or more people.

Based on the definition above, it can be concluded that the snakes and ladders game is a traditional game played by two or more people and uses dice as a playing tool. Snake and ladders game is a game that was developed into an educational game to develop more innovative

learning media. In several studies, it is stated that the use of snakes and ladder games can be a fun learning medium for the students. Students will be more motivated to learn and be more active during the learning process. Also, it can improve students' achievement.

Furthermore, the snakes and ladders game is a game commonly played in Indonesia. The game is very simple and the rules of the game are easy to make people interested in playing the game. This game has also been developed into an educational game by several researchers and has proven to be one of the effective media in teaching. In short, the researcher will use the snakes and ladders game in this research as a learning medium.

The following is the picture of snakes and ladders game:



Figure 2.1 Snakes and ladders game

Snakes and ladders game have some components, as follows:

a. Board game



Figure 2.2 board game of snakes and ladders game

Snakes and ladders game board in the form of a square which has 100 boxes in it and is combined with various colors in each box. Each box has a number where when the players are at that number they have to answer the question on the card that has been prepared by the teacher. In addition, some of the boxes on the game board will be marked with stars, bombs, and arrows. If the player is in the box with the star then the player can draw the dice without answering the question. If the player is in the box with bombs then the player has to answer the question correctly and can draw the dice. If the answer is wrong then they have to take three steps back. If the player is in the box with arrows then they can give the question to the other group if they are unable to answer the question correctly. Also, there are snakes and ladders on the game

board. When the player is in a box with a snake's head, the player has to go down to the end of the snake's tail, while if the player gets a box containing a ladder, the player goes up. Also, the game board will be made with a size larger than the normal size so that students can explore further.

b. Pawn

Pawns are tools that are used to indicate the place where the players' position is. But in this game, the pawn is the player himself or the student.

c. Dice



Source: elements.envanto.com

Figure 2.3 dice of snakes and ladders game

The dice in the game of snake and ladder are cubes with each side having a dice of 1-6. The dice draw is carried out by the player in one draw, when the player gets 6 dice, the player may start the game and draw the dice and move according to the number of dice obtained.

d. Question Paper

There is a box in this game that contains some question papers. It contains questions related to the grammar material which are simple present tense and simple past tense.

The following is how to play snakes and ladders:

- 1) Students will be divided into 5-6 groups.
- 2) The pawn as a representative from each group will start the game and answer first the question.
- 3) When the game starts the players will take a question paper in the box provided by the teacher and answer it. When the player finishes answering the question, the teacher will confirm the answer. Each group will take turns with their friend in answering the questions and play the game in the board game.
- 4) If the player stops at the box with the snake then they will go down to the snake's tail. Otherwise, if the players stop in the box with the ladder, they can go up to the next box.
- 5) The first group to reach the finish box is the winner.

CHAPTER III

RESEARCH METHODOLOGY

A. *Research Design*

The research design was applied the quantitative method with quasi-experimental research design. This research design was applied in this research with one pre-test and one post-test design in the experimental and control class. The reseach design can be seen as follows:

E	O ₁	X	O ₂
C	O ₃		O ₄

(Sugiyono, 2015)

It means:

E : Experimental class

C : Control class

X : Treatment by using the game (in experimental class)

O₁ : Pre-test (in experimental class)

O₂ : Post-test (in experimental class)

O₃ : Pre-test (in control class)

O₄ : Post-test (in control class)

B. Research Variable

This research consists of two variables, as follows:

1. Independent variable

According to Sugiyono (2015), the independent variable is a variable that influences or is the cause of changes or the emergence of the dependent variable. The independent variable in this research is Snakes and Ladders Game.

2. Dependent variable

According to Sugiyono (2015), the dependent variable is a variable that is influenced or is the result, because of the independent variable. The dependent variable in this research is students' grammar.

C. Population and Sample

1. Population

The population of this research was taken from the second-grade students of MTs DDI BARU in the academic year 2022/2023. These students are divided into 5 classes from VIII A, VIII B, VIII C, VIII D, and VIII E.

2. Sample

The sampling technique that used in this research was cluster random sampling technique. The researcher used two classes from the five classes at the second-grade. The researcher take VIII B consist of 29 students as the control class and VIII C consist of 29 students as the experimental class.

D. Procedure of Collecting Data

The following were some steps used by the researcher to get valid data, as follows:

1. Pre-test

The pre-test was conducted before doing the treatment. It was conducted in experimental class and control class to know the student's prior knowledge about grammar, especially present tense. Then, the researcher gave the test which consists of 25 items. The researcher gave around 50 minutes to the students to do the test. After doing the test, the researcher collected the data.

2. Treatment

After giving the pre-test, the treatment was conducted in the experimental class by using Snakes and Ladders game to teach simple present tense meanwhile the control class was taught by using lecturing method. It was held in four meetings taking around 80 minutes. The following were the procedure of the treatment in the experimental class:

a. Opening

- 1) The researcher opened the class
- 2) The researcher asked the students to pray together

b. Main activities

- 1) The researcher explained the material.
- 2) The researcher divided the students into 5-6 groups.

- 3) One player from each group became a pawn and start the game first.
- 4) Each pawn of the group rolled the dice in turn. After that they moved based on the dice they get.
- 5) Each pawn answered the first question. When the player finished answering the question, the teacher confirmed the answer. If the answer was correct then they can draw the dice and moved based on the number of dice obtained. If the answer was wrong they stayed at their place.
- 6) There were snakes and ladders on the game board. When the player was in a box with a snakes' head, the player had to go down to the end of the snakes' tail, while if the player got a box containing a ladder, the player goes up.
- 7) Each player took turns with their group in answering the next questions and played the game in the board game.
- 8) The first group to reach the finish box was the winner.

c. Closing

- 1) The researcher asked the students to explain the conclusion of the lesson.
- 2) The researcher asked the students about their difficulty during the learning process.

3. Post-test

The researcher gave a test at the end of the research. It was conducted both in the experimental and control class. The function of the post-test is to know the students' achievement and progress after doing the treatment by using game-based learning. The researcher gave the test which consists of 25 items. The researcher gave around 50 minutes to the students to do the test. After doing the test, the researcher collected it. The improvement in the student learning outcomes was seen from the comparison of the results of the pre-test and post-test.

E. Research Instrument

The instrument that used in this research was the test that was given as a pre-test and post-test. The pre-test was given before the treatment and the post-test after the treatment. The function of the pre-test is to get data on the students' prior knowledge before treatment meanwhile the function of the post-test is to get data on the impact of using game-based learning in teaching to improve students' grammar. The test consists of 25 items, which were formulated in multiple-choice items and true and false items.

F. Technique of Data Analysis

The purpose of data analysis is to know the differences students' understanding and improvement in grammar by using game-based learning. The reasearcher used some steps in analysing the data, as follows:

1. Scoring the students' correct answer

$$\text{Score} = \frac{\text{Students Correct Answer}}{\text{Number of item}} \times 100$$

2. Calculating the mean score of the students' test

$$\bar{X} = \frac{\sum X}{N}$$

Descriptions:

\bar{X} : Mean score

$\sum x$: Total of sum score

N : Total number of sample

(Gay et al., 2011)

3. Classifying the score answer into seven levels, as follows:

Table 3.1 Classification of Students' Score

Score	Classification
95 – 100	Excellent
85 – 94	Very Good
75 – 84	Good
65 – 74	Fairly Good
55 – 65	Fairly Poor
45 – 54	Poor
0 – 44	Very Poor

(Depdikbud in Erwin, 2017)

4. Finding out the significance difference between the score of the pre test and post-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Descriptions:

t : significance difference

\bar{X}_1 : mean score of experimental class

\bar{X}_2 : mean score of control class

SS_1 : sum square of experimental class

SS_2 : sum square of control class

n_1 : number of students of experimental class

n_2 : number of student of control class

2 : the number of class involved

1 : constant number

(Gay et al., 2011)

In this study, the researcher used SPSS to find out the significance difference between the score of pre-test and post-test and answer the hypothesis.

BAB IV

FINDINGS AND DISCUSSION

A. *Research Finding*

The finding of this research was the result obtained from pre-test and post-test of students in the experimental class and control class. The final result was obtained by comparing the results of the students' tests using the independent sample t-test. In short, the result shows that there was a significant improvement in the results of students' grammar.

1. **Control Class**

The control class was the class taught without using the Snakes and Ladders game. The subjects in the control class were 29 students. The score of the students in the control class was taken by using a pre-test to determine the students' prior knowledge of grammar, especially simple present tense and simple past tense. It can be seen from the result of pre-test that the highest score achieved by the students was 64 and the lowest score was 24.

