

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides theoretical explanations involving media snakes and ladders, learning English, and teaching speaking using media snakes and ladders. This chapter also includes previous research results, theoretical frameworks, and hypotheses.

A. Theoretical Description

1. Media “Snakes and Ladders”

Media is a tool or one of the methods used in the teaching and learning process. It is done to stimulate learning models that support the achievement of the process of teaching and learning and ensure that the activities of teaching and learning effectively achieve the desired goals. Using the right study materials during your study will help you achieve your learning goals more effectively and efficiently. Media-based learning makes teaching and learning more enjoyable, materials more accessible and diverse, and students more active.¹ According to Muhammad Ramli in his book explains that media are various kinds of elements in a student's environment that can invigorate student learning. The type of learning media as a comparison can be seen from the classification of learning media put forward by Rudy Bretz, who divides it into 8 classifications, specifically: moving audio-visual media, quite audio-visual media, semi-moving sound media, still visual media, semi-moving media, sound media, and print and printed media.² Meanwhile, according to Sri Arfani, Atika Sulistia, board games become media in the process of teaching and learning, including the media “Snakes and Ladders”.³

Media “snakes and ladder” is one of the play media suitable for language teaching. The Snake and Ladders media are moreover utilized to educate children with essential truths and

¹ P. Yanuari Dwi Puspitarini and Muhammad Hanif, “Using Learning Media to Increase Learning Motivation in Elementary School,” *Anatolian Journal of Education*, Vol. 4, no. 2 (2019): 53–60.

² Muhammad Ramli, “Media Dan and Teknologi Pembelajaran,” (Banjarmasin: IAIN Antasari Press, 2012).

³ A. sri Arfani, “Teaching Speaking Using A ‘ Snake and Ladder ’ Board Game : A Teacher Story,” Vol. 2, (2019): 65–74.

data about the world they live in, Taka said.⁴ In snakes and ladders, the materials required incorporate counters, dice, board games, and prompt cards. Snakes and ladders may be a fun game media for children that are usually played by two or more individuals. It could be a game that students already know. The snake and ladder realm places emphasize that students utilize verbal communication instead of visual and engine communication.⁵

Media Snakes and Ladders is a game in which there are pictures of snakes and ladders that slow and accelerate the player's advance. The Snakes and Ladders game is a game where the player moves along an arrangement of squares in opposite directions depending on the roll of the dice. The ladder provides a shortcut to the box closer to the wrap up line, and the snake prompts the player to return to the box closer to the start of her line.⁶ The game is based on the movement of these players' characters along with numbered squares and the character who reaches the last square first wins. Player his character advances by rolling a die, and the roll of the die determines the number of squares the player moves. There are ladder snakes in the way the snake takes the character backwards near the start (or down) while ladders lift the character towards the finish adding a fun touch to the character's luck.⁷

The advantage of using the Snake and Ladders medium is that it creates a relaxed atmosphere through fun and interesting activities that help students expand their knowledge. Using snakes and ladders media provides students with opportunities to learn about counting, living, interacting and socializing. Through games, students can implicitly learn about life's ups and downs, joys and difficulties. The ladder represents "the pinnacle and joy

⁴ Soleman DapaTaka, "Teaching Speaking By Using Snake and Ladder Board Game." Vol. 7, No. 2, (2019): 72 – 8

⁵ Sri Ajeng, "The Efforts to Improve the Ability to Speak English through the Game" Snake and Ladder" in Grade VII-A Students at SMPN 3 Ngimbang", (2021).

⁶ Soleman Dapa Taka, "Teaching Speaking By Using Snake and Ladder Board Game."

