

**DEVELOPING THE GIANT SPEAKING SNAKES AND LADDERS BOARD
GAME FOR THE TEACHING OF SPEAKING
TO CHILDREN AGED 9-11**

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Abstract:The objective of this study was to develop *the giant speaking snakes and ladders board game* to teach English speaking to children aged 9-11. Since the purpose of this study was to develop a product used for teaching processes, it was classified into research and development (R&D). The procedures of the study were conducting needs survey, developing materials and product, getting experts' validation, product revisions, trying out, and developing final product. The settings of this study were in *EFH (English for Holiday)* and *SEC (Semoya English Club) Yogyakarta*. The subjects of this research were EL 3 children from *EFH (English for Holiday) 2015* and 10 children from *SEC (Semoya English Club)*. The data of this study were qualitative data supported by quantitative data. The data from the interview and observation were analyzed qualitatively in the descriptive form while those from the questionnaires were analyzed quantitatively through the simple descriptive statistics. The questionnaires were distributed to the content and media experts and the English teachers in order for them to assess the media. The product of this study was *the giant speaking snakes and ladders board game* for teaching English speaking to the children aged 9-11. From the assessment, the average percentages of contents aspect was 93.5% and the average percentages of media aspect was 91.25%, it means that the product of this study is very good and feasible to be used for the English instruction. The result of the implementation indicates that this board game is the appropriate media for teaching English speaking to children aged 9-11.

Keywords: *snakes and ladders, game, speaking, children*
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Introduction

In learning English, there are four skills that should be mastered; listening, speaking, reading, and writing. These four skills are significant because they are interrelated. Speaking is a crucial and an important aspect for the learners because people who know a language are referred to as speakers of that language. The ability to speak grows along with age, but it does not mean that such growth will automatically lead to perfection. Children need to learn speaking

skill at the early age because to speak in more effective ways requires particular attention and constant practice (Al Hosni, 2014).

Children have a lot of physical energy and need to be physically active. They also can get bored easily (Brewster and Ellis, 2002). They need fun learning and interesting media that can motivate them to speak in English. Involving them on the lesson is important to make them enjoy the process of English teaching and learning. Games are one of the best ways to help them learn language with fun activities that promote interaction, thinking, learning, and problem solving strategies. They are not only motivating and fun but also can provide excellent activities to improve pronunciation, vocabulary, grammar, and the four language skills (Brewster, 2002). The use of games in teaching speaking will be effective and make them learn English unconsciously. It is used to facilitate the reluctant children to speak and communicate actively.

Board games can be offered as joyful media to teach English for children, especially elementary school students. Snakes and ladders game is one of the examples of board games that can be used in teaching English. It is a common game among children in Indonesia. Players move around the game board, go up and down. There are interactions among the players when the game runs. The players are making some deals when they are in the same place, so that snakes and ladders game is one of the games which have similarities with the communicative game. However, the authentic snakes and ladders game is not in contextual form. The places of the game board are the number 1 up to 100 with snakes and ladders figures in some places. It will be more useful if the game is contextual so that the children are not only playing the game but also learning English by using that game. As for the reasons, the research on developing *the giant speaking snakes and ladders board game* for the teaching of English speaking to children aged 9-11 was conducted.

Research Method

In line with the objective of the study, to develop *the giant speaking snakes and ladders board game* for the teaching of English speaking to children aged 9-11, this study was classified as *Research and Development*. In this study, the researcher combined and simplified the methodological steps from research and development model by Borg and Gall (1983: 775) and from Masuhara's model (Tomlinson, 1998: 247). The procedures of this study were (1) conducting needs survey, (2) developing materials and product, (3) getting experts' validation, (4) product revisions, (5) trying out, and (6) developing final product. The settings of this study were in *EFH (English for Holiday)* and *SEC (Semoya English Club) Yogyakarta*. The subjects of this research were EL 3 children from *EFH (English for Holiday)* 2015 of UNY and 10 children from *SEC (Semoya English Club)* of SD Muhammadiyah Berbah. The data of this study were qualitative data supported by quantitative data. The data from the interview and observation were analyzed qualitatively in the descriptive form while the data from the questionnaires were analyzed quantitatively through the simple descriptive statistics. The questionnaires were distributed to the content and media experts and the English teacher in order for them to assess the media.

