The Development of Snake and Ladder Game to Teach Speaking Skill

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Abstract. Speaking skills are crucial in language learning, but many junior high school students in Indonesia struggle with confidence and fluency due to unengaging teaching methods. A preliminary questionnaire at MTs Ma'arif NU Bacem Ponggok found that 70% of seventh graders disliked English, with 43.33% lacking confidence in speaking. Additionally, 56.67% felt the teaching methods and media were insufficient, and teachers rarely used media due to limited facilities. This study aims to develop a Snakes and Ladders Game to improve students' speaking proficiency. Using the Research and Development (R&D) method with the ADDIE model, the study followed five stages: Analysis, Design, Development, Implementation, and Evaluation. The game was tested with 30 seventh-grade students at MTs Ma'arif NU Bacem Ponggok Blitar. Data was collected through interviews, questionnaires, and expert validation. Results showed that 86% of students rated the game as "Very Feasible," and expert validation rated it 95% and 90% "Very Valid" for material and media. The study concludes that the Snakes and Ladders Game is an effective tool to enhance speaking skills by fostering engagement and boosting confidence.

Keywords: Junior High School, Snake and Ladder Game, Speaking skill, Teaching English

1. INTRODUCTION

Independent Curriculum is initiated by the Indonesian government to provide flexibility for schools and teachers in the learning process. Thus, the independent curriculum in national education aims to create a superior generation that is competitive at the global level, in line with the vision of Indonesia Emas 2045 [1]. The curriculum aims to create student-centered learning, promote students interests and talents, and focus on strengthening essential competencies, such as literacy and numeracy. The implementation of Independent curriculum is necessary due to its many benefits, including its simplicity, depth, independence, relevance, and interactivity [2]. In 2024, the implementation of Independent Curriculum will be further expanded, involving schools from various levels, especially through the "Merdeka Belajar" platform [3]. By using teachers can choose and customize learning materials according to student needs. The curriculum of Merdeka Belajar can more successfully accomplish its objective of equipping students for the challenges of the contemporary world [4].

The Independent Curriculum reflects the government's efforts to face the challenges of globalization and technology while upholding constitutional principles [5]. Education in Indonesia is increasingly directed at empowering students as active subjects in learning, not just recipients of information. With this policy, the government hopes that education will not only be an instrument for academic achievement, but also foster human values and a sense of nationality [6]. The Independent Curriculum policy, whose success hinges on stakeholders' shifting perspectives, attempts to bring back flexible post-pandemic education for schools [7]. The Independent Curriculum effectively develops students' talents and is easier to implement than the 2013 Curriculum. Nonetheless, issues with media use and teachers' preparedness for teaching emerge [8].

The Independent Curriculum gives educators and schools the freedom to modify instruction to meet the requirements of each student, even in English-related courses [9]. Critical thinking, problem-solving, and effective communication are just a few of the foreign language skills that can be developed thanks to the curriculum's emphasis on core competencies, creativity, and active learning [10]. Given

this, learning English becomes a crucial way to promote 21st-century skills like digital literacy and cross-cultural cooperation, which are also supported by the Independent Curriculum. [11] Investigates the benefits of student-centered learning strategies and gamification, which complement the Independent Curriculum's focus on critical thinking, creativity, and active learning. Teachers can improve communication and problem-solving abilities, which are crucial for learning foreign languages as part of the curriculum, by encouraging student participation through interesting teaching strategies.

The importance of English lies in its role as a global language, facilitating communication across diverse cultures and industries [12]. Mastering English opens up opportunities in education, business, and travel, making it a valuable asset for personal and professional growth [13]. Additionally, English proficiency enhances access to a vast amount of information and resources, empowering individuals to engage more fully in the global community. However, in English education at the Islamic junior high school level in Blitar, mastery of speaking skills is crucial, especially in the midst of globalization demands that prioritize effective communication. Based on previous research, [14] said many students have difficulty in speaking English due to lack of practice and interaction. Therefore, the development of innovative and interesting learning media is needed to improve students' speaking skills. Given the importance of English in global communication and the challenges students face in mastering speaking skills, effective teaching methods become essential for improving English proficiency.

