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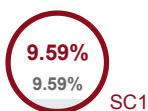
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The Effect of Mini Snakes and Ladders Teaching Medium to Improve Students' Descriptive Writing Skill

Sofura Azhar 1), Dian Rahma Santoso*, 2)
1) Departement of English Education, University of Muhammadiyah Sidoarjo, Indonesia
2) Departement of English Education, University of Muhammadiyah Sidoarjo, Indonesia * Email: dianrahma24@ umsida.ac.id

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Abstract. This research discusses the use of non-digital teaching media in school without internet access to improve the writing skill of 7th-grade junior high school students at one of the junior high schools in Sidoarjo. This study also aims to determine the effect of using the mini Snakes and Ladders as teaching media. Researchers used a quantitative research design with a pre-experimental method that used only one class without using a control class as a comparison for the experimental class. From the final research data obtained, researchers processed it using a paired sample T- test with SPSS. The pre-test and post-test findings provided the data. The results of the paired sample T-test using SPSS indicate that the pre-test and post-test differed significantly. The pre-test's average score fell short of the 43,15 score required by the Minimum Completeness Criteria (KKM). In the meantime, the KKM indicator was passed with an average post-test score of 78,75. It demonstrates that the score outcomes vary from one another. Compared to the pre-test, the post-test score has a higher mean. T-test results based on the paired sample test showed that the alpha (α) was 0,05 (0,000<0,05) and sig. (2-tailed) was 0.000. This means that Ha has been approved and H0 has been rejected.
Keywords - Snakes and Ladders teaching media, Writing skill, Descriptive text.

Abstrak. Penelitian ini membahas tentang penggunaan media pembelajaran non-digital di sekolah tanpa akses internet untuk meningkatkan kemampuan menulis siswa kelas 7 SMP di salah satu sekolah menengah pertama di sidoarjo. Penelitian ini juga bertujuan untuk mengetahui efektifitas dari penggunaan ular tangga mini sebagai media ajar. Peneliti menggunakan desain penelitian kuantitatif dengan metode pra-eksperimental yang hanya menggunakan satu kelas tanpa menggunakan kelas control sebagai pembanding kelas eksperimen. Dari data akhir penelitian yang diperoleh, peneliti mengolahnya menggunakan paired sampel T-test dengan SPSS. Hasil dari paired sample T-test dengan menggunakan SPSS menunjukkan bahwa pre-test berbeda secara signifikan. Nilai rata-rata pre-test masih jauh dari nilai 43,15 yang disyaratkan oleh Kriteria Ketuntsan Minimal (KKM). Sementara itu, indictor berhasil dilewati dengan nilai rata-rata post-test sebesar 78,75. Hal ini menunjukkan bahwa hasil nilai yang diperoleh bervariasi satu sama lain. Dibandingkan dengan pre-test, skor post-test memiliki rata-rata yang lebih tinggi. Hasil uji-t berdasarkan paired sample test menunjukkan bahwa alpha (α) adalah 0,05 (0,000 < 0,05) dan sig. (2-tailed) sebesar 0,000 (0,000 < 0,05). Hal ini berarti Ha diterima dan H0 ditolak.
Kata Kunci - Media ajar permainan ular tangga, Kemampuan menulis, Teks deskriptif.

1. I. INTRODUCTION

Writing is one of the exercises carried out in learning English. By processing various forms of ideas, thoughts, feelings, and information, EFL students can produce a work [1]. In this way, mastering writing skill has been one of the challenges for EFL students, which is one of the 4 skills that must be mastered by English language students. For example, most Albanian students have difficulty in writing English texts, and most Albanian students have difficulty with grammar and vocabulary usage [2]. They have trouble organizing their thoughts and remembering structures for various texts, even in word order, they are often influenced by their mother tongue. A similar problem exists for students in Ho Chi Minh City. Many EFL students face similar difficulties in writing English texts. One of them is the challenge of determining a harmonious writing style, students do not have enough practice to overcome the challenges they face, and the feedback from teachers is very limited [3]. This means that students will not realize where they are going wrong and what to do to improve their English writing skill. Indonesia is also a country that is not spared from similar problems, such as junior high school in Karawang. Writing descriptive texts entails putting thoughts, emotions, and information about a person, location, or object into words. This activity is frequently difficult for junior high school pupils, especially when it comes to English, which is foreign language to them. Lack of knowledge about grammar, sentence structure, and vocabulary causes problems. Students' incapacity to create descriptive writings is futher hampered by their distance for the English language, poor instructional methods,a nd emotions of lethargy [4]. Students suffer from several difficulties in writing paragraph texts well, such as the vocabulary that students use is very limited and not varied, and errors in sentence sequence and grammar. All this is due to the students' boredom with the teaching methods used by the teacher, the students' learning laziness, and the students' difficulty in reading and translating vocabulary [4].