- a. The classification of students pre-test in the control class

Table 4.1 The classification of students pre-test in the control class

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	-	0%
2	Very good	85-94	-	0%

3	Good	75-84	-	0%
4	Fairly good	65-74	-	0%
5	Fairly poor	55-65	3	10,3%
6	Poor	45-55	5	17,2%
7	Very poor	0-44	21	72,4%
	Total		29	100%

The table above shows the rate, percentage, and frequency of control class in pre-test. It shows that there were 3 students (10.3%) classified as fairly poor, 5 students (17.2%) as poor category, 21 students (72.4%) as very poor out of 29 students who took pre-test. Then, no one student (0%) classified into fairly good, good, very good, or excellent. It can be concluded that all the students did not yet understand the simple present tense and simple past tense. Students' prior knowledge was still in the low category before doing the learning process.

b. Classification of student post-test in the control class

Table 4.2 The classification of students post-test in the experimental class

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	-	0%
2	Very good	85-94	-	0%

3	Good	75-84	2	6,8%
4	Fairly good	65-74	4	13,7%
5	Fairly poor	55-65	10	34,4%
6	Poor	45-55	7	24,1%
7	Very poor	0-44	6	20,8%
	Total		29	100%

The table above shows the rate percentage and frequency of control class in pot-test. It shows that out of 29 students who took post-test, there were 6 students (20.8%) classified as very poor category, 7 students (24.1%) classified as the poor category and 10 students (34.4%) classified as fairly poor category, 4 students (13.7%) classified as fairly good category, and 2 students (6.8%) classified as the good category. Then, no one student (0%) classified into an excellent category. As a result, there was improvement in the control class after the learning process. It can be seen from the students' post-test in the control class in the lowest category were decreased from 21 students to 6 students. However, the improvement in the students' post-test results did not increase significantly.

c. Comparison between pre-test and post-test in the control class

Table 4.3 Comparison between pre-test and post-test in the control class

Descriptive analysis		
	Pre-test	Post-test
Valid N	29	29
Minimum	20	32
Maximum	64	84
Mean	40.14	56.00
Std. Deviation	10.169	12.739

Based on the data above, it shows that the mean value of pre-test in the control class was 40.14. Meanwhile, the mean value of post-test in the control class was 56.00. As a result, the mean value of post-test was higher than the mean value of pre-test.

Furthermore, there was an improvement in students' scores on pre-test and post-test in the control class. The lowest score in the pre-test was 20 and the lowest score in post-test was 32. Also the higher score in pre-test was 64 and the higher score in post-test was 84. In summary, there was an improvement in students' grammar in the control class after using the lecturing method in teaching grammar, especially, simple present tense and simple past tense. Whereas, the improvement of students' grammar in the control class was not significant.

2. Experimental Class

The experimental class was the class taught by using the Snakes and Ladders game. The subjects in the experimental class were 29 students. The students in the experimental class were scored using a pre-test and a post-test to determine whether or not the use of the Snakes and Ladders game can improve students' grammar, especially simple present and past tense. It can be seen from the data below as follows:

- a. The classification of students pre-test in the experimental class

Table 4.4 The classification of students pre-test in the experimental class

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	-	0%
2	Very good	85-94	-	0%
3	Good	75-84	-	0%
4	Fairly good	65-74	-	0%
5	Fairly poor	55-65	4	13,7%
6	Poor	45-55	4	13,7%
7	Very poor	0-44	21	72,4%
	Total		29	100%

The table on the previous page shows the rate percentage and frequency of experimental class in pre-test. It shows that out of 29

students who took pre-test, there were 21 students (72.4%) classified as a very poor category; 4 students (13.7%) classified as poor category, and 4 students (13.7%) classified as a fairly poor category. Then, no one student (0%) was classified into the fairly good, good, very good, or excellent category. It can be concluded that there was not a significant difference between the control and experimental class. The prior knowledge of the students about grammar in the experimental class was still low.

b. Classification of student post-test in the experimental class

Table 4.5 Classification of student post-test in the experimental class

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	5	17,2%
2	Very good	85-94	4	13,7%
3	Good	75-84	9	31,1%
4	Fairly good	65-74	2	6,8%
5	Fairly poor	55-65	5	17,2%
6	Poor	45-55	2	6,8%
7	Very poor	0-44	2	6,8%
	Total		29	100%

The data on the previous page shows the rate percentage and frequency of experimental class in post-test. It shows that out of 29

students who took post-test, there were 2 students (6.8%) classified as very poor category, 2 students (6.8%) classified as poor category, 5 students (17.2%) classified in the fairly poor category, and 2 students (6.8%) classified as a fairly good category. Then, there were 9 students (31.1%) classified as good category, 4 students (13.7%) classified as very good category, and 5 students (17.2%) as an excellent category. In short, there was a significant improvement in the students' post-test scores after doing the treatment. The improvement of post-test in the experimental class was higher than post-test in the control class.

- c. Comparison between pre-test and post-test in the experimental class

Table 4.6 Comparison between pre-test and post-test in the experimental class

Descriptive analysis		
	Pre-test	Post-test
Valid N	29	29
Minimum	12	36
Maximum	60	100
Mean	37.24	74.07
Std. Deviation	13.185	17.876

The table on the previous page shows that the mean value of pre-test in the control class was 37.24. Meanwhile, the mean

value of post-test in the control class was 74.07. As a result, the mean value of post-test was higher than the mean value of pre-test. It means there was a significant improvement after the learning process.

Furthermore, there was an improvement in students' score on pre-test and post-test in the experimental class. The lowest score in the pre-test was 12 and the lowest score in post-test was 36. Also, the higher score in post-test was 60 and the higher score in post-test was 100. In summary, there was an improvement in students' grammar in the experimental class after using the Snakes and ladders game in teaching grammar, especially, simple present tense and simple past tense. It means students' understanding improves significantly.

3. Normality test

A normality test was conducted to determine whether the research data were normally distributed or not. In this research, the researcher used the Kolmogorov-Smirnov test and Shapiro-Wilk test. The result of the normality test was presented as follows.

Table 4.7 The Result of Normality Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Grammar	Pre-Test of Experimental class	.110	29	.200*	.956	29	.269
	Post-Test of Experimental class	.144	29	.131	.939	29	.092
	Pre-Test of control class	.108	29	.200*	.976	29	.728
	Post-Test control class	.114	29	.200*	.971	29	.584

Based on the output above, it shows that the significance value (Sig.) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05 , it can be concluded that the research data is normally distributed.

4. Paired Sample T Test

Paired sample t-test is used to determine whether there is a difference in the average of two paired samples. The paired sample t test in this research was used to answer the problem statement "Does the Use of Snakes and Ladders Game Improve Students Grammar in The Second Grade of MTs DDI Baru?". To answer the problem statement, the paired sample t test was carried out on the data of pre-test and post-test in the experimental class. Then, the paired sample t-test was carried out on the data of pre-test and post-test in the control class. The results of paired sample t-test are as follows.

Table 4.8 Paired Sample T Test

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test of Experimental	-	22.358	4.152	-45.332	-28.323	-	28	<,001	<,001
	- Post-Test of Experimental	36.828					8.870			
Pair 2	Pre-Test of Control	-	12.671	2.353	-20.682	-11.042	-	28	<,001	<,001
	- Post-Test of Control	15.862					6.741			

Based on the output of Pair 1, the value of Sig. (2-tailed) of $0.001 < 0.05$, it can be concluded that there is a difference in the average students' grammar for pre-test of experimental class and post-test of experimental class. Also, based on the output of Pair 2, the value of Sig. (2-tailed) of $0.001 < 0.05$, it can be concluded that there is a difference in the average Students' grammar for pre-test control class and post-test of control class.

In short, based on the result on the output of Pair 1, it can be concluded that there is an influence of using Snakes and ladders in improving students' grammar in the second grade of MTs DDI Baru.

5. Homogeneity Test

The homogeneity test aims to determine whether a variance (diversity) of data from two or more classes is homogeneous (same) or heterogeneous (not same). Homogeneous data is one of the requirements in the independent sample t-test.

In this research, the homogeneity test was used to determine whether the variance of post-test data in the experimental class and post-test data in the control class was homogeneous or not. The result of the homogeneity test is presented as follows

Table 4.9 The Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' Grammar	Based on Mean	3.207	1	56	.079
	Based on Median	2.503	1	56	.119
	Based on Median and with adjusted df	2.503	1	49.238	.120
	Based on trimmed mean	2.908	1	56	.094

Based on the output above, it is known that the significance value (Sig.) based on the mean is $0.079 > 0.05$, so it can be concluded that the variance of the experimental post-test data and control class post-test data is the same as Homogenic. Thus, one of the requirements of the independent sample t-test has been completed.

6. Independent Sample T Test

The independent sample t-test was used to determine whether there was a difference in the mean of the two unpaired samples. The independent sample t-test in this research was used to answer the problem statements “Does the Use of Snakes and Ladders Game Improve Students’ Grammar at The Second-Grade of MTs DDI Baru?” To answer the problem statements, an independent sample t test was conducted on the experimental class post-test and the control class post-test. The result of independent t-test can be seen in the table below.