In the Independent Curriculum, English language learning is focused on improving students' proficiency through four main skills: listening, speaking, reading, and writing. The goal of learning English according to the Independent Curriculum is to improve students' competence in the six fundamental areas of speaking, listening, reading, writing, viewing, and presenting [15]. Each skill is integrated in interactive and contextualized activities to encourage students' active participation. One of the key English language competencies that students acquire is speaking. Speaking skills are a crucial aspect of language learning, particularly in second language acquisition, where communication is the primary goal [16] [17]. Furthermore, speaking is acknowledged as a social, interactive, and contextualized process that fulfills a variety of purposes depending on real-life scenarios that necessitate communication. Teaching English refers to the process of helping learners acquire knowledge and skills in the English language. This includes developing their abilities in key areas: speaking, listening, reading, and writing. Teaching English often focuses on language fundamentals, such as vocabulary, grammar, pronunciation, and comprehension, while also encouraging effective communication and critical thinking [18] [19]. In the classroom, teachers use various methods, like interactive activities, discussions, multimedia resources, and structured lessons, to make learning English engaging and accessible [20]. The goal is to empower students to use English confidently in real-life situations.

In the context of teaching English to junior high school students, developing speaking skills is a challenging but important task for teachers. In this case the researcher conducted pre-liminary study by using questioner [21]-[23]. Other issues include low enthusiasm for learning English, limited use of English in daily life, and the perception that English is harder compared to other subjects. Students also feel that the time available for learning English outside of school is not enough, and some are not satisfied with the current teaching methods. However, many students prefer group learning, which could be an effective strategy to help improve their speaking skills. Therefore, more interactive teaching methods and encouraging practical use of English may help boost their confidence and speaking ability. Based on the data analysis, it is clear that 40% of students strongly agree (SS) that they enjoy learning English through games or interactive activities. Additionally, they prefer learning through group work or discussions rather than studying alone. This shows that most students have a strong preference for interactive and collaborative learning methods to improve their speaking skills in English.

Therefore, a solution to address this issue is by using the Snakes and Ladders media as a learning tool. This method can be an effective strategy to increase student participation and improve their learning outcomes, especially in English [24]. Teachers can use these approaches more often to create a more engaging learning environment and help students develop their language skills. By integrating the Snakes and Ladders media into English lessons, teachers can foster interactive learning that reduces students' anxiety about speaking [25]. The game's playful nature encourages students to engage actively, making the learning process enjoyable and less intimidating [26]. Each turn offers opportunities for students to practice vocabulary, pronunciation, and sentence construction, reinforcing their speaking skills in a fun way [27]. Additionally, incorporating group activities within the game promotes collaboration and peer learning, building students' confidence in using English.

To address the challenge of enhancing speaking skills in junior high school students, the integration of engaging and interactive learning media, such as educational games, presents a promising solution. This study focuses on developing a Snakes and Ladders-based game to support the speaking skills of junior high school students at MTs Ma'arif NU Bacem. Game-based learning has emerged as an innovative approach in language education, with research by [24] highlighting that games create a fun and dynamic learning environment, promoting active participation and interaction—both essential for developing speaking proficiency. By adapting the popular Snakes and Ladders game to include speaking tasks at various stages [28]. The study seeks to make language learning more engaging and less intimidating for students. The primary objective is to assess whether this Snakes and Ladders-based medium can improve students' speaking abilities and foster greater engagement in language learning activities [29].

While some may argue that games distract from formal learning objectives and reduce the seriousness of language acquisition, previous studies have shown that when carefully designed, games can actually support learning outcomes [26]. The structure of the Snakes and Ladders game ensures that language use remains at the core of the activity, as players must perform speaking tasks to advance, making it both educational and enjoyable. Teaching through games can help improve students' speaking skills and comprehension by using the Snakes and Ladders game with a simple structure [30]. Numerous studies have demonstrated the positive impact of games on language learning, particularly in improving oral communication [24]. Games provide a safe environment for students to practice speaking without the fear of making mistakes.

The urgency of this research lies in addressing the challenge many junior high school students face in developing effective speaking skills. Traditional language teaching methods often lack the interactive and engaging elements necessary to encourage active student participation. By developing a Snakes and Ladders-based game for language learning, this study offers an innovative approach to make speaking practice more enjoyable and accessible. Enhancing speaking skills is essential for students to build confidence in communication, a crucial component for academic success and future career readiness. Therefore, this research aims to bridge the gap in language learning by providing a fun, interactive tool that fosters students' motivation and involvement in speaking activities.