⁷ E. Ibam, T. Adekunle, and O. Agbonifo, "A Moral Education Learning System Based on the Snakes and Ladders Game," *EAI Endorsed Transactions on E-Learning* 5, no. 17 (2018): 155641, <https://doi.org/10.4108/eai.25-9-2018.155641>.

of life", and the presence of the snake represents "life and adversity". The "snakes and ladders" medium is not only fun, but also useful in the teaching and learning process.⁸ This medium also encourages learners to learn English in a fun way. You will find that learning English is an interesting activity. This will motivate you to improve your speaking skills because you don't want to lose the game. Motivation is the key to successful learning.⁹

According to Jen-che Tsai, there are several benefits of using the media "snakes and ladders" game in the process of learning. First, this media creates small learners where students can learn by trial and error and gather experience in the world. Second, this media is highly interactive.¹⁰ In this game media, students can take the initiative to exchange information and explore with their peers, thus encouraging student-centered learning.

2. English Speaking Mastery

Speaking is an interactive process, and productive skills build meaning associated with generating, receiving, and processing information to convey the intended meaning accurately, fluently and in context orally in communication¹¹. Certain quality and quantity communication skills are required not only in the area of social interaction on an interpersonal level, but also in organizational, public and even intercultural interactions.¹²

⁸ Ariessanti et al., "Snake and Digital Ladder Applications Involving the Behavior of Children Applying the Health Protocols", *Journal of Physics: Conference Series* 1869, no. 1 (2021).

⁹ Rudy Sofyan et al., "Using a 'Snake and Ladder' Game in Teaching Speaking To Young Learners," *ABDIMAS TALENTA: Jurnal Pengabdian Kepada Masyarakat* 3, no. 2 (2019): 226–31, <https://doi.org/10.32734/abdimestalenta.v3i2.4121>.

¹⁰ Jen-che Tsai, Shiang-yao Liu, and Chun-yen Chang, "Using a Board Game to Teach about Sustainable Development", (2021), 1–19.

¹¹ Rahmad Gunawan, "The Students' Ability on Speaking Mastery at the Language Center of IAIN Padangsidimpuan", (2020): 10-11.

¹² Gert Rickheit and Hans Strohner, *Handbook of Communication Competence, Handbook of Communication Competence*, vol. 1 (Germany: Mouton de Gruyter, 2008), 24.

a. The Nature of Speaking

Speaking is one of the four most imperative language abilities when learning a foreign or second language. Learners often attribute language learning outcomes to being able to speak the language, but speaking is additionally an imperative portion of the language learning process.

According to Ali, speaking is the utilization of language to precise ideas, contemplations, or sentiments. Therefore, speaking not only expresses thoughts in the head, but also equips others with new knowledge.¹³ Speaking is a process that involves much more than just the pronunciation of individual sounds, pronunciation, accent and intonation. Speaking also allows students to speak openly in a speech.

1) The Elements of Speaking

According to Sari said that oral communication can be maintained by having some components as follow:¹⁴

a) Pronunciation

Pronunciation is becoming something that is challenging for second language learners. Pronunciation (including segmenta -vowel and consonant features, intonation, and stress patterns), students should use appropriate accent and intonation patterns, speak in complex voices, and pronounce phonemes correctly. Use accent designs. The speaker must be able to verbalize words and produce meaningful body sounds. Second language learners often have difficulty distinguishing sounds in legal languages that do not occur in languages they already know at the level of pronunciation. It means that it contains stress patterns. This allows speakers to verbalize words and make meaningful body sounds.

¹³ Muhammad Ali, "The Application of Inside-Outside Circle (Ioc) Technique to Teach Speaking Skill in The Second Grade of Senior High School at Man 3 Medan in The Academic Year 2017/2018," Medan (2018).