Table 4.10 The Independent Sample T Test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Students' Grammar	Equal variances assumed	3.207	.079	4.433	56	<.001	<.001	18.069	4.076	9.903	26.235

	Equal variances not assumed			4.433	50.608	<,001	<,001	18.069	4.076	9.884	26.254
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The output above, the value of Sig. (2-tailed) of $0.001 < 0.05$, it means h_0 is rejected and h_1 is accepted. As a result, it can be concluded that the use of Snakes and ladders game is effective to improve students' grammar at the second-grade of MTs DDI Baru.

B. Discussion

This part discusses the use of the snakes and ladders game in improving students' grammar, especially, simple present tense and simple past tense at the second grade of MTs DDI Baru. The researcher conducted pre-test both in the control class and experimental class. Pre-test aimed to know the prior knowledge of the students. The result of pre-test showed that all the students did not yet understand simple present tense and simple past tense. Then the researcher conducted the treatment that consists of four meetings.

In the experimental class, the researcher conducted the treatment by using the snakes and ladders game as game-based learning. The students focused on the explanation given by the researcher during the learning process. After the teacher explained the material, the students were divided

into several groups. Then, all the groups played the game. Each group got a chance to answer the selected question. They were given the chance to roll the dice and move if they answer correctly. Meanwhile, if they are wrong they stay at the place. This was done in turn so that students had the same chance to play the game.

During the game, all the students were enthusiastic and actively participated in the game. Playing the game while learning was part of their learning process. So they enjoyed the learning process without feeling stressed. Also, they tend to learn more because they felt challenged to beat other groups. In short, the game can capture student participation and attention. This is in line with Susanti & Trisnawati (2019). They state it is possible for games to stimulate and encourage students to participate in the game since they are motivated to beat their opponents. Ait Hajji & Kim (2019) also conclude games provide a good ground for students to practice the target language and can be a good means to enhance EFL learning. Therefore, games should be widely practiced in English teaching and learning in classroom.

Furthermore, the snakes and ladders game used by the researcher can also stimulate the students' kinesthetic learning style. Students not only stayed at their place and learned but also learned by moving around. Thus, the students did not feel bored in the learning process. It also has a positive effect on students' achievement in learning grammar. This is in line with Tanta (2010) that states learning by doing can encourage students to

remember the learning experience and will have a positive impact on their learning achievement. As well as, learning by doing can encourage the students to remember 80% of what they do themselves, even if it is just a simulation (Asmaka, 2019).

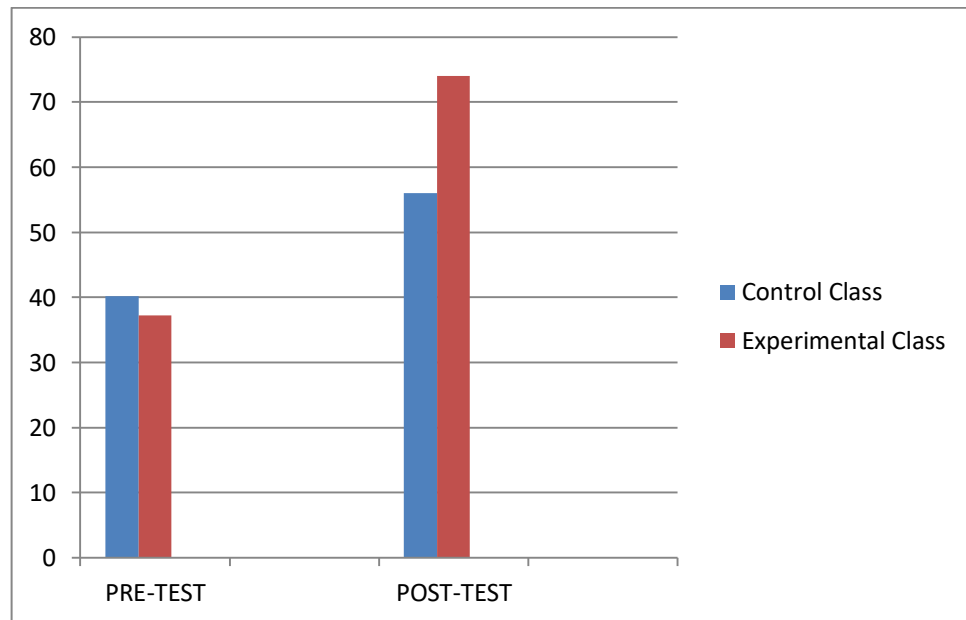
In contrast, the researcher also did a treatment in the control class. The treatment in the control class was different in the experimental class. In teaching grammar, the researcher used the lecturing method. The researcher explained the forms and the rules of simple present tense and simple past tense then give the students some exercises. During the learning process, only a few students were active in the class both when asking and answering the questions. Some of them also feel bored and they did not pay attention to the lesson. This is supported by Susanti & Trisnawati (2019). They concluded students were bored and dissatisfied with the traditional grammar teaching by explaining the rules and forms and drilling them.

After doing the treatment, the researcher conducted a post-test in the control class and experimental class. The purpose of post-test is to know the student's achievement and progress after the treatment. The result of post-test in the experimental class showed that the use of the snakes and ladders game can improve students' learning outcomes in grammar. The result shows that the gain score of the students in the experimental class increased by 36.83 points. This is in line with Tuan & Doan (2010) that state games prove to be a useful tool employed regularly in language

teaching. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice in all language skills. Consequently, games can motivate learners, promote learners' interaction, improve their acquisition and increase their achievement. In the same way, it can be concluded that the use snakes and ladders game as one of game-based learning can help the teacher to create more enjoyable learning and improve students' achievement in learning grammar significantly.

Furthermore, the result of post-test in the control class also improved. But the researcher did not find a significant improvement between pre-test and post-test in the control class. It was indicated from the gain score in the control. It increased by only 15.86 points while in the experiment class it increased by 36.83 points. It means the gain score in the experimental class was higher than in the control class. It can be concluded that the using snakes and ladders game were more effective in teaching grammar than using the lecturing method. It is supported by Nguyen (2008) that emphasized a teacher who just follows the textbook's directions and does not create any games brings a boring, hard-to-digest language lesson to his students, and this does not meet the need for grammar classes that are more engaging and effective (Tuan & Doan, 2010).

The following is the improvement in the pre-test and post-test of control class and experimental class.



In summary, the researcher recommends using the snakes and ladders game as game-based learning in teaching grammar in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of using the Snakes and ladders game in teaching grammar, especially simple present tense and past tense that conducted at the second-grade of MTs DDI Baru, the researcher conclude that there is a significant effect in students' grammar ability. It can be seen from the finding which shows the difference in mean score in the pre-test and post-test of the experimental class. The mean score of post-test is higher than the mean score of pre-test. The mean score for post-test was 74.07 while the mean score for pre-test was 37.24. It is also supported with the result of independent t-test. The result shows that the value of Sig. (2-tailed) of $0.001 < 0.05$, it means H_0 is rejected and H_1 is accepted. As a result, the use of the Snakes and Ladders game is effective to improve students' grammar. However, there was also an improvement in the control class but the researcher did not find a significant improvement between pre-test and post-test. It was indicated from the gain score in the control class. It increased only 15.86 points while in the experimental class it increased 36.83 points.

B. Suggestion

Based on the result of the data analysis and the conclusion, the researcher formulates some suggestions. Hopefully, the result of this research could be beneficial for students, teachers, and readers who are

interested in applying the Snakes and ladders game to improve students' grammar, especially, simple present tense and simple past tense. The researcher proposes some suggestions as follows.

1. The teacher will be better to apply the snakes and ladders game as one of the alternative ways of teaching grammar, especially simple present-tense and simple past tense in the second grade of junior high school.
2. The teacher can use Snakes and ladders game to make students more active in the class during the learning process.
3. The teacher can use the Snakes and ladders game as a fun learning method for students and as a learning method that encourages students' kinesthetic learning styles.
4. The snakes and ladders game will be more effective when played with a small number of students.
5. The teacher is suggested to confirm the students' understanding and make sure they understand the lesson.
6. It is suggested to the other researcher to develop this game and use it in other language components or skills such as vocabulary and speaking.

Alternatively, there is still a lot of weakness in this research, therefore criticism and bits of advice are expected to complete this research. Also, the researcher hopes that this research can be a reference for English teachers in applying the snakes and ladders game in teaching grammar.

