



DEVELOPMENT OF SNAKES AND LADDERS MEDIA TO TEACH WRITING SKILL ON DESCRIPTIVE TEXT FOR JUNIOR HIGH SCHOOL

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Abstract: This study aims to develop Snakes and ladders game media to teach writing skills in grade VII students of MTs Syekh Subakir 2. Based on the need analysis with an English teacher, it was stated that during the pandemic students had difficulty understanding English material. The results of the questionnaire 10 students also stated that learning English was difficult, especially writing. This study and development proposed the (Borg, W. R. and Gall, 1989). Data was collected using interviews and questionnaire The process of developing Snakes and ladders learning media is carried out in 8 stages, namely: (1) Potential and problems, (2) Data collection, (3) Product design, (4) Design validation, (5) Design revision, (6) Product testing, (7) Usage trial (8) product revision. The result of Snakes and ladders media validated by material experts obtained material experts 86.67% and from obtained media experts 90% which means that it is valid and feasible for use as learning. Furthermore, this can be proven by the analysis of student satisfaction questionnaires which are used as a reference for the feasibility of learning products. The results of the data showed 100%, which stated that students were greatly helped and became more active writing with the Snakes and ladders learning media. In conclusion, Snakes and ladders media that was developed can use to teach writing in MTs Syekh Subakir 2.

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INTRODUCTION

Education is very important for all citizens; having a good education will be able to teach the quality of human resources. Nowadays English is the international language and is used by almost all people in the world. In Indonesia, English is still difficult for students at the junior secondary level. According to (Suprihatin, 2018), Indonesians learning foreign languages is not easy but it can be acquired by effort. English language subjects that have been taught from elementary school to senior high school are deemed not sufficient to deliver fluent levels of English. In learning English subjects students are expected to acquire four language skills that are (listening, speaking, reading, and writing). In this section, the researcher focuses on writing skills. Writing is one of the language abilities that should be taught besides the other ability. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. Writing is the most difficult language skill. In the writing process, we always involve thinking skill and creative skills.

According to (Long & Higgins, 1986), writing is the involvement of new ideas by reflecting on them, analyzing, developing, and drawing conclusions. From the above understanding, it can be concluded that writing is developing ideas that have been designed and neatly arranged from a paragraph. According to (Wishon E George and Burks, 1980) presenting ideas and facts is one way to develop paragraphs. Based on the observations,

researcher found that in teaching English the teacher did not use media to teach writing, so students can be obtained information that students of English writing ability is still low, students find it difficult to make sentences that are both written. The cause of student difficulty in mastering vocabulary is the teacher conveys learning using the lecture method and the lack of use of instructional media. From need analysis and interviews conducted with the teacher, researcher getting information those students 75% stated that writing lesson was still the most difficult.

As the previous research by Halimah (2012) entitled "Implementing Snakes and Ladders Language Game to Improve Students' Speaking Ability (Classroom Action Research for Class VII Students of SMPIT Nurul Islam Tangaran 2009/2010 Academic Year)", (Students et al., 2012). The result is research employed classroom action research. This study aims to identify whether and to what extent language games can improve student ability and describe the classroom situation when language games are used in the teaching and learning process of speaking. The result of the research is language games could improve students' speaking ability in the term of raising students' achieved in the case of fluency, grammar, vocabulary, content, pronunciation. Language games can improve the class situation, in terms of the students were being active during the speaking class especially in responding teacher's questions, being more attentive to the speaking class. This research is also supported by research from (Rofiah, 2018), entitled "*Peningkatan Keterampilan Berbicara melalui Model Permainan Snakes and Ladder (Materi Descriptive Text pada Siswa Kelas VIII MTs NU Slorok Kabupaten Blitar)*". This shows that the students' speaking skills and motivation improved by using the snake and ladder game model. The test results also showed that the student's average score was 79.35 or 75%. In addition, it is certain that the researcher can show the attitude of students in learning activities and the results of the motivation questionnaire given to students. From the above problems, the research provides solutions to teach writing skills (Kusrini, 2012), snakes and Ladders are a board game that has been around for a long time. The researcher can modify the Snakes and Ladders games as well as games liked by students.