In this increasingly advanced era, English is one the best-selling languages used in various countries, a world language that influenced many educational disciplines and also facilitates academic exchanges across countries as a language used for socializing [5]. There are even many countries that have introduced English from an early age, one of which is Indonesia, which introduces the language since children are still in kindergarten. Despite this students still often experience various challenges in learning English. Based on the pre-observation conducted by the researchers, 7 th-grade

students at one of junior high schools in Sidoarjo were very passive in participating in class learning sessions; some of them even had difficulty using a dictionary. This further confirmed that the students had limited vocabulary, and their scores in writing descriptive texts were below the minimum completeness criteria (KKM). While learning English must develop 4 skills, one of which is writing skill [6]. Writing ability is essential in various aspects of life [7]. Acquiring the ability to write can not only make information dissemination easier but also improve students' academic performance, reading competence, and communication skills, especially for those who are deaf or hard of hearing [8].

According to Priyastuti, game media is one of the teaching media that is both interesting and fun [9]. In addition, learning media can overcome limitations of time, space, and the senses, as well as clarify the delivery of messages [10]. A board game can be characterized as an activity or tool that encourages students to adhere to the teaching and learning process, it helps them focus more on their studies because they don't feel pressured [11]. There are many kinds of teaching media in the form of board games, one of which is teaching media for Snake and Ladders games. Snakes and Ladders, also known as Gyan Chaupar in the past, is a board game that can be used for both educational and entertaining purposes, over time its gameplay and design have changed to reflect different cultural values and educational goals. In addition to providing players with amusement, the game helps them improve their social and cognitive abilities [12]. Snakes and Ladders teaching media are one-way educators can involve students in educational activities [13]. Just as the name suggests, this teaching media uses game media in the of a snakes and ladders teaching media, according to Susanti and Lutfiana the learning method of using a snakes and ladders teaching media in improving students' writing skill is not something new, because it has been proven by several previous studies [14], [15]. In this study, the researchers chose Snakes and Ladders media, apart from the fact this media can also be used without digital media, this teaching media can also be modified according to the desired material so that students will always be excited and not become bored during class.

In previous studies, as conducted by Widiastuti at SMPN 14 Yogyakarta. The results of this study showed that the use of snakes and ladders teaching media can effectively improve the writing skill of 8th-grade students of SMPN 14 Yogyakarta [16]. Another study has also been conducted by Fauzan, involving 2 schools with a total of 70 junior high school students as the population in this study. The study gave very significant results; students showed significant improvement in writing text [17]. In another study by Albab, the results of the study show that the use of Snakes and Ladders teaching media is quite effective and applicable to improving students' writing skill [18]. Another study was also conducted by Nurulhaq, using a population of 37 students of class 7H SMP Negeri 36 Semarang. The researcher provided results that using Snakes and Ladders teaching media can improve students' writing skill with an average pre-test of 57.78 to a post-test with an average of 63.214 [19].

Meanwhile, this study entitled The Effectiveness of Mini Snakes and Ladders Teaching Medium to Improve Students' Descriptive Writing Skill. Which reports on the effects of using teaching media in the form of Snakes and Ladders on students' descriptive text writing learning. **The population of this study** was 7th- grade **students** in one **of the junior high schools in** Sidoarjo. The researchers conducted research at that location because there were not many researchers who studied at the school and also because students in this school were not allowed to use electronic media during the education period, which means there was no internet access during the education period except for certain reasons, so the use of traditional teaching media was very harmonious for this research population. Although the use of snakes and ladders teaching media is not new, in previous studies there was nothing about how to use this teaching media, so to overcome this gap, in this study researchers included the steps for using the teaching media. Aligned in this study, then how the research questions are formed about the context that has been mentioned above: is there a significant effect of using mini Snakes and Ladders teaching media in writing descriptive text in junior high school?