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*APPENDIX A Research Instrument***Research Instrument****Pre-test****Multiple choices****Choose the best answer in the following questions!**

1. I ___ to school everyday
 - a) Go
 - b) Goes
 - c) Went
 - d) Gone
2. ___ she clean her room every day?
 - a) Does?
 - b) Do?
 - c) Did?
 - d) Is?
3. We ___ come here every year
 - a) Don't
 - b) Doesn't
 - c) Did
 - d) Didn't
4. My friends ___ tea with me every morning
 - a) Drinks
 - b) Drinking
 - c) Drink
 - d) Drank
5. My sister ___ always kind to me
 - a) Am
 - b) Is
 - c) Are
 - d) Were
6. I ___ a student and my sister is a doctor
 - a) Am
 - b) Is
 - c) Are
 - d) Was

7. ___ they in the school every day?
 - a) Is?
 - b) Are?
 - c) Am?
 - d) Do?
8. I ___ the music yesterday
 - a) Listened
 - b) Listen
 - c) Listening
 - d) Be listen
9. She ___ walk to the school yesterday
 - a) Don't
 - b) Didn't
 - c) Doesn't
 - d) Do
10. My mother ___ delicious food for us two hours ago
 - a) Cook
 - b) Cooks
 - c) Cooking
 - d) Cooked
11. Nadia, Irma and Devi ___ their homework last time
 - a) Did
 - b) Do
 - c) Done
 - d) Doing
12. ___ you see my book in the class yesterday?
 - a) Does?
 - b) Did?
 - c) Are?
 - d) Do?
13. Her father ___ a teacher two years ago
 - a) Was
 - b) Were
 - c) Are
 - d) Is
14. ___ were sick last week
 - a) They
 - b) I
 - c) She
 - d) He

15. ____ they tired last night?

- a) Were?
- b) Was?
- c) Are?
- d) Is?

True and false

Put a circle round the word True if the sentence is correct. If it is not correct, put a circle round the word False.

- 1. The bag is too small (False/True)
- 2. My friends don't like you (False/True)
- 3. Is They stay in a hotel? (False/True)
- 4. The teacher is always kind to the students (False/True)
- 5. He talks to the doctor (False/True)
- 6. My father are my inspiration (False/True)
- 7. Ali is a doctor and Ani is a teacher (False/True)
- 8. I did not do my homework every day (False/True)
- 9. Were the teacher diligent two days ago? (False/True)
- 10. I was born in Jakarta (False/True)

Post-test**Multiple choices****Choose the best answer in the following questions!**

1. I ___ my task every night
 - a. Do
 - b. Did
 - c. Done
 - d. Doing
2. ___ goes to the office every day
 - a. You
 - b. My sisters
 - c. They
 - d. She
3. Irma ___ beautiful girl
 - a. Are
 - b. Am
 - c. Is
 - d. Was
4. ___ you drink a cup of milk every morning?
 - a. Does?
 - b. Do?
 - c. Are?
 - d. Is?
5. Sidrah and I ___ to Bali every year.
 - a. Go
 - b. Goes
 - c. Went
 - d. Going
6. Is ___ a diligent student?
 - a. You
 - b. They
 - c. He
 - d. I
7. Ali ___ the book last week.
 - a. Buy
 - b. Borrow
 - c. See
 - d. Borrowed

8. You ___ do your homework last night.
- didn't
 - don't
 - doesn't
 - isn't
9. My father and my mother ___ the best parents.
- Is
 - Are
 - Am
 - Does
10. Was ___ sick two days ago?
- He
 - Ali and Ani
 - They
 - You
11. I ___ in Singapore last week
- Am
 - Were
 - Was
 - Are
12. My brother ___ a police and I ___ a teacher
- is – are
 - are – am
 - is – am
 - am – is
13. ___ you buy the book yesterday?
- Did?
 - Does?
 - Do?
 - Is?
14. My father was a policeman when I ___ 12 years ago.
- was
 - were
 - is
 - am
15. ___ you in the library yesterday?
- Are
 - Were
 - Is
 - Was

True & False

Put a circle round the word True if the sentence is correct. If it is not correct, put a circle round the word False.

1. The building is high (True/False)
2. My brother is handsome and I is beautiful (True/False)
3. Is you angry at me? (True/False)
4. She writes a letter every week (True/False)
5. Irma and I listen the music every day (True/False)
6. Do you learn English every day? (True/False)
7. Are you a teacher two years ago? (True/False)
8. I was short when I am five years old (True/False)
9. Riska is tall and you are short (True/False)
10. Was she late yesterday? (True/False)

APPENDIX B Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTs DDI Baru	Kelas/Semester : VIII / I (Satu)
Nama Mapel : Bahasa Inggris	Alokasi Waktu : 2 x 40 Meenit
Tema : Grammar	Sub Tema : Simple Present Tense (Verbal)

Kompetensi Dasar	Tujuan Pembelajaran
3.7 Menerapkan fungsi soasial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaanya. (Perhatikan unsur kebahasaan simple present tense)	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami pengertian dan fungsi simple present tense 2. Peserta didik mampu memahami bentuk kalimat simple present tense 3. Peserta didik mampu menganalisis contoh kalimat simple present tense 4. Peserta didik mampu membuat kalimat simple present tense dalam bentuk verbal

Kegiatan Pembelajaran

Kegiatan	Waktu: 2 x 40 Mneit
Pendahuluan:	
<ol style="list-style-type: none"> 1. Guru menyapa peserta didik 2. Membaca doa bersama 	
Kegiatan Inti:	
<ol style="list-style-type: none"> 1. Guru menjelaskasn materi pembeljaran terkait simple present tense dalam bentuk nominal 	

2. Guru membagi peserta didik dalam beberapa kelompok
3. Peserta didik akan menjawab kuis secara berkelompok dalam bentuk game
Penutup:
1. Peserta didik menyimpulkan materi yang telah dipelajari
2. Guru bertanya kepada peserta didik tentang kesulitan yang dihadapi dalam proses pembelajaran

Metode dan Media Pembelajaran

1. Metode: Game-based learning
2. Media :
Snakes and Ladders game

Materi Pokok

Simple Present Tense

1. Pengertian simple present tense

Simple present tense adalah bentuk waktu yang digunakan untuk menjelaskan sebuah fakta, kebiasaan atau kejadian yang sedang berlangsung saat ini.

2. Penggunaan simple present tense dalam bentuk verbal

Subject	Verbal	Form
I	V1	Affirmative (+)
You		
They	DO	Negative (-) & Interogative (?)
We		
He	V1 + e/es	Affirmative (+)
She		
It	DOES	Negative (-) & Interogative (?)

- a. Affirmative (+)

Subject + V1 (e/es) + Object/Compliment

Example:

I go to school

She eats the cake

b. Negative (-)

Subject + do/does + not + V1 + Object/Compliment

Example:

We do not eat your food

He does not bring a book

c. Interrogative (?)

Do/Does + Subject + V1 + Object/Compliment + ?

Example:

Do you buy a pen?

Does he take my book?

Polman, Agustus 2022

Researcher

Devi Triani
Nim: 10256118003

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTs DDI Baru	Kelas/Semester : VIII / I (Satu)
Nama Mapel : Bahasa Inggris	Alokasi Waktu : 2 x 40 Meenit
Tema : Grammar	Sub Tema : Simple Present Tense (Nominal)

Kompetensi Dasar	Tujuan Pembelajaran
. 3.7 Menerapkan fungsi soasial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaanya. (Perhatikan unsur kebahasaan simple present tense)	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami pengertian dan fungsi simple present tense 2. Peserta didik mampu memahami bentuk kalimat simple present tense 3. Peserta didik mampu menganalisis contoh kalimat simple present tense 4. Peserta didik mampu membuat kalimat simple present tense dalam bentuk nominal

Kegiatan Pembelajaran

Kegiatan	Waktu: 2 x 40 menit
Pendahuluan:	
<ol style="list-style-type: none"> 1. Guru menyapa peserta didik 2. Membaca doa bersama 	
Kegiatan Inti:	
<ol style="list-style-type: none"> 1. Guru menjelaskasn materi pembelajaran terkait simple present tense dalam bentuk nominal 2. Guru membagi peserta didik dalam beberapa kelompok 3. Peserta didik akan menjawab kuis secara berkelompok dalam bentuk game 	

Penutup:	
1. Peserta didik menyimpulkan materi yang telah dipelajari	
2. Guru menanyakan kesulitan yang dihadapi siswa dalam proses pembelajaran	

Metode dan media pembelajaran

1. Metode: Game-based learning
2. Media : snakes and ladders game

Materi pokok

Simple Present Tense

Penggunaan kalimat simple present tense dalam bentuk nominal.

Affirmative (+)	S + am/is/are + A/N/A
Negative (-)	S + am/is/are + Not + A/N/A
Interogative (?)	Am/is/are + S + A/N/A?

*A=Adjective N=Noun A=Adverb

Subject	Verb (To Be)
I	Am
You We They	Are
He She It	Is

1. Affirmative (+)
Example:
I am a student
He is clever
2. Negative (-)
Example:

She is not smart

They are not lazy

3. Interrogative

Example:

Am I wrong?

Are you a teacher?