The results of this research are expected to offer practical implications for enhancing English language teaching by providing a game-based learning medium specifically designed to improve speaking skills among junior high school students. By incorporating speaking tasks into a familiar and enjoyable format like Snakes and Ladders, teachers can create a less intimidating and more engaging environment for language practice. This approach could serve as a supplementary tool to traditional teaching methods, helping educators facilitate interactive learning sessions that encourage active participation. Additionally, the game-based media developed in this research could be adapted for various language levels, providing a versatile resource for English language teachers. Ultimately, this study aims to contribute to more effective language instruction by promoting speaking skill development through interactive and student-centered learning experiences. Based on the results outlined above, the researcher chose the title "Developing a Snake and Ladder Media to Teach Speaking Skill for Junior High School Students" to emphasize the study's focus on creating an innovative learning tool specifically for speaking practice. This title reflects the intention to design an engaging, game-based medium that can facilitate English language learning in a way that is both enjoyable and educational for students. By adapting the familiar Snakes and Ladders game to include speaking tasks, the study aims to create a supportive environment where students feel more comfortable practicing their communication skills. The title also underscores the targeted audience, junior high school students, whose language development needs, are often overlooked by traditional methods. Additionally, the title captures the core objective of this research: to foster active student participation and improve speaking proficiency through interactive, play-based learning. Thus, it signals a practical contribution to English language education, aiming to provide teachers with a creative tool to support speaking skill acquisition. The research questions are as follows:
1. How is the process of developing a snake and ladder media to teach speaking skill for junior high school students?
2. How is the result of developing a snake and ladder media to teach speaking skill for junior high school students?

2. METHOD

This section outlines the research methodology used in the study. It includes various subsections that detail the research design, participants, data sources, data collection processes, and methods of data analysis.

Research Design

This study employs the Research and Development (R&D) method as proposed by Sugiyono in [31], integrated with the ADDIE model to develop an innovative learning medium aimed at improving students' speaking skills. R&D is a systematic approach to designing, developing, and evaluating educational products to ensure their quality and effectiveness. The Snakes and Ladders game is designed as a medium to enhance junior high school students' speaking skills [32]. The integration of the ADDIE model ensures a structured development process through five stages: Analysis, Design, Development, Implementation, and Evaluation [33], [34]. Each stage contributes to creating an engaging and effective learning tool that meets students' needs and supports their language development.

The research follows the ADDIE framework systematically. In the analysis stage, the researcher identifies students' needs and challenges in speaking skills. The design stage focuses on structuring the Snakes and Ladders game with relevant interactive tasks. The development stage involves creating game materials and validating them with experts. The implementation phase tests the game in a real classroom setting, observing student engagement and effectiveness. Finally, the evaluation phase assesses learning outcomes and collects feedback for refinement. This research underscores the importance of educational games in fostering language learning and contributes to pedagogical innovations in teaching speaking skills.

Participant

This study involved 30 seventh-grade (VII) students from MTs Ma'arif NU Bacem Ponggok, selected through purposive or judgmental sampling based on their need to improve English-speaking skills. The students participated in learning activities using the Snakes and Ladders game as an instructional medium designed to enhance their speaking proficiency. The selection ensured that the students represented those facing challenges in speaking and could benefit from an interactive learning approach. In addition, teachers and subject matter experts participated in the validation process to assess the effectiveness and feasibility of the learning media.

Data Sources

The data sources collected by the researcher include the results of unstructured interviews with teachers, providing insights into the challenges, preferences, and needs of students regarding the development of educational media. Additionally, questionnaire responses from product development validators, including instrument, material, and product validators, were gathered. The study also involved 30 students from class VII at MTs Ma'arif NU Bacem, who were selected as research subjects for media development.

Data Collection

Data collection in this study employed several techniques to gather relevant information. Unstructured interviews were conducted with students, teachers, and validators to obtain in-depth insights without relying on rigid question guidelines, allowing flexibility in the conversation. Additionally, questionnaires were distributed to instrument, material, and product validators, as well as to grade 7 students at MTs Ma'arif NU Bacem, to assess their satisfaction with the use of the Snakes and Ladders media in speaking skills. The questionnaires, based on a 4-point Likert scale (Very Good, Good, Not Good, Very Not Good), focused on evaluating the suitability of the media to the learning objectives. This data collection process took place over the course of one month to ensure comprehensive feedback and thorough analysis.