2. II. METHODS
1. Research Design

The researchers conducted this study to find out whether the use of the mini Snakes and Ladders teaching media can help students become better at writing descriptive texts. The research uses a quantitative technique in a pre-experimental design. Research that involves planning studies to assess an intervention or phenomenon to carry out more in-depth experimental research is known as quantitative pre-experimental research. Pre- and post-test measurements are frequently used in this kind of research to evaluate changes brought about by an intervention [20]. Researchers use a quantitative pre-experiment approach using control classes and experimental classes, but here researchers do not use control classes as a comparison for experimental classes, rather researchers conducted in-depth observations of one main group during the research period. The following is a table according to Priyono [21]:

Table 1. Design of pre-test and post-test group.

Class	Pre-test	Intervention	Post-test
A	01	X	02

Information:

A: The class that receives intervention or treatment.
01: Explain the pre-test.
X: Research intervention.
02: Explain the Post-test.

2. Population and Sample

The researchers used a quantitative pre-experiment method because this school has limited students and there is only one classroom for each level and also in line with the objectives of this study, which is to find out whether the mini Snakes and Ladders teaching media can improve students' descriptive text writing skill. Researchers involved 20 students from grade 7th as the population of this study.

3. Data Collecting.

1. Test.

According to Nayeri the test is to compare changes or data that researchers collect before treatment is given and after treatment is given to students so that from these results researchers can determine the value of the effectiveness of a program, therapy, or intervention [22]. Thus the researcher conducts a pre-test of students, after the pre-test is completed the researcher conducts treatment according to the results. The pre-test and post-test questions were adapted from Susanti [23].

1. Pretest.
A pretest is an assessment or measurement of the dependent variable that is carried out first before the intervention is given to students [21], to know the level of students' initial ability to a subject matter.

Pretest worksheet.
Name: Class: Date:
Choose one picture of the plant!   Describe the plant that you choose in a paragraph that consists of approximately 50 - 80 words!

2. Posttest.
The post-test is an assessment or measurement of the same dependent variable carried out after the intervention is given to students [21], to know the level of students' ability after being given the intervention.

Posttest worksheet.
Name: Class: Date:
Choose one picture of the animal! Describe your animal that you choose in a paragraph consists of approximately 50 - 80 words!

3. Scoring.
The practice of assigning a value or score to each respondent's response data is known as scoring. To facilitate further processing and analysis of the data, scoring is used to assign each response an impartial and correct value.

The writing assessment rubric used for this research is adapted from Brown [24].

Aspect	Score				Description
Content	4	3	2	1	The concept is clear and comprehensive, and the details are pertinent to it. The concept is clear and comprehensive, but the specifics hardly relate to it. The concept is complete and clear, but the details do not relate to the topic. The concept is unclear, the details have little to do with it.
Organization	4	3	2	1	The descriptions are organized using the appropriate connectives, and the identification is comprehensive. Descriptions are organized with nearly appropriate connectives, and identification is nearly full. The descriptions are organized with minimal usage of connective tissue, and the identification is incomplete. The descriptions are organized with improper use of connectives, and the identification is incomplete.
Grammar	4	3	2	1	Very few errors in grammar or agreement. Few errors in grammar or agreement that don't affect the meaning. Several errors in grammar or agreement. Frequently occurring errors in grammar or agreement.
Vocabulary	4	3	2	1	Good word choice and word structure. Few errors in grammar or agreement that don't affect the meaning. Word structure and little misinterpretation. Word forms, vocabulary, and clarity are quite limited.
Mechanics	4	3	2	1	It correctly spells, capitalizes, and punctuates text. There are few errors in capitalization, punctuation and spelling. It frequently uses improper spelling, grammar, and capitalization. There are many errors in punctuation, spelling and capitalization.

Score x 5 = convert score.