Polman, Agustus 2022

Researcher

Devi Triani
Nim: 10256118003

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTs DDI Baru Nama Mapel : Bahasa Inggris Tema : Grammar	Kelas/Semester : VIII / I (Satu) Alokasi Waktu : 2 x 40 Menit Sub Tema : Simple Past Tense (Verbal)
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Kompetensi Dasar	Tujuan Pembelajaran
3.10 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami pengertian dan fungsi simple past tense 2. Peserta didik mampu memahami bentuk kalimat simple past tense 3. Peserta didik mampu menganalisis contoh kalimat simple present tense 4. Peserta didik mampu membuat kalimat simple present tense dalam bentuk verbal

Kegiatan Pembelajaran

Kegiatan	Waktu: 2 x 40 Mneit
Pendahuluan:	
<ol style="list-style-type: none"> 1. Guru menyapa peserta didik 2. Membaca doa bersama 	
Kegiatan Inti:	
<ol style="list-style-type: none"> 1. Guru menjelaskan materi pembelajaran terkait simple past tense dalam bentuk verbal. 2. Guru membagi pessenger didik dalam beberapa kelompok 3. Peserta didik menjawab kuis secara berkelompok dalam bentuk game 	
Penutup:	
<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Guru bertanya kepada peserta didik kesulitan yang didapati selama pembelajaran 	

Metode dan media pembelajaran

1. Metode: Game-based learning
2. Media : snakes and ladders game

Materi pokok

1. Pengertian simple past tense

Simple past tense adalah bentuk waktu yang digunakan untuk menjelaskan peristiwa yang sudah berlalu dan telah berakhir dimasa lampau.

2. Penggunaan simple past tense dalam bentuk verbal

Affirmative (+)	S + V2 + O/C
Negative (-)	S + DID + NOT + V1 + O/C
Interogative (?)	DID + S + V1 + O/C?

Subject	Verbal	Form
I	V2	Affirmative (+)
You		
They	DID	Negative (-) & Interrogative (?)
We		
He		
She		
It		

a. Affirmative (+)

I bought a book yesterday

She visited the museum two days ago

b. Negative (-)

You didn't go to school last week

They didn't learn last night

c. Interrogative (?)

Did you take my pen yesterday?

Did he eat my food?

Polman, Agustus 2022

Researcher

Devi Triani
Nim: 10256118003

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTs DDI Baru Nama Mapel : Bahasa Inggris Tema : Grammar	Kelas/Semester : VIII / I (Satu) Alokasi Waktu : 2 x 40 Meenit Sub Tema : Simple Past Tense (Nominal)
--	--

Kompetensi Dasar	Tujuan Pembelajaran
3.10 Menerapkan fungsi social, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaanya. (Perhatikan unsur kebahasaan simple past tense)	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami pengertian dan fungsi simple past tense 2. Peserta didik mampu memahami bentuk kalimat simple past tense 3. Peserta didik mampu menganalisis contoh kalimat simple present tense 4. Peserta didik mampu membuat kalimat simple present tense dalam bentuk nominal.

Kegiatan Pembelajaran

Kegiatan	Waktu: 2 x 40 Mneit
Pendahuluan:	
<ol style="list-style-type: none"> 1. Guru menyapa siswa 2. Membaca doa bersama 	
Kegiatan Inti:	
<ol style="list-style-type: none"> 1. Guru menjelaskan materi pembelajaran terkait simple present tense dalam bentuk nominal 2. Guru membagi peserta didik dalam beberapa kelompok 3. Peserta didik akan menjawab kuis secara berkelompok dalam bentuk game 	
Penutup:	
<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Guru bertanya kepada peserta didik kesulitan yang didapi selama pembelajaran 	

Metode dan media pembelajaran

1. Metode: Game-based learning
2. Media : snakes and ladders game

Materi pokok

Simple past tense

Penggunaan simple past tense dalam kalimat nominal

Affirmative (+)	S + was/were + A/N/A
Negative (-)	S + was/were + Not + A/N/A
Interogative (?)	Was/were + S + A/N/A?

*A=Adjective N=Noun A=Adverb

Subject	Verb (To Be)
I	Was
You We They	Were
He She It	Was

- Affirmative (+)
I was a student two years ago
They were in Singapore last week
- Negative (-)
You were so sad last night
She was young
- Interrogative (?)
Were they in the school yesterday?
Was he a police?

Polman, Agustus 2022

Researcher

Devi Triani
Nim: 10256118003

APPENDIX C Question paper in the experimental class

QUESTION PAPERS-FIRST MEETING

VERBAL-SIMPLE PRESENT TENSE

1. I (Goes/Go) to School every day
2. ___ goes to market every friday
3. ___ she go to school every day?
4. Does ___ take a bath every morning?
5. ___ eats in the cafeteria every day
6. My friend and I ___ go home at 2 pm every afternoon (-)
7. Birds can fly because they (has/have) wings
8. A frog (don't/doesn't) have a tail
9. ___ you have a pen?
10. ___ you see my book?
11. We ___ our room every day
12. My sisters (has/have) new cars
13. My friends (need/needs) the jobs
14. ___ your friend need a job?
15. They ___ like sefood (-)
16. My sister ___ come to my house (-)
17. Irma ___ want to eat (-)
18. ___ Irma and Ani want to eat?
19. Mr. Ali (goes/go) to Jakarta every week
20. (does / do) Michael have a ball?
21. I ___ play football after school (-)
22. We (listen/listens) the music every day
23. You ___ the music every day
 - A. listen
 - B. listened
 - C. listens
 - D. listening
24. ___ Ani sweep the floor?
 - a. do?
 - b. does?
 - c. did?
 - d. is?
25. My brother ___ to school and I ___ to the office every day
 - a. goes – going
 - b. go – goes

- c. goes – go
 - d. going – go
26. My friends ___ tea with me every morning
- a. drink
 - b. drinking
 - c. drinks
 - d. drank
27. Nadia and I ___ our homework every night
- a. did
 - b. done
 - c. do
 - d. doing
28. Does ___ visit the museum every week?
- a. you
 - b. they
 - c. your friends
 - d. your friend
29. Ikbal ___ a book every week
- a. buy
 - b. buys
 - c. buying
 - d. bought
30. My sister ___ make the cake everyday
- a. don't
 - b. doesn't
 - c. didn't
 - d. isn't
31. I ___ the window every night
- a. close
 - b. closing
 - c. closed
 - d. closes
32. ___ Ani write a letter for me?
- a. do?
 - b. does?
 - c. did?
 - d. are?
33. Do ___ come to your house every year?
- a. she
 - b. your sister

- c. my brother
d. they
34. My sister and I ___ to the market
a. walk
b. walks
c. walking
d. walked
35. He ___ the police in the street
a. meet
b. meeting
c. met
d. meets
36. ___ talks to me every day
a. she
b. you
c. they
d. we
37. I ___ care about him
a. doesn't
b. don't
c. am not
d. is not
38. We goes to school every day (false)
a b c d
39. Nadia don't go to school every day (false)
a b c d
40. Do they drinks tea every morning? (false)
a b c d
41. She go to Bali every year (false)
a b c d
42. Ria wash her shoes (false)
a b c d
43. I calls my english teacher (false)
a b c d
44. Michael have a ball (false)
a b c d
45. Does my mother cook chicken curry? (true/false)
46. Ani wants to eat (true/false)
47. Ryan climbs the tree (true/false)
48. Susan and Henry don't have a nice houe (true/false)
49. Tom reads one book a week (true/false)
50. She drinks tea with her lunch every day (true/false)

QUESTION PAPERS-SECOND MEETING**NOMINAL-SIMPLE PRESENT TENSE**

1. I ___ a student
2. ___ is a farmer and we ___ gardener
3. They ___ in the school
4. The books ___ heavy
5. She buys a dress. It ___ so beautiful
6. My mother ___ a teacher and my father ___ a police
7. Your room ___ clean but my room ___ not clean
8. ___ are not in the school today
9. The students are in _____
10. ___ are handsome and ___ is beautiful
11. The car (is/are) red
12. (My sister/my sisters) is in the office
13. My brother and I (are not/is not) in the market
14. Your pen (is/are) black but my pens (is/are) blue
15. The market (is not/are not) in front of the school
16. Irma (is/am) a beautiful girl
17. (Is/Am) she a teacher?
18. My mother gives me a phone. (It/Its) is so expensive
19. ___ they diligent?
20. You (are/is) full but she ___ hungry
21. My sisters are (tall/teacher) and I am short
22. Irma ___ beautiful girl
 - a. Are
 - b. Am
 - c. Is
 - d. Was
23. You are in the school and ___ is in the office
 - a. We
 - b. You
 - c. I
 - d. She
24. I ___ in Singapore every year
 - a. Am
 - b. Were
 - c. Was
 - d. Are