Data Analysis

The data analysis in this study involves both qualitative and quantitative methods. Qualitative data analysis, as described by [31], focuses on organizing, interpreting, and drawing conclusions from the collected data. This process includes coding the data to identify emerging themes or patterns,

comparing and linking existing data, as well as observing students' behavior while using the media to gain a deeper understanding of their interactions and its impact on speaking skills and comprehension. For quantitative data, descriptive analysis was employed using a Likert scale questionnaire, A questionnaire using a Likert scale was employed to measure individual behavior by providing five response options for each question: strongly agree, agree, undecided, disagree, and strongly disagree Sugiyono from [31] . In this study, the researcher utilized a Likert scale with four response options, as follows:

Table 1. Scale Range [31]

No.	Scale Type	Score
1.	Strongly disagree	1
2.	Disagree	2
3.	Agree	3
4.	Strongly agree	4

The results of the questionnaire will be calculated using the formula provided by [35]:

$$\sum = \frac{X}{N} x \ 100\%$$

Note:

$\sum$ = Percentage result

X = Total Score Obtained

N = Maximum Score

The developed product will be validated by validators covering instruments, media, and materials. According to [35], product validity is assessed in various categories, to ensure that the product meets the required standards and is in line with the expected educational goals. This validation process ensures that the product is accurate and relevant to its intended use.

Table 2. Validity Category

No.	Percentage	Validity Category
1.	85% - 100%	Very Valid
2.	70% - 84%	Valid
3.	55% - 69%	Less Valid
4.	40% - 54%	Invalid

Additionally, the questionnaire is used to assess students' responses to the developed product. Student feedback will be categorized according to [35], based on specific criteria that help evaluate their perceptions and reactions to the product.

Table 3. Feasible Category

No.	Percentage	Eligibility Category
1.	81% - 100%	Very Feasible
2.	61% - 80%	Feasible
3.	41% - 60%	Feasible Enough
4.	21% - 40%	Less Feasible
5.	<21%	Very Unfeasible

In summary, a product is considered valid if it achieves a percentage greater than 70% in the valid category. Similarly, a product is deemed feasible if it attains a percentage exceeding 61% in the feasible category.

3. FINDINGS

This study aimed to develop Snakes and Ladders learning media and analyze its feasibility. The feasibility of this learning media was assessed based on validation by subject matter experts, media experts, and students' perceptions after trials. This research followed the ADDIE development model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation.

This stage of analysis is essential as it helps identify challenges in the learning process and enables the development of suitable solutions. The researcher conducted a needs analysis by distributing a questionnaire to VII grade students at MTs Ma'arif NU Bacem Ponggok Blitar.

Based on the questionnaire responses from 30 VII grade students, it produced the following needs analysis: One of the main problems is their lack of confidence in speaking English in front of their peers and 56.67% disagree or less agree that the methods and media used by the teachers are helpful enough to improve English language skills. The teachers also admitted that they rarely use supporting media due to limited facilities from the school. Out of 30 students with only 6.67% of students feeling confident, while 43.33% disagree.

Additionally, 73.33% of students feel they are not capable of mastering speaking skills, which shows a need for improvement in this area. Other issues include low enthusiasm for learning English, limited use of English in daily life, and the perception that English is harder compared to other subjects. Students also feel that the time available for learning English outside of school is not enough, and some are not satisfied with the current teaching methods. However, many students prefer group learning, which could be an effective strategy to help improve their speaking skills. Therefore, more interactive teaching methods and encouraging practical use of English may help boost their confidence and speaking ability. Based on the data analysis, it is clear that 40% of students strongly agree (SS) that they enjoy learning English through games or interactive activities. Additionally, 46.67% of students agree (S) that they prefer learning through group work or discussions rather than studying alone. This shows that most students have a strong preference for interactive and collaborative learning methods to improve their speaking skills in English.

Based on the above problems, researchers made observations about learning media, and after conducting several literature studies, researchers developed Snake and ladder media. This media was chosen based on the conditions in the field and also based on literature review and some previous research. With the development of this media, researchers assume that this Snake and Ladder media can be used in learning Speaking skills at MTs Ma'arif NU Bacem Ponggok Blitar Regency.