Therefore, the researcher used Snakes and ladders media for learning writing skills with descriptive text material. The Snakes and ladders learning media is designed to be attractive so that students don't get bored playing. Snakes and ladders media is considered very helpful for students in writing. Previously, the teacher had not applied to learn media in the form of snakes and ladders to students to teach their writing skills. With the Snakes and ladders media, the delivery of material and messages in the learning process will be easier and more effective so that it will increase students' interest and motivation in learning. Snakes and ladders media is one of the print learning media. Snakes and ladders media contains numbers, pictures, and instructions, students who can train and enrich vocabulary. Snakes and ladders media is quite effective, easy to make, and does not require a lot of money.

MATERIAL and METHOD

The model of development in this study is used by (Borg, W. R. and Gall, 1989). According to (Sanjaya, 2013), research and Development (R&D) is the process of developing and evaluating education products'. The final objectives of the R&D research method are: 1) it can produce a product that think has passed the assessment and continuous trial, 2) The product produced is a product that is suitable for field needs. Before the product is produced, the researcher surveyed in advance. It is a strategy that includes a cycle in which a version of a product is developed, field-tested, and revised based on the field-tested data (Borg, W. R. and Gall, 1989:771). The developed product was in the form of Snakes and ladders. Related to the background of the study, the research was aimed to develop snakes and ladders game for grade 7th in MTs Syekh Subakir 2. The researcher only took eight-step out of the ten steps above because of the limitation of the time and is difficult the make-up the participant during the pandemic is as follows: potential and problems, data collection, product design, design validation, design revision, product testing, usage trial, product revision.

Potential and problem, the researcher can find problems experienced by students in MTs Syekh Subakir 2 grade 7th. From this problem, the researchers can also analyze the

solution that can be used in solving the problem. The potential in this research development of English material to reach writing ability using Snakes and ladders. *Data collection*, information that can be used as material for planning certain products that are expected to solve the problem. Information gathering is done by direct observation, questioner and, interview. *Product design*, the researcher conducted a research development of learning material English that is focused on learning English and collect instructions in Snakes and ladders media. *Design validation*, after initial product design, the product is consulted with a team of experts consisting of material experts and media experts. Validation is done to see the feasibility of this product and what needs to be improved to produce to be better. *Design revision*, the improvement of product design would be tested for validity by media and material experts. So that there would appear weaknesses in the product. In this stage, the product can be fixed and reduce the weaknesses. *Product testing*, the trial is the stage of trying the educational product development results which aim to find the effectiveness of the product in terms of learning outcomes as well as difficulties perceived by the teacher (user) both perceived by the teacher to manage learning and students' difficulties in learning (Sanjaya, 2013), *Usage trial*, in the usage trial, the modified product would be tested in MTs Syekh Subakir 2. By testing the researcher can find out whether the product is suitable for use in the teaching and learning process. *Product revision*, in this case, existing products would be repaired according to deficiencies. Evaluation is needed at this stage so that it will produce better and more viable products. Product revisions are made to teach the product that has been made.

The development of Snakes and ladders media requires instruments and techniques to obtain data are as follow:

a. Questionnaire

The questionnaire is also an instrument used to validate learning media products. Material expert questionnaires are used to determine the validity of the material with the product. As well as the media expert questionnaire used to determine the validity of the media that has been made by the researcher.

1. Validation questionnaires

The development stage of the guideline design validation is carried out by experts to measure the quality of the product being developed. Validation is carried out by validation of material and, validation of media. Validation of the material includes the suitability of the material with descriptive text material and using KD 3.4 and 4.4, the completeness of the scope of activities, the level of difficulty of the questions, and the language used in the Snakes and ladders learning media.

2. Students respond

Students' response questionnaires were addressed to 7th-grade students of Mts Syekh Subakir 2 after students used learning products. This questionnaire was used by the researcher to find out information about student satisfaction with snakes and ladders learning media. Students' response questionnaires in this study were compiled based on the assessment criteria of student enthusiasm and satisfaction with using learning media.

b. Observation

Observation is done by observing, reviewing, supervising, and examining objects directly and in detail.

c. Interviews

Interviews were conducted by the researcher to teachers and students. With interviews, the researcher also obtained student data and biodata about the school MTs Syekh Subakir 2. Student characteristics and subject competence were obtained from the results of interviews conducted with the subject teacher. This data analysis used steps questionnaire as follows:

Table 1. Evaluation Score to Response Options

Category	Score
Very Good	5
Good	4
Enough	3

Poor	2
Very Poor	1

Validity

A good product is a product that has validity. The trial was conducted to check whether the product that has been made can be applied to students. The researcher used two validities; there are content validity and media validity. Snakes and ladder media also were validated by material experts and media experts before being assessed by the English teacher. Material validation is carried out by English lecturers who have experience and abilities in the field of learning. The material expert invalidating this product is Istina Atul Makrifah, M.Pd. The media validation is carried out by a lecturer in the Department of English Education who is an expert in the field of media, especially writing, namely Ahmad Saifudin, M.Pd.