25. My brother ____ a police and I ____ a teacher
- is – are
 - are – am
 - is – am
 - am – is
26. Is ____ a diligent student?
- You
 - They
 - He
 - I
27. My father and my mother ____ the best parents.
- Is
 - Are
 - Am
 - Does
28. ____ you in the library every monday?
- Are?
 - Am?
 - Is?
 - Was?
29. They ____ always happy every time
- Are
 - Is
 - Am
 - Was
30. Nadia and Irma ____ my friend
- Is
 - Are
 - Am
 - Were
31. My sister ____ always kind to me
- Am
 - Is
 - Are
 - Were
31. I ____ a student and my sister ____ a doctor
- Am - is
 - Is - am
 - Am - are
 - Is – are

33. ___ they in the school every day?
 a) Is?
 b) Are?
 c) Am?
 d) Do?
34. ___ you and she happy now?
 a) Is
 b) Are
 c) Am
 d) Were
35. ___ their parents in the Singapore now?
 a) Are
 b) Is
 c) Am
 d) Was
36. My brother and I are in the library _____
 a) Yesterday
 b) Last night
 c) Every Monday
 d) Two days ago
37. The student is late _____
 a) Last week
 b) Every day
 c) Yesterday
 d) Last month
38. Is your friends late? (false)
 a b c d
39. Rafatar and Rayanza is busy but I am not busy (false)
 a b c d
40. Are they in my house yesterday?
 a b c d
41. Her bags is wet now
 a b c d
42. My mother buys a candy. It are sweet
 a b c d
43. I like your frinds because they is kind
 a b c d

44. The lions is dangerous but the cat is not dangerous
 a b c d
45. I am thirsty and but she are hungry (True/False)
46. Riswan is a clever student (True/False)
47. Are you and Rika in the mosque last night? (True/False)
48. My sister and I is sick (True/False)
49. Is Rafatar handsome?
50. My mother is angry every morning (True/False)

QUESTION PAPERS-THRID MEETING

VERBAL-SIMPLE PAST TENSE

1. I (go/went) to Bali yesterday
2. She (didn't/doesn't) go to market last friday
3. ___ she go to Market last week?
4. Did you take a bath _____?
5. She went to cafetaria yesterday (?)
6. My friend and I built a building two years ago (-)
7. The birds didn't came to my house (+)
8. My chicken (doesn't/didn't) eat last night
9. ___ you have a pen last time?
10. Did you see my book last week? (-)
11. We cleaned our class yesterday (?)
12. My sisters (buy/bought) two cars two years ago
13. My friends (needed/needs) the jobs last time
14. ___ your friend need a job yesterday?
15. They ___ like sefood (-)
16. My sister didn't visit my office (+)
17. Irma wanted to eat two hours ago (-)
18. ___ Irma and Ani want to eat?
19. Mr. Ali (work/worked) in Jakarta last week
20. did Michael have a lion? (-)
21. I didn't play football (+)
22. We (sweep/swept) the floor last night
23. You ___ the music last night
 - a. listen
 - b. listened
 - c. listens
 - d. listening
24. ___ Ani eat my food?
 - a. do?
 - b. does?
 - c. did?
 - d. is?
25. My brother ___ to school and I ___ the museum
 - a. go – visiting
 - b. goes – visited
 - c. went– visited
 - d. went – visit

26. My friends didn't ____ tea with me last time
- drink
 - drinking
 - drinks
 - drank
27. Nadia and I ____ our homework last night
- did
 - done
 - do
 - doing
28. Did you visit the museum _____ ?
- now
 - yesterday
 - every monday
 - every day
29. Iqbal ____ a banana last week
- buy
 - buys
 - buying
 - bought
30. My sister ____ make the bread two weeks ago
- don't
 - doesn't
 - didn't
 - isn't
31. I ____ the window last night
- close
 - closing
 - closed
 - closes
32. ____ Ani write a letter for me a year ago?
- do?
 - does?
 - did?
 - are?
33. Did my sister ____ to your house every year?
- come
 - came
 - come (v3)
 - coming

34. My father and I ___ to the market
 a. walk
 b. walks
 c. walking
 d. walked
35. He ___ the police in the street an hour ago
 a. meet
 b. meeting
 c. met
 d. meets
36. she talked to me _____
 a. now
 b. every day
 c. last month
 d. every week
37. I ___ care about him
 a. doesn't
 b. don't
 c. did't
 d. is not
38. We din't read the book every day (false)
 a b c d
39. Nadia don't attend the meeting yesterday (false)
 a b c d
40. Do they drink coffee last time? (false)
 a b c d
41. She go to Bali two years ago (false)
 a b c d
42. Ria doesn't wash her bag (false)
 a b c d
43. I calls my brother yesterday (false)
 a b c d
44. Michael dosn't buy a ball last year (false)
 a b c d
45. Did my mother cook chicken curry? (true/false)
46. Ani wants to eat burger last night (true/false)
47. Ryan climbed the tree every week (true/false)
48. Susan and Henry don't build a nice house last year (true/false)
49. Tom wrote a later for me a year ago (true/false)
50. She drank tea with her lunch every day (true/false)

QUESTION PAPERS-LAST MEETING**NOMINAL-SIMPLE PRESENT TENSE**

1. I ___ a pilot last year
2. ___ is a teacher and we ___ police
3. They ___ in the museum yesterday
4. The books ___ big
5. She bought a dress last week. It ___ so beautiful
6. My mother ___ a teacher and my father ___ a police two years ago
7. Your class ___ clean but my class ___ not clean yesterday
8. ___ were not in the school last time
9. The teachers were in the school _____
10. ___ were handsome and ___ was beautiful
11. The bird (was/were) red
12. (My friends/my friend) was in the library two days ago
13. My mother and I (were not/was not) in the market
14. Your bag (was/were) yellow but my bag (was/were) red
15. The market (was not/were not) in front of the school
16. Nagita (was/were) a beautiful girl
17. (was/were) she a teacher?
18. My uncle bought a phone for me. (It/Its) was so expensive
19. ___ they famous last week?
20. You (were/was) full but she ___ hungry
21. My sisters were (short/teacher) and I was tall
22. Paula ___ beautiful girl last night
 - a. Are
 - b. were
 - c. Is
 - d. Was

23. You were in the school and ____ is in the office
- We
 - You
 - I
 - She
24. I ____ in Makassar yesterday
- Am
 - Were
 - Was
 - Are
25. My uncle ____ a police and my aunt ____ a teacher two years ago
- was – were
 - were – was
 - was – was
 - were – were
26. Was ____ a lazy student?
- You
 - They
 - He
 - We
27. Raffi and Baim ____ the best friends.
- was
 - were
 - are
 - is
28. ____ you in the hospital every last week?
- Are?
 - Were?
 - Is?
 - Was?
29. Baim and Paula ____ happy last time
- are
 - were
 - is
 - was
30. Kiano and Kenzo ____ my friend
- was
 - Are
 - Am
 - Were

APPENDIX D documentation of pre-test, treatment, and post-test

(DOCUMENTATION)

1. Control Class

Pre-test in the control class



Learning process in the control class



Post-test in the control class



2. Experimental Class

Pre-test in the experimental class



Treatment in the experimental class





Post-test in the experimental class



APPENDIX E students' score

STUDENTS SCORES

1. Control Class

a. Pre-test score

NO	NUMBER OF RESPONDEN	PRE-TEST	CLASSIFICATION
1	1	44	Very poor
2	2	44	Very poor
3	3	40	Very poor
4	4	20	Very poor
5	5	44	Very poor
6	6	32	Very poor
7	7	56	Fairly
8	8	24	Very poor
9	9	24	Very poor
10	10	36	Very poor
11	11	40	Very poor
12	12	40	Very poor
13	13	40	Very poor
14	14	40	Very poor
15	15	44	Very poor
16	16	48	Poor
17	17	32	Very poor
18	18	56	Fairly
19	19	36	Very poor
20	20	48	Poor
21	21	52	Poor
22	22	32	Very poor
23	23	64	Fairly
24	24	48	Poor
25	25	32	Very poor
26	26	32	Very poor
27	27	36	Very poor
28	28	48	Poor
29	29	32	Very poor
	Rata-rata	40.137931	

b. Post-test

NO	NUMBER OF RESPONDEN	POST-TEST	CLASSIFICATION
1	1	60	Fairly
2	2	40	Very poor
3	3	40	Very poor
4	4	44	Very poor
5	5	60	Fairly
6	6	48	Poor
7	7	72	Fairly good
8	8	40	Very poor
9	9	64	Fairly
10	10	52	Poor
11	11	60	Fairly
12	12	48	Poor
13	13	56	Fairly
14	14	84	Good
15	15	48	Poor
16	16	72	Fairly good
17	17	40	Very poor
18	18	64	Fairly
19	19	72	Fairly good
20	20	64	Fairly
21	21	56	Fairly
22	22	56	Fairly
23	23	76	Good
24	24	48	Poor
25	25	52	Poor
26	26	72	Fairly good
27	27	56	Fairly
28	28	48	Poor
29	29	32	Very poor
	Rata-rata	56	