The second stage of this research is the design stage, which involves the preparation of the Snakes and Ladders game as a learning medium. This stage consists of the following steps: The researcher prepared learning materials in the form of descriptive texts with the theme of "Likes and Dislikes" specifically designed for VII grade students. These materials were selected to align with the students' learning needs and to enhance their speaking skills in English. The researcher designed the Snakes and Ladders board, dice, star numbers icons and guideline paper using CorelDRAW X7.

The design process ensured that the game was visually engaging and effective as a learning tool, making it easier for students to participate and understand the material presented.

Figure 1. Snakes and Ladders board

Figure 2. Guideline Paper

Figure 3. Star Numbers Icons

Figure 4. Dice

After completing the design process of the Snakes and Ladders game media, the next stage is development. This validation is conducted by instrument, material, and media validators. The instrument validation process was conducted to ensure the accuracy, clarity, and effectiveness of the assessment tools used in this research. Validators from Nahdlatul Ulama University Blitar evaluated the instrument based on several criteria, including its completeness, accuracy, and the absence of ambiguity. The validation focused on ensuring that the instrument provided all necessary information, was correct and precise, and did not contain any confusing or unclear elements. In addition, the media validator gave suggestion as follows:

Table 4. Media Validator Suggestion

Before	After	Suggestion
		The validator suggested adding the words support and motivation to the snake head box and ladder. Each snake's tail is added with a question or instruction to be answered by the students.

The following are the validation results from all validators:

Table 5. Instrument Validation Results

No.	Assessment Point	Score	Percent	Validity Criteria
1.	The validation instrument includes important elements, such as the validator's identity, filling instructions, rating columns, space for comments or suggestions, a conclusion section, and a place for the validator's signature.	4	100%	Very Valid
2.	The components of the validation questionnaire are organized in a structured and sequential manner.	4	100%	Very Valid
3.	Each question in the validation questionnaire has been designed to cover all the aspects that need to be evaluated.	4	100%	Very Valid
4.	The number of questions in the questionnaire has been adjusted to meet the requirements.	4	100%	Very Valid
5.	Each question in the questionnaire is designed to accurately measure the targeted aspect.	4	100%	Very Valid
6.	Each statement in the questionnaire is designed to be easily understood by the validator.	4	100%	Very Valid
7.	The language used is clear, unambiguous, and not confusing.	4	100%	Very Valid
8.	The filling instructions are presented completely, in detail, and easy to understand.	4	100%	Very Valid
9.	The questions in the questionnaire are arranged in an orderly manner so that they are easy to understand.	4	100%	Very Valid
10.	The rating scale of the questionnaire is clearly presented and easy to understand.	4	100%	Very Valid
	Total	40	100%	Very Valid

The final validation score was 40 with a percentage of 100% as shown. The material validation process was carried out by an English subject matter expert, a teacher from MTs Ma'arif NU Bacem. The validation focused on assessing the alignment of the learning materials with the learning objectives and their attractiveness to students. The validator evaluated whether the materials effectively supported students' understanding and engagement in learning English. The following table presents the results of the material validation:

Table 6. Material Validation Results

No.	Assessment Point	Score	Percent	Validity Criteria
1.	This learning media is designed to support the teaching of speaking skills in the English subject for seventh-grade students.	4	100%	Very Valid
2.	It helps teachers achieve the learning targets or objectives that have been set.	4	100%	Very Valid
3.	The questions in the learning media are aligned with the material being taught, which Descriptive Text is with the theme "Like and Dislike."	4	100%	Very Valid
4.	The questions in the learning media are designed to train students' speaking abilities.	3	75%	Valid
5.	This learning media addresses the limitations of the media needed by teachers and students in teaching and learning speaking skills.	4	100%	Very Valid
6.	The color combination used in the media adds to its appeal.	4	100%	Very Valid
7.	The illustrations or images in the media are visually engaging.	4	100%	Very Valid
8.	This learning media is able to increase students' enthusiasm and motivation to learn.	4	100%	Very Valid
9.	The media is designed to be played in an enjoyable way.	4	100%	Very Valid
10.	The use of this media makes the teaching and learning process more engaging and enjoyable.	3	75%	Valid
	Total	38	95%	Very Valid