Furthermore, the percentage of validity obtained is then interpreted into the Following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:

P = Validity

$\sum x$ = Number of assessment answer

$\sum xi$ = Highest number of answer

Table 2. Percentage of validity

Percentage (%)	Validity Category	Explanation Eligibility Category
85% - 100%	Very valid	Very decent
70% - 84%	Valid	Feasible
55% - 69%	Less valid	Less Feasible
40% - 54%	Invalid	Very Improper

Reliability

The eligibility category is based on the following criteria (Arikunto, Suharsimi, & Safruddin A.J, 2009) The calculation applies to the criteria of media expert validators and learning expert validators for calculation items using the following formula:

$$\sum = \frac{x}{n} \times 100\%$$

Information:

$\sum$ = Eligibility

X = Total score obtained

N = Maximum score

Table 3. Percentage of the eligibility category

No	Percentage (%)	Eligibility Category
1	< 21 %	Very Improper
2	21% – 40 %	Less feasible
3	41% – 60 %	Decent Enough
4	61% – 80 %	Feasible
5	81% – 100 %	Very Decent

RESULT and

This research
Research and
in accordance purpose namely developing learning media in the form of the snakes and

DISCUSSION

is classified as
Development (R&D)

ladders game which is arranged in such a way as to make it easier for students to learn to write.

The result of need analysis

In the need analysis, the researcher identified the need for English learning media for teachers and students in MTs Syekh Subakir 2 class VII. Identification of learning media needs of the teachers was conducted by using interviewing while to students it was done by giving a questionnaire. The result of the interview from the teacher stated 70% of students stated that learning English was not in accordance with their needs. 60% of students stated that the media used by the teacher in learning was not appropriate. Media is very helpful for students in learning to write expressed with a score of 90%. Vocabulary is very varied. 60% said that grammar also affects learning English, especially writing.

The process of development

In the development stage to produce a product, was done by using the step as follow:

1. Need analysis conducted on students, analyze the curriculum and make a lesson plan. In creating a lesson plan the researcher purposes learning objectives and learning materials.
2. After the need analysis and make a lesson plan, the next step is to design learning media. In designing it must adapt to the needs of students and between the material and the content of the learning media it must be sustainable.
3. Researchers design products using the Photoshop application. Photoshop – Design has many main features namely the main page, editing elements, and presets.
4. Then the researcher made a material expert questionnaire, media expert questionnaire, and student responses after using the product.
5. Before the questionnaire is given to the validator, it must first be validated by the instrument expert.
6. After the instrument validation is complete, the product is then given to the supervisor to see whether it is feasible or not.
7. Products that have been declared feasible by the supervisor are then given to material experts and media experts for their validity.
8. The last step in the design process is to make formative revisions aimed at revising the product according to the suggestions from the validator before it is given to students. The design phase aims to prepare the foundation for the preparation of appropriate learning media for seventh-grade students of MTs Syekh Subakir 02. The preparation of competencies is based on basic competencies that will be outlined in the implementation plan for the second semester of class VII MTs.



Figure 1 Picture snakes and ladders

Expert judgment

Product development is carried out by validating the products that have been made by researchers to validators, namely material validators and media validators. The validation results are as follows:

a. Validator of material expert

The material expert is a lecture in social education at the University of Nahdlatul Ulama Blitar, namely Istina Atul Makrifah, M.Pd she was competent in the material for

students. Material expert validation consists of various statements that must be following the material to be taught. Researchers focus on one skill, namely writing. The statement consists of material made with KI and KD, the language used must be easily accessible, the size of letters and numbers must be appropriate and the lesson plan by the portion. The results of the assessment of material experts, the feasibility of Snakes and ladders media to teach writing skills reached 86.67% of the maximum value of 100%. From the following statement, it can be interpreted that the material expert stated that the product in the "Eligible" category was used as a learning medium. This question is supported by (Arikunto, Suharsimi, & Safruddin A.J, 2009), that the feasibility of learning media is 85%.

b. Validator of media expert

The media validation is carried out by a lecturer in the Department of English Education who is an expert in the field of media, especially writing, namely Ahmad Saifudin, M.Pd. Similar to material validation, media validation also submits statements that can validate a product. The suitability of the image with the background, the uniqueness of the media, and the question of using language that is easily accessible by students. Validation to media experts can be said that the Snakes and ladders learning media reaches a value of 90% and is declared "Appropriate" to be used to teach writing skills, especially descriptive text. According to (Arikunto, Suharsimi, & Safruddin A.J, 2009) media reliability at a score of 80% and above has been declared feasible to use.