2. Experimental Class

a. Pre-test

NO	NUMBER OF RESPONDEN	PRE-TEST	CLASSIFICATION
1	1	36	Very poor
2	2	52	Fairly
3	3	40	Very poor
4	4	56	Fairly
5	5	56	Fairly
6	6	24	Very poor
7	7	36	Very poor
8	8	44	Very poor
9	9	28	Very poor
10	10	48	Poor
11	11	60	Fairly
12	12	52	Poor
13	13	52	Poor
14	14	36	Very poor
15	15	24	Very poor
16	16	28	Very poor
17	17	44	Very poor
18	18	32	Very poor
19	19	12	Very poor
20	20	12	Very poor
21	21	28	Very poor
22	22	24	Very poor
23	23	44	Very poor
24	24	52	Poor
25	25	36	Very poor
26	26	32	Very poor
27	27	44	Very poor
28	28	24	Very poor
29	29	24	Very poor
	Rata-rata	37.2413793	

b. Post-test

NO	NUMBER OF RESPONDEN	POST-TEST	CLASSIFICATION
1	1	76	Good
2	2	52	Fairly
3	3	96	Excellent
4	4	72	Good
5	5	56	Fairly
6	6	84	Very good
7	7	80	Good
8	8	52	Poor
9	9	84	Good
10	10	80	Good
11	11	60	Fairly
12	12	88	Very good
13	13	76	Good
14	14	88	Very good
15	15	60	Fairly
16	16	72	Fairly good
17	17	100	Excellent
18	18	36	Very poor
19	19	60	Fairly
20	20	36	Very poor
21	21	96	Excellent
22	22	96	Excellent
23	23	80	Good
24	24	52	Poor
25	25	72	Fairly good
26	26	80	Good
27	27	96	Excellent
28	28	92	Very good
29	29	76	Good
		74.06896552	

APPENDIX F results of SPSS

1. Descriptive analysis

Descriptive Statistics					
Class	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of Experimental	29	12	60	37.24	13.185
Post-Test of Experimental	29	36	100	74.07	17.876
Pre-Test of Control	29	20	64	40.14	10.169
Post-Test of Control	29	32	84	56.00	12.739
Valid N (listwise)	29				

2. Normality test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Grammar	Pre-Test Experimental	.110	29	.200*	.956	29	.269
	Post-Test Experimental	.144	29	.131	.939	29	.092
	Pre-Test Control	.108	29	.200*	.976	29	.728
	Post-Test Control	.114	29	.200*	.971	29	.584

3. Paired sample t test

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test Experimental - Post-Test Experimental	-36.828	22.358	4.152	-45.332	-28.323	-8.870	28	<.001	<.001
Pair 2	Pre-Test Control - Post-Test Control	-15.862	12.671	2.353	-20.682	-11.042	-6.741	28	<.001	<.001

4. Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students' Grammar	Based on Mean	3.207	1	56	.079
	Based on Median	2.503	1	56	.119
	Based on Median and with adjusted df	2.503	1	49.238	.120
	Based on trimmed mean	2.908	1	56	.094

5. Independent sample t test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Side d p	Two-Side d p			Lower	Upper
Student's Grammar	Equal variances assumed	3.207	.079	4.433	56	<,001	<,001	18.069	4.076	9.903	26.235
	Equal variances not assumed			4.433	50.608	<,001	<,001	18.069	4.076	9.884	26.254

APPENDIX G students' pre- test & post test

a. Pre-test in the control class

1013

(20)

Name : mau hida
Class : VIII B

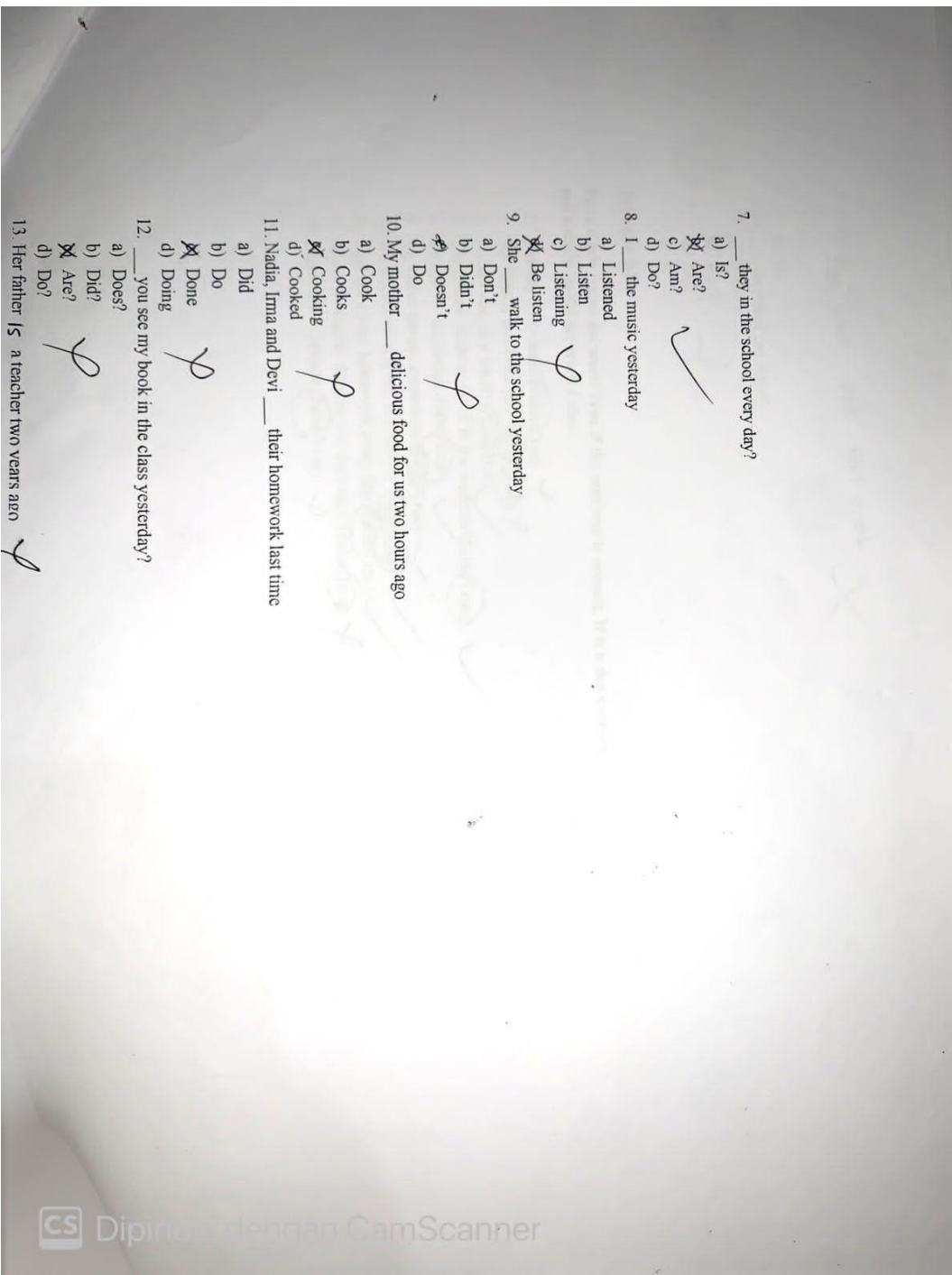
Pre-test

Multiple choices

Choose the best answer in the following questions!

- I ___ to school everyday
 a) Go ✓
b) Goes
c) Went
d) Gone
- ___ she clean her room every day?
a) Does?
b) Do? ✓
c) Did?
 d) Is?
- We ___ come here every year
a) Don't
 b) Doesn't ✓
c) Did
d) Didn't
- My friends ___ tea with me every morning .
 a) Drinks ✓
b) Drinking
c) Drink
d) Drank
- My sister ___ always kind to me
a) Am
 b) Is ✓
c) Are
d) Were
- I ___ a student and my sister is a doctor
 a) Am ✓
b) Is
c) Are
d) Was

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14 She were sick last week

15. He they tired last night?

- a) Were?
- ~~b) Was?~~
- c) Are?
- d) Is?

f

True and false

Put a circle round the word True if the sentence is correct. If it is not correct, put a circle round the word False.

1. The bag is too small (False/True) ✓
2. My friends don't like you (False/True) ✓
3. Is They stay in a hotel? (False/True) ✓
4. The teacher is always kind to the students (False/True) ✓
5. He talks to the doctor (False/True) ✓
6. My father are my inspiration (False/True) ✓
7. Ali is a doctor and Ani is a teacher (False/True) ✓
8. I did not do my homework every day (False/True) ✓
9. Were the teacher diligent two days ago? (False/True) ✓
10. I was born in Jakarta (False/True) ✓

b. Pre-test in the experimental class

B B

Name : Nursakina
Class : VIII C

Pre-test

Multiple choices

Choose the best answer in the following questions!