The final validation score was 38 with a percentage of 95% as shown. The media validation process was conducted by a media expert from Nahdlatul Ulama University Blitar. The focus of this validation was on evaluating the completeness and accuracy of the media, the presentation and graphics, as well as the overall quality of the media. The validator assessed whether the media provided all the necessary components, was visually appealing, and effectively supported the learning process. The following table presents the results of the media validation:

Table 7. Media Validation Results

No.	Assesment Point	Score	Percent	Validity Criteria
1.	The media consists of complete components.	4	100%	Very Valid
2.	The images, fonts, numbers, colors, and graphics are printed clearly.	4	100%	Very Valid
3.	The Guide Book is written clearly and is easy to understand.	3	75%	Valid
4.	The language used is appropriate for the students' developmental stage.	3	75%	Valid
5.	The game rules are clearly stated.	4	100%	Very Valid
6.	The overall size of the media is appropriate, considering its practicality.	3	75%	Valid
7.	The size of each component in the media is proportional to the overall size of the media.	4	100%	Very Valid
8.	The font size is suitable for the media size and can be easily seen.	3	75%	Valid
9.	The media design uses attractive colors.	4	100%	Very Valid
10.	The color combination used in the media is very suitable and well-chosen.	4	100%	Very Valid
11.	The product is made of durable materials.	4	100%	Very Valid
12.	The Guide Book is printed on high-quality materials.	4	100%	Very Valid
13.	The media is created and printed using high-quality materials.	3	75%	Valid
14.	The dice are made with durable quality that does not easily break.	3	75%	Valid
15.	The dice are legible and easy to read.	4	100%	Very Valid
	Total	54	90%	Very Valid

The final validation score was 54 with a percentage of 90% as shown. The trial was conducted to assess the feasibility of the Snakes and Ladders game media product that had been developed. The researcher conducted the trial with VII grade students at MTs Ma'arif NU Bacem Ponggok Blitar. A total of 30 students participated in the trial, which involved all the students in the class. In stage 4, the researcher implemented the learning media in the classroom setting, allowing students to engage with the media in real learning conditions. The researcher observed the students' interactions with the media, gathered feedback, and evaluated the effectiveness of the learning tool in improving speaking skills.

Furthermore, data collection related to student responses to the product was carried out through distributing questionnaires. The questionnaire consisted of 10 questions with answers using a Likert scale of 1-4. The following are the results of the questionnaires that have been filled out by students:

Table 8. Students Response Questionnaire Result

No.	Questions	Score
1.	I feel that the Snakes and Ladders game helps improve my speaking skills	97
2.	This Snakes and Ladders game is enjoyable and makes me more interested in learning to speak	101
3.	The Snakes and Ladders media is easy to understand and play	111
4.	I feel more confident in speaking after using this media	94
5.	This learning media encourages me to speak more actively in English	107
6.	I feel more motivated to learn speaking after playing Snakes and Ladders	107
7.	The instructions in this game are clear and easy to follow	105

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8.	The Snakes and Ladders media makes learning more engaging	105
9.	I feel that the competition in this game pushes me to improve my speaking skills	103
10.	Overall, I am satisfied with the Snakes and Ladders learning media in enhancing my speaking skills	102
Total Score		1032
Percentage		86%

Based on the results of the student questionnaire data collection after the product trial, the final result was obtained with a score of 1032 and a percentage of 86%, which falls into the "Very Feasible" category. Therefore, the Snakes and Ladders game media for students' speaking skills can be considered to have received a positive response from VII grade students at MTs Ma'arif NU Bacem Ponggok Blitar.

In the last stage, the researcher used only formative evaluation, as it was closely related to the results of each stage of product development. To ensure the items were practical, a second review of the data was done, considering the feedback and suggestions from each respondent about the tested product. This step helped improve the product based on real feedback, ensuring it better suited the needs of the users. The final stage involved revisiting the product after incorporating all the feedback to finalize and refine the media, ensuring its overall effectiveness and alignment with the learning objectives.

4. DISCUSSION

Speaking skills play a crucial role in language acquisition, yet many students struggle with confidence and fluency. Good speaking skills include using the right tone, volume, and pace when talking [36]. Teaching speaking skills means helping students learn how to speak well in a language [37]. It focuses on teaching students how to use sounds, words, and sentences correctly with good pronunciation and fluency [38]. The purpose of speaking skill instruction is to impart precision and efficiency in communication [39]. It also includes using proper grammar and vocabulary to communicate effectively [40].