2. Treatment.

After the pre-test is given, treatment is given to the students. Treatment or intervention is a treatment that refers to a method or intervention applied to a group to assess the effect of its influence on the dependent variable. At this meeting, the researchers gave treatment to the students to test whether these mini Snakes and Ladders teaching media could improve students' abilities.

1. Study activities.
1. The researchers explains how to use the mini Snakes and Ladders teaching media.
2. Procedures for treatment.
1. The researchers must prepare teaching media equipment in advance, such as mini Snakes and Ladders teaching media boards having different themes (the number of mini Snakes and Ladders teaching media boards is adjusted to the number of groups), dice, and stationery.
2. Each box on the mini Snakes and Ladders teaching media board has its questions, and quizzes located on the side of the mini Snakes and Ladders learning media. Quizzes and questions are adapted from Darmanto & Ament [25].
3. In this teaching media game, players will be asked to write descriptive texts to describe something according to the quizzes or questions asked during the game session, so the researchers must provide collaborators.
4. The researchers provides four collaborators; each group is given one collaborator to guide the teaching media game and check the answers of the game participants.
5. The researchers also participates in this teaching media game and will be in charge of guiding the course of teaching media in one group that does not have a collaborator as a mixer and checking the answers given by game participants.
6. After all players have completed the game's first session, the teaching media will be rotated to the next group, and so on, until all students can play all the teaching media themes.

3. Procedures for using mini Snakes and Ladders teaching media.

1. The researchers divides the learners into 5 groups of 4 people each.

2. When starting the game, all pawns are on the start square.

3. After rolling the dice, the player must be able to answer the question contained in the box to be addressed correctly, if the player cannot answer then the pawn may not move.

4. If the pawn stops in a box containing a snake. The player can answer the question correctly, then the player can be in that box without having to go back to the box that has been passed, and vice versa.

5. If the pawn stops in a box containing a ladder. The player can answer the question correctly, then the player is allowed to climb the ladder to the number at the end of the ladder, and vice versa.

6. The player who reaches the finish box first will be the winner.

D. Data Analysis

Analyzing data is something that is done after researchers collect the final data from the research. To analyze the test, which is the result of the pre-test and post-test, researchers use statistical and inferential analysis, which not only involves summarizing and describing data but also sample data to make predictions or conclusions about the population that has been studied [26]. Then the researchers used a paired sample T-test using SPSS version 26.0 to compare **students' pre-test and post-test** scores so that it would be known whether the students experienced an increase in ability after the treatment using mini Snakes and Ladders learning media.

3. III. FINDINGS AND DISCUSIION

1. Findings

Table 2. Paired samples statistic of **pre-test** and post-test. **Mean N Std. Deviation Std. Error Mean Pair 1**   Pre-test   43.15   20   12.754   2.852

         Post-test 78.75   20   7.048   1.576

The students before using mini Snakes and Ladders teaching media (pre-test)

Table 3. Descriptive data **of pre-test and Post-test**

No	Size	Treatment	
		Pre-test	**Post-test 1.**
1.	Highest score	75	95
2.	Lowest score	24	65
3.	Mean	43.15	78.75
4.	Standard deviation	12.75	7.05
5.	N-Gain	0.63	

Before the treatment, students were first given a pre-test to measure their ability of the students at that time, so it was known that the scores of most students did not exceed the KKM or Kriteria Ketuntasan Minimal, among 20 students, only one student scored above KKM with a score of 75. The researchers used SPSS as a calculation tool, N = 20 (total number of pupils) was the outcome of the computation using SPSS. The mean score was 43.15 the standard deviation was 12,754, and the lowest and greatest scores were 24 and 75, respectively. It may be inferred that a large number of students receive scores below the KKM, indicating that their writing proficiency is still seen as lacking in this pre-test.

The students after using mini Snakes and Ladders teaching media (post-test)

After the treatment was given, the researchers conducted a posttest. All students showed an increase, even though out of 20 students, there were 3 students who scored below the KKM, but this did not increase the results from before treatment. The results of the computation using SPSS indicated that the total sample size was N = 20 students. Scores ranged from 65, the lowest possible, to 90, and the standard deviation was 7,048. The aforementioned post-test data analysis of the findings indicated that 20 students in all had passed the KKM. Based on tables number 2 and 3 that the scores of all 20 students have improved after comparing the data from the **pre-test and** post-test results.