¹⁴ Sari, Melyta Sari, "The Influence of Using Inside Outside Circle Towards Students' Speaking Skill at The Eighth Grade of Smp Negeri 2 Sumberejo in Academic Year Of 2016/2017," Lampung, (2017): 1–81.

b) Grammar

In order to know a foreign language, learners need to master various grammatical and vocabulary skills. Grammar is the basic unit of word-like meanings, sounds, and patterns of sounds, and the rules for combining them into new sentences. If a speaker does not master grammatical structures, he or she cannot speak English well. Therefore, grammar is very important when speaking. Robert explained that grammar is a general set of how people say things. In other words, grammar is a collection of basic meaning units, such as words, that are combined to form new sentences. It is also a general collection of what people are saying.

c) Vocabulary

Vocabulary is the main part of language. Vocabulary consists of words, phrases, variable phrases, phrasal verbs and idioms. It is known that commands with a limited vocabulary make conversation almost impossible, because those who want to have a conversation must have a vocabulary. That means a full vocabulary full of meaning. Vocabulary is therefore an important component of the language we use to communicate.

d) Fluency

Fluency is the cap potential to talk without hesitation or pauses. Fluency may be considered because the cap has the potential to hold talking spontaneously. Students must be capable of use all of the resources and skills at their disposal to get their message across when speaking fluently, regardless of grammatical or other errors. Fluency is the property of a person or system to communicate information quickly, accurately and appropriately. Fluency is a person's ability to speak without too much pause or hesitation and convey information quickly, accurately, and skillfully.

e) Comprehension

Both speakers discussed 'understanding' because understanding allows people to get the information they need. Comprehension is fully completed at normal speech rates.

In some classrooms, speaking is a skill that is productive language.¹⁵ This means that speaking is the ability of a person to speak and to be able to express his or her own voice. Therefore, speaking is very important, especially speaking English. Students can communicate or say their knowledge or problems from the ideas of their minds.¹⁶ Speaking allows students to make them active in speaking to reveal what they do or don't know about the situation they face.

Speaking skills are always about communication. Fluency can be described as the ability to use language correctly to express meaning and to transmit or receive knowledge and information from others in different situations throughout life. Successful fluent oral production therefore requires a speaker to have knowledge of language and the ability to use it appropriately and accurately.

To communicate effectively, learners must have communicative competence. Communication skills consist of four components: grammatical skill, sociolinguistic skill, discourse skill, and strategic skill.¹⁷ Grammatical competence deals with the acquisition of language codes. It's what Chomsky called linguistic ability. This ability is related to the acquisition of linguistic codes, the ability to recognize lexical, morphological, syntactic, and

¹⁵ Mukminatus Zuhriyah, "Storytelling to Improve Students' Speaking Skill," *Jurnal Tadris Bahasa Inggris* 10, no. 1 (2017): 119–34.

¹⁶ Angela Sihotang et al., "The Effective Way to Develop Speaking Skills," *Journal of Language Teaching and Learning, Linguistics and Literature* 9, no. 1 (2021): 188–96, <https://doi.org/10.24256/ideas.v9i1.1777>.

¹⁷ Lyle F Bachman and Los Angeles, "The Construct Validation of Some Components of Communicative Proficiency," no. December 1982 (2015), <https://doi.org/10.2307/3586464>.

phonological descriptions of a language and manipulate these features to generate words and sentences. Discourse is the art of combining grammatical forms and meanings to produce coherent spoken or written language. According to Savignon, competencies include the ability to interpret a series of sentences or utterances to form a meaningful whole and arrive at textual units relevant to a particular situation.¹⁸

Communicative efficiency is the ultimate goal in teaching speaking skills. It is useful for teachers to know what the speech characteristics of their students are like. Speaking becomes one of the most important skills to develop and increase in order to communicate effectively. Speaking skills are considered one of the most difficult aspects of language learning. Many language learners find it difficult to express their thoughts in spoken language. They generally have difficulty expressing their thoughts effectively in a foreign language. They stop speaking because they hit psychological barriers or because they cannot find the right words or expressions.¹⁹

Sociolinguistic competence is a part of communicative competence which can influence the environment when communicating, such as at school. Sociolinguistic competence is a multidisciplinary field of study that deals with the social rules of language use. This ability requires an understanding of the social context of the language use environment. Context depends on several factors such as the conditions between students, explanations to be shared, purposes of communication, and rules set for communication. This is different from strategic competence, where strategic competence refers to the management of

¹⁸ Sandra J Savignon, "Communicative Competence," (2018), <https://doi.org/10.1002/9781118784235.eelt0047>.