1. I ___ to school everyday
 a) Go
 b) Goes
 c) Went
 d) Gone
2. ___ she clean her room every day?
 a) Does?
 b) Do?
 c) Did?
 d) Is?
3. We ___ come here every year
 a) Don't
 b) Doesn't
 c) Did
 d) Didn't
4. My friends ___ tea with me every morning .
 a) Drinks
 b) Drinking
 c) Drink
 d) Drank
5. My sister ___ always kind to me
 a) Am
 b) Is
 c) Are
 d) Were
6. I ___ a student and my sister is a doctor
 a) Am
 b) Is
 c) Are
 d) Was

CS Dipindai dengan CamScanner

7. ___ they in the school every day?
a) Is?
b) Are?
c) Am?
d) Do?
8. I ___ the music yesterday
a) Listened
b) Listen
c) Listening
d) Be listen
9. She ___ walk to the school yesterday
a) Don't
b) Didn't
c) Doesn't
d) Do
10. My mother ___ delicious food for us two hours ago
a) Cook
b) Cooks
c) Cooking
d) Cooked
11. Nadia, Irma and Devi ___ their homework last time
a) Did
b) Do
c) Done
d) Doing
12. ___ you see my book in the class yesterday?
a) Does?
b) Did?
c) Are?
d) Do?
13. Her father ___ a teacher two years ago
a) Was
b) Were
c) Are
d) Is
14. ___ were sick last week
a) They
b) I
c) She

- d) He
15. ___ they tired last night?
- a) Were?
- b) Was?
- c) Are?
- d) Is?

True and false

Put a circle round the word True if the sentence is correct. If it is not correct, put a circle round the word False.

1. The bag is too small (False/True) ✓
2. My friends don't like you (False/True) ✓
3. Is They stay in a hotel? (False/True) ✓
4. The teacher is always kind to the students (False/True) ✓
5. He talks to the doctor (False/True) ✓
6. My father are my inspiration (False/True) ✓
7. Ali is a doctor and Ani is a teacher (False/True) ✓
8. I did not do my homework every day (False/True) ✓
9. Were the teacher diligent two days ago? (False/True) ✓
10. I was born in Jakarta (False/True) ✓

c. Post-test in the control class

GA

Nama : Maulida
Kelas : VIII B

Post-test

Multiple choices

Choose the best answer in the following questions!

1. I ___ my task every night
 a. Do
 b. Did
 c. Done
 d. Doing
2. ___ goes to the office every day
 a. You
 b. My sisters
 c. They
 d. She
3. Irma ___ beautiful girl
 a. Are
 b. Am
 c. Is
 d. Was
4. ___ you drink a cup of milk every morning?
 a. Does?
 b. Do?
 c. Are?
 d. Is?
5. Sidrah and I ___ to Bali every year.
 a. Go
 b. Goes
 c. Went
 d. Going
6. Is ___ a diligent student?
 a. You
 b. They
 c. He
 d. I

CS Dipindai dengan CamScanner

7. Ali ___ the book last week.
a. Buy
b. Borrow
c. See
 d. Borrowed
8. You ___ do your homework last night.
 a. didn't
b. don't
c. doesn't
d. isn't
9. My father and my mother ___ the best parents.
 a. Is
b. Are
c. Am
d. Does
10. Was ___ sick two days ago?
a. He
 b. Ali and Ani
c. They
d. You
11. I ___ in Singapore last week
 a. Am
b. Were
c. Was
d. Are
12. My brother ___ a police and I ___ a teacher
a. is - are
 b. are - am
c. is - am
d. am - is
13. ___ you buy the book yesterday?
 a. Did?
b. Does?
c. Do?
d. Is?
14. My father was a policeman when I ___ 12 years ago.
 a. was
b. were
c. is
d. am

15. ___ you in the library yesterday?

- a. Are
- b. Were
- c. Is
- d. Was

True & False

Put a circle round the word True if the sentence is correct. If it is not correct, put a circle round the word False.

1. The building is high (True/False) ✓
2. My brother is handsome and I is beautiful (True/False) ✓
3. Is you angry at me? (True/False) ✓
4. She writes a letter every week (True/False) ✓
5. Irma and I listen the music every day (True/False) ✓
6. Do you learn English every day? (True/False) ✓
7. Are you a teacher two years ago? (True/False) ✓
8. I was short when I am five years old (True/False) ✓
9. Riska is tall and you are short (True/False) ✓
10. Was she late yesterday? (True/False) ✓

d. Post-test in the experimental class

SO


Nama : Mursakina
Kelas : VIII C

Post-test

Multiple choices

Choose the best answer in the following questions!

1. I ___ my task every night
 a. Do
 b. Did ✓
 c. Done
 d. Doing
2. ___ goes to the office every day
 a. You
 b. My sisters
 c. They
 d. She
3. Irma ___ beautiful girl
 a. Are
 b. Am
 c. Is
 d. Was
4. ___ you drink a cup of milk every morning?
 a. Does?
 b. Do?
 c. Are?
 d. Is?
5. Sidrah and I ___ to Bali every year.
 a. Go
 b. Goes
 c. Went
 d. Going
6. Is ___ a diligent student?
 a. You
 b. They
 c. He ✓
 d. I

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7. Ali ___ the book last week.
a. Buy
b. ~~Borrow~~ ✓
c. See ✓
d. Borrowed
8. You ___ do your homework last night.
a. ~~didn't~~
b. don't ✓
c. doesn't
d. isn't
9. My father and my mother ___ the best parents.
a. Is
b. ~~Are~~ ✓
c. Am
d. Does
10. Was ___ sick two days ago?
a. ~~He~~
b. ~~Ali and Ani~~ ✓
c. They
d. You
11. I ___ in Singapore last week
a. Am
b. Were ✓
c. ~~Was~~
d. Are
12. My brother ___ a police and I ___ a teacher
a. ~~is - are~~
b. are - am ✓
c. ~~is - am~~
d. am - is
13. ___ you buy the book yesterday?
a. ~~Did?~~
b. Does? ✓
c. ~~Do?~~
d. Is?
14. My father was a policeman when I ___ 12 years ago.
a. ~~was~~
b. were ✓
c. is
d. am

15. ___ you in the library yesterday?


- a. Are
- ~~x~~ b. Were
- c. Is
- d. Was

True & False

Put a circle round the word True if the sentence is correct. If it is not correct, put a circle round the word False.

1. The building is high (True/False) ✓
2. My brother is handsome and I is beautiful (True/False) ✓
3. Is you angry at me? (True/False) ✓
4. She writes a letter every week (True/False) ✓
5. Irma and I listen the music every day (True/False) ✓
6. Do you learn English every day? (True/False) ✓
7. Are you a teacher two years ago? (True/False) ✓
8. I was short when I am five years old (True/False) ✓
9. Riska is tall and you are short (True/False) ✓
10. Was she late yesterday? (True/False) ✓

APPENDIX H *research permission letter*



PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
 Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN
NOMOR : 503/0435/IPL/DPMPTSP/VII/2022

Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 a. Surat Permohonan Sdr DEVI TRIANI
 b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0435/Kesbangpol/B.1/410.7/VII/2022, Tgl. 18 Juli 2022

Kepada : **MEMBERIKAN IZIN**

Nama : DEVI TRIANI
 NIM/NIDN/NIP/NPn : 10256118003
 Asal Perguruan Tinggi : STAIN MEJENE
 Fakultas : -
 Jurusan : TARBIYAH DAN KEGURUAN
 Alamat : BARU KEC. LUYO
 KAB. POLEWALI MANDAR


Untuk melakukan Penelitian di MTs DDI Baru Kec. Luyo Kabupaten Polewali Mandar yang dilaksanakan pada bulan Juli s/d Agustus 2022 dengan proposal berjudul "THE USE SNAKES AND LADDERS GAME TO IMPROVE STUDENTS' GRAMMAR AT THE SECOND GRADE OF MTs DDI BARU"
 Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :


1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.


Ditetapkan di Polewali Mandar
 Pada Tanggal, 18 Juli 2022

**KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**


Drs. MUJAHIDIN, M.Si
 Pangkat : Pembina Utama Muda
 NIP : 19660606 199803 1 014



Tembusan:
 1. Unsur Forkopinda di tempat

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CURRICULUM VITAE



Devi Triani was born on May 15th 2000 in Baru, Polewali Mandar. She is the first daughter from four children, from her beloved parents Mr. Agussalim and Mrs. Rugaiyah. She has two sisters (Milda Damayanti and Kartika) and one brother (Muh. Sofyan). In 2004 she registered as a student of kindergarden, RA Al-Irsyad Bar u and graduated in 2005. She continued her study in MI DDI Baru and graduated in 2012. Then, she continued her study in MTs DDI Baru and graduated in 2015. In 2018, she graduated from MA N 1 Polman and she received an award as the 5th best student in her major. In 2018, she continued her study in State Islamic College of Majene at Tarbiyah and Teaching Training of English Education Program S-1 degree and graduated in 2022.