Significant difference between before and after the treatment is given

Table 4. **Tests of Normality.**

	Kolmogorov-Smirnov			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pretest	0.123	20	.200	0.953	20	0.412
Post test	0.180	20	0.090	0.953	20	0.408

Researchers used the Shapiro-Wilk normality test because the research subjects were fewer than 30 students. Based on the significance value **of the pretest and posttest,** which are both more than 0.05, **it can be concluded that** the pretest **and** posttest data **are normally** distributed. Then the researchers proceeded with hypothesis testing **using the paired sample T test** to ascertain the difference between the students' pre- and post-treatment conditions.

Table 5. **Paired Samples Test.** Paired Difference   t df Sig. (2-tailed) Mean Std. Deviation Std. Error Mean Interval of the

              Lower **Upper Pair 1 Pretest-Posttest**   -35.600   9.253   2.069   -39.931 -31.269 -17.206 19 0.000

 The paired sample T-test was used to determine **whether there was a significant difference between the** pre-test and **post-test** because the normality test revealed **that the data was normally** distributed. From the calculation results with the SPSS application above, the paired sample t-

test results show that the sig value (2-tailed) < 0.05 or **0.000 < 0.05,** which means it **can be concluded that the** H0 hypothesis is **rejected and H1 is accepted** because **there is an influence between the pre-test and post-test** learning outcomes. **So it can be concluded** that there is an influence in giving treatment by using mini Snakes and Ladders teaching media on students' descriptive text writing skills.

By using mini Snakes and Ladders teaching media, teaching and learning activities become better and more enjoyable. During learning activities in the classroom, students actively ask questions and practice so that the students can be more active in learning. After providing treatment activities using mini Snakes and Ladders teaching media in line with research by widiastuti about **the use of Snakes and Ladders as a teaching** media that can improve students' ability to write descriptive text [16]. There are improvements in learning outcomes from the pre-test and post-test that are beneficial for students in the experimental class, according to the data analysis conducted utilizing pre-experimental research methodologies with a one group pre-test design. Pre-test scores ranged from 75 to 24. Post-test scores ranged from 90 to 65. Furthermore, it is well known that 20 students improved **between the pre-test and post-test. The average pre-test score of** 43.15 **is lower than the post-test** result of 78.75, according to the data collected.

The paired sample t-test findings of the hypothesis test computation the yield a known sig value (2-tailed) of 0.000. The use of teaching media, such as the mini Snakes and Ladders teaching media, has a significant impact on seventh-grade students' ability to write English descriptive texts, according to the paired sample t-test decision-making rules, which state that the sig value (2-tailed) < 0.05 or 0.000 <0.05. Since the research sample consists of 20 students, or less than 50, the data collected is Shapiro-Wilk. The sig. pre-test value is 0.412, and the sig. post-test value is 0.408, as may be observed. This demonstrates that both the sig value and pre-test > 0.05 or 0.412 > 0.05. This shows that the pre-test and post-test data are normally distributed because this indicates that the sig value for the pre-test and post-test are > 0.05 or 0.412 > 0.05 or 0.408 > 0.05.

2. Discussion

This study, which was carried out at a junior high school in Sidoarjo, shows how mini Snakes and Ladders teaching materials can be a useful tool for helping seventh-grade students write more descritive texts. The study found that students' performance in writing descriptive texts significantly improved over the course of three sessions. Following a pre-test to establish the baseline, a treatment utilizing te mini Snakes and Ladders teaching medium, and a post-test to gauge the succes of the intervention, the sessions comprised multiple instructional phases. Essay question describing plant were used to gaugee students' preliminary descriptive text writing proficiency during the pre-test.

In this study, it can be seen that the problems that occur at the school are student scores that are below the KKM in English subject, which indicated a moderate level of students' descriptive text writing ability before the intervention. The lack of variety in the learning methods applied by teachers is also one of the factors that affect the learning outcomes of students [27]. The researchers conducted this study in order to determine the effect of using the teaching method of mini Snakes and Ladders, and explain the findings of this research regarding the effective of mini Snakes and Ladders teaching media on students' descriptive text writing ability and answer the research question.