At MTs Ma'arif NU Bacem Ponggok Blitar, a significant portion of students expressed difficulty in mastering English speaking skills. According to the preliminary research, 73.33% of students lacked confidence in speaking English, and 56.67% found existing teaching methods and media ineffective in enhancing their language abilities. To address these challenges, this study developed an interactive learning medium based on the traditional Snakes and Ladders game to foster student engagement and improve speaking proficiency.

The Snake and Ladder game is a traditional board game that has been enjoyed by people of all ages for centuries [25]. It is played on a square board with numbered squares, typically from 1 to 100. Players take turns rolling a die to move their pieces along the board. The objective is to reach the last square, usually numbered 100, before other players. The game involves both snakes and ladders, which can either help or hinder players' progress [32].

Previous studies indicate that the Snake and Ladder game shares similarities with the research conducted by [32], particularly in using the game to enhance English language skills. The differences lie in the research objects, media design, and skill focus. [32] Focused on junior high school students, using a design that did not involve students as pawns, with an emphasis on speaking skills, achieving expert validation scores ranging from 90% to 92.5%. Moreover, [41] demonstrated that Snake and Ladder is also effective for teaching grammar to vocational high school students, with validation scores between 80% and 90%. Both studies highlight the potential of Snake and Ladder as a versatile tool for improving various English language skills.

[24] Emphasizes that game-based learning enhances student motivation and reduces anxiety, making language acquisition more natural. Similarly, [25] found that interactive media can significantly impact students' willingness to communicate in English. Given this, the modification of Snakes and Ladders as a speaking activity tool aligns with existing literature supporting gamified learning strategies in education. To create an engaging learning experience, the researcher developed a modified version of Snakes and Ladders, incorporating speaking prompts, discussion topics, and role-playing elements into the game mechanics. The game board, designed using CorelDRAW X7, included descriptive text prompts related to "Likes and Dislikes"—a topic relevant to seventh-grade

students. This approach aimed to improve students' fluency, vocabulary usage, and confidence in spoken English.

The development of this learning medium followed the ADDIE model, ensuring a structured and effective instructional design. The analysis phase involved a needs assessment through questionnaires and unstructured interviews, to identify key challenges in speaking skills. The design phase involved structuring game elements, selecting appropriate content, and creating visually engaging materials. The development phase included expert validation of the game, refinement based on feedback, and prototype testing. The implementation phase involved classroom trials with 30 students, where they actively participated in structured speaking exercises within the game. Finally, the evaluation phase assessed effectiveness through student feedback and performance analysis, ensuring the game met learning objectives.

The effectiveness of the Snakes and Ladders game was measured using a Likert scale questionnaire, revealing that 86% of students rated the game as "Very Feasible," indicating strong engagement and improved speaking confidence. This aligns with [35] feasibility criteria, validating the effectiveness of the game as a learning tool. The positive response from students confirmed that incorporating interactive elements made learning more enjoyable and helped alleviate their anxiety in speaking English. By transforming a conventional game into a structured learning experience, the study demonstrated the potential of gamified approaches in language education.

The findings confirm that integrating Snakes and Ladders as a learning medium significantly enhances students' speaking abilities, confidence, and engagement. By making learning interactive and enjoyable, this game-based approach encourages students to actively participate in speaking activities without the fear of making mistakes. Given the positive response, future research can explore digital adaptations of this game to further enhance accessibility and effectiveness in various learning environments.

5. CONCLUSION

The conclusion of this study reveals that the developed product, the Snakes and Ladders game, has been successfully designed to assist students in learning English, particularly speaking skills, with the theme of descriptive text "Like and Dislike." The development of this product followed the ADDIE model, which consists of five stages: needs analysis, product design, product development, implementation, and final evaluation. Validation results from both material and media experts showed a positive response, with the product achieving a 95% validity score from material experts and 90% from media experts, both categorized as "Very Valid." Furthermore, the product implementation with students received an excellent response, scoring 86%, placing it in the "Very Feasible" category. Thus, this product has been proven to be effective and suitable for improving students' speaking skills.

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