Research Findings and Discussions

The product of this study is the giant speaking *snakes and ladders* board game which can be used to teach English speaking to children aged 9-11. The equipments of the product are (1) the instruction card, (2) the giant game board, (3) the giant dice made from flannels and dacron, (4) ASK/TELL cards drawn by the players when they land on the squares of the truck and follow the instructions printed on them. The goals of the English instruction in teaching children in EFH and SEC are to make children enjoy the learning process. Children aged 9-11 are very active. The giant speaking snakes and ladders is completed with the physical activities, hands on activity, and non-verbal language. TPR is selected as the teaching method. The giant speaking snakes and ladders board game supported enjoyable learning because the rules were designed to facilitate children physical movement (jump, run, and throw the dice). By doing some movement, the students enjoyed the lesson. The class became not monotonous and attractive. Based on the implementation, the development of the giant speaking snakes and ladders board game have achieved the goal of the language competence. The children are required to communicate by using simple language and respond to some instructions.

The activities were organized according to the levels of difficulties to create a positive learning experience. Then, they accommodate the individual or group work. Group work stimulated students to have discussion and help each other with their group to solve the question printed on the ASK/TELL cards. It was in line with Lewis and Bedson (1999: 6) that group work allowed the students to learn how to achieve agreement in a small group. Besides, through the cooperative learning, the low achievement students could learn from the higher achievement students. Children learned from their friends through cooperative learning. According to Harmer (2001: 166), group work could develop a sense of belonging among friends. Students could learn how to appreciate others and how to work in a group, so implicitly, group work made children grow up as a good and sociable humans.

The results from the assessment showed that the average percentage of contents aspect was 93.5% and the average percentage of media aspect was 91.25%. It means that the product of this study is very good and feasible to be used for the English instruction. Then, based on the implementation, the giant speaking snakes and ladders game is appropriate for teaching English speaking to the children. It enables the use of the giant speaking snakes and ladders game in any settings, outdoor or indoor. The students and the teachers did not have any difficulties in following the rules of the giant speaking snakes and ladders because the instruction card is very clear and they were very familiar with the game. This is in line with the statement of Wright, Betteridge, and Buckby (2005: 4), to minimize the difficulty it is essential for the learners to be familiar with the game in their own language.

The giant speaking snakes and ladders board game had successfully attracted the children's attention at the first time they saw the product. The size of the equipment made them curious. They have not seen a snakes and ladders game as big as the researcher brought before. The board game and the cards

presented some interesting and colorful pictures. This made the children impatient to wait for what lesson they were going to get. The use of the picture on the board game and cards are related to the children visual literacy. The pictures on the ASK/TELL cards are suitable for the topics of the materials so that the children can link and understand easily the missions printed on each card. The collected data also prove that the material qualities of the giant speaking snakes and ladders board game are very good and durable. The materials of the giant speaking snakes and ladders board game are safe for children.

Conclusions

Based on the results of the research, there are two main points concluded; the instructional design and the contents of the giant speaking snakes and ladders board game. The instructional design of *the giant speaking snakes and ladders board game* is clear and easy to play. It is very helpful for the children to follow the instruction of the game. The gambits and language functions are also easy for children because they are simple and use short language. The design of the giant snakes and ladders board game is very interesting. The size of the board and the dice, the composition of colors, the choice of the figures, and the choice of the equipment attract the children and make them enjoy playing the game. The development of the figures is very good. It is not stalking and disturbing the children in understanding the contents of *the snakes and ladders game*.

The contents of *the giant speaking snakes and ladders* board game are suitable for the indicators in the course grid. They are suitable to the children's needs and encourage the children to learn communicatively. The activities in the game are interesting and make the children learn unconsciously. They are based on the topics and apply understanding in certain language function. They are also applicable to the children's daily lives. *The giant speaking snakes and ladders* board game also covers several settings (indoor/outdoor). They encourage the children to be independent or cooperative and also able to increase the children's communicative competence.

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