In the treatment stage, the class was split up into 5 groups, each with 4 pupils, by the researchers. Following that, the researchers engaged the students in each explanation of the descriptive text material before going on to explain to all of the students the guidelines for playing mini Snakes and Ladders using instructional media. Each group will receive teaching media with a different theme at a different time. The mini Snakes and Ladders teaching media offers 5 distinct themes and acceptable by the students. When the students began using the mini Snakes and Ladders teaching media during treatment phase, they were content and delighted. They were also engaged and active in class, which helped the students comprehend the information that the researchers had presented them.

A post-test was administered following the treatment, and the findings indicated an improvement. This improvement in score suggests that using the mini Snakes and Ladders teaching media improved students' writing skill. This conslusion was further supported by a **paired sample t-test, which revealed a** statistically **significant difference between the pre-test and** post-test scores. The results of **a study on the effectiveness of** mini Snakes and Ladders as a teaching tools for enhancing students' writing abilities are presented in this section. The research question is answered. Regarding the subject of how well the mini Snakes and Ladders teaching media helps junior high school students improve their ability to write descriptive texts. This is corroborated by earlier studies that show that the mini Snakes and Ladders teaching media helps junior high school students become better writers by offering an entertaining and interactive method of learning basic structure, as demonstrated by improved student performance and comprehension throughout the learning process [28].

This shows that teaching media of the mini Snakes and Ladders is effective as a means to increase cognitive engagement, especially in writing skills. Students who find difficulty in writing English texts either in terms of language structure because they have difficulty in organizing their thoughts and remembering structures for various texts or even in their word order are often influenced by their native language [2]. In line with previous research, this teaching media has a very positive impact on improving students' writing skill. Thus this finding answer the researchs question, which is that this mini Snakes and Ladders teaching media can improve students' descriptive text writing skils.

Since writing is one of the more productive tasks in English, students frequently find it difficult because of vocabulary, language structure requirements, and other factors. Students are given a less formal and more laid-back setting by including game-based learning media like Snakes and Ladders, which lowers their writing anxiety and boosts their readiness to communicate ideas in writing. This is consistent with research by Majeed, which highlights how a fun environment can improve student learning outcomes in productive language skills such as writing and speaking [29].

IV. CONCLUSION

When learning something, difficulty is not a strange thing; sometimes it even becomes commonplace. Students or even teachers only need to familiarize themselves and find solutions so that difficulties do not become difficult things, as in the case with students in one of the junior high schools in Sidoarjo who have difficulty writing descriptive texts in English. As researchers, researchers are looking for the right solution to overcome the difficulties or problems. As a form of effort to overcome the problems that occur in one of the junior high schools in Sidoarjo, the researchers implemented a mini

Snakes and Ladders teaching media, which is said to be a solution for students who have difficulty in learning English. To improve the skill of writing texts in English, students are directed to the mini Snakes and Ladders teaching media game, the results of which all students are affected by the teaching media game with increased ability to write descriptive in English, as proven by the increase in students' scores after the use of the teaching media. Almost all students have scores above the KKM, so it is concluded that the mini Snakes and Ladders teaching media has a very significant effect on improving students' English text writing skills. Thus, using the teaching media mini Snakes and Ladders to teach writing is a unique and enjoyable way to help students improve their writing abilities. The game is a helpful teaching technique because it promotes collaborative learning, lowers fear, and builds a sense of participation. Unfortunately, this study only looked at descriptive text writing, and it only included 20 junior high school students in its sample. Therefore, it is unlikely that its conclusions may be applied to other writing genres or educational levels. Future studies might examine the impact of media on other forms of writing, like narrative and argumentative writing, and include a bigger and more varied sample. Theoretically, this study advances our knowledge of the beneficial effects of game-based learning materials on writing proficiency. According to this study, teachers can improve the effectiveness and interest of teaching writing by including engaging media, such mini Snakes and Ladders teaching media. In conclusion, the mini Snakes and Ladders teaching media beneficial effects on students' writing abilities attest to its efficacy as an imaginative teaching tool in EFL writing classes.

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