Try out

The experiment was carried out by the researcher on July 24, 2021; the researcher conducted a trial in grade 7 at MTs Syekh Subakir 2 on descriptive text material. Before students use the Snakes and ladders product, the researcher first explains a little about the descriptive text material to remind the descriptive text material and the elements in the material. After it was deemed sufficient, the researcher introduced the product to be used, namely Snakes and ladders. The researcher also explained how to use the Snakes and ladders media. Students are enthusiastic and happy to play and learn. The researcher divided two groups one group consisted of five people. After completing the division of groups, students roll the dice to determine who plays first. The atmosphere during the learning process was very pleasant because all students were more active and enthusiastic about playing the Snakes and ladders learning media.

Evaluation

The researcher carried out the research in grade 7 of MTs Syekh Subakir 2 with a sample of 10 students of MTs Syekh Subakir 2. The following are the results of the student response questionnaire after using the snake and ladder learning media. With a sample of 10 students of MTs Syekh Subakir 2, it can be concluded that students are happy, active, and can understand the learning material presented. From the following questionnaire data that 100%, students are satisfied with snake and ladder learning media.

Revision

From the results of consultations and questionnaires given to material and media experts, there were several revisions. The grammar used must be adapted to the plural singular usage. Students give a good response to the product that has been produced by the researcher.

Table 4 revision and repair

No	Revision	Repair
1	The background used is adjusted to the theme.	The background is replaced with a picture of MTs students according to the sample.
2	The questions used must be durable.	The matter is laminated to make it durable and not easily damaged.

3	Grammar on questions must be adjusted.	Grammar uses simple pre-sets tenses because the material used is descriptive text.
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Discussion

Similar to this study, research from Agnes Ambar Pratiwi Bayuningsih (2016) provided a student response questionnaire. The title is "Improving Students Speaking Ability Using the Snakes and Ladder Board Games at 11" Grade of Saint Pius X Vocational High School Magelang", (Language, E., Study, E., Education, A. Bayuningsih Agnes Of, F., & Training, 2016). The significant improvement could be seen from speaking test results from cycle I to cycle 2 where the result of the students' mean score was increased from 69.5 to 79.2. This trial was conducted at MTs Syekh Subakir 2. Ten students have tried this product and they have filled out a product satisfaction response questionnaire with a percentage of 100%. The trial of this snake and ladder media reached the "Very Good" category. From the following statement that snake and ladder can be used to teach writing skill and increase students are happy, active, and can understand the learning material presented.

CONCLUSION

The design phase aims to prepare the basis for the preparation of appropriate learning media for class VII students of MTs Syekh Subakir 02. Research and development step on Borg and Gall (in Sugiyono, 2017) with ten steps. Researcher only took eight steps out of the ten steps above because limitation of the time and is difficult the make-up the participant during the pandemic includes: potential and problems, data collection, product design, design validation, design revision, product testing, usage trial and product revision. Then the researcher made a material expert questionnaire, media expert questionnaire, and student responses after using the product. Then, the product is validated by material expert and media expert. Validators provide suggestions to researcher. After that, the researcher improved according to the suggestions from the validator. And then, the product is ready to tryout on students.

The results are shown in the three questionnaires submitted. From the result of material expert validation, it can be concluded that the snakes and ladders game media has a decent level of validity, with a validity percentage of 86.67%. The result of the validation of media expert also concluded that the snakes and ladders game media had a decent level of validity with a validity percentage of 90%. From the satisfaction questionnaire data, 100%, students stated that they were satisfied with the Snakes and ladders learning media.

SUGGESTION

Suggestions for teachers

- Teachers can maximize new media, because with media students will more easily understand the material.
- In learning the teacher must be able to make students active and participate in the teaching and learning process.

Suggestion for students

- Students need to know the media that can be used to develop themselves so that learning English is fun.
- Students should teach their knowledge of writing.

Suggestion for other researchers

- With the new media, it is expected that other researchers can create more creative and innovative media.
- Other researchers must also prepare all the needs well.

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