¹⁹ Lai-mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *Iran* (2016).

communication strategies with other people who are cut off by limiting communication skills and increasing communication effectiveness.

People who speak English well are usually accurate and fluent. True speakers do not make mistakes in grammar, vocabulary or pronunciation. Fluent speakers can express themselves appropriately without hesitation. Fluent speakers usually don't mind making mistakes. Speech has many aspects, including its two main categories, accuracy and fluency. Accuracy includes the correct use of vocabulary, grammar and pronunciation, while fluency is considered the ability to maintain natural speech.

b. The Function of Speaking

The mastery of English speaking is a concern for many second and foreign language beginners. Several linguists have tried to classify the interpersonal roles of speech. Three roles of talking occur, consistent with Brown and Yule. Brown and Yule's three-component model of the device talks as interplay, talks as transaction, talks as results. In phrases of shape and function, every of those speech operations may be very unique and involve unique strategies to teaching.

1) Talk as interplay

Speaking as interplay refers to an interplay that serves a social cause in particular. They change greetings, participate in small talk and chit chat while human beings meet, recount recent encounters due to the fact they need to be well mannered and create a secure quarter of touch with others.

2) Talk as overall performance

Speaking as a total efficiency is related to public speaking, it is an expression that conveys earlier than target market understanding such as public bulletins and speeches. Speaking as fulfillment appears to be within the shape of monologue in place of dialogue, frequently follows an acquainted shape and is toward written language than to the language of conversation.

3) Speaking as transaction

Talking about a deal refers to a scenario wherein the emphasis is on the message of what's stated or carried out so as to make it obvious and correct for human beings to understand.

3. Teaching Speaking

Speaking is considered by many language learners as a language proficiency criterion. According to current students, the ability to communicate with others is defined as fluency rather than writing, reading, or understanding spoken language.²⁰ Appropriate teaching methods and techniques should be used in teaching speaking.

In language learning, teaching techniques used to achieve certain language goals may use classroom specifications. Various techniques are used in the lesson to achieve educational goals. Various methods and techniques can be used in teaching speaking, which facilitate learning English and the ability to communicate fluently, accurately and understandably in everyday life.²¹

a. Methods and techniques in teaching speaking.

In order to achieve the results of teaching speaking, several guidelines have been proposed for the development of speaking technique, namely, the methods and techniques used in teaching speaking enable students to use the target language in a certain context and improve the students' speaking strategy. The principles are as follows:²²

- 1) This strategy protects students' diverse needs for language attention Message accuracy based on engagement, relevance, and familiarity required.
- 2) Presents a strategy that is intrinsically motivating.
- 3) Encourage meaningful use of natural language.
- 4) Granting of Rights suggestions and corrections. This way you can use natural links between speaking and listening.

²⁰ Marriam Bashir and Muhammad Azeem, "Factor Effecting Students' English Speaking Skills"2, no.1 (2011).

²¹ H.Douglas Brown, "Teaching by Principles An Interactive Approach to Language Pedagogy", (2001).

²² H.Douglas Brown, "Teaching by Principles An Interactive Approach to Language Pedagogy", (2001).

- 5) Give students a chance to start a conversation.
 - 6) We try to help students improve their speaking skills.
- b. Principles of Educating Speaking

Give your students accurate and smooth practice. He proposes at least four principles of language teaching:

- 1) In speech, fluency refers to the ease of syllables, a combination of sounds, phrases and words.

Speak or write without using vocabulary, punctuation, grammar or other inaccurate errors, etc. Teachers should help students improve their language skills by giving them plenty of opportunities to practice. He should also understand that making mistakes is a normal part of learning something new.

- 2) They offer students an opportunity to express themselves Organizational work or border painting pairs and teachers Communication.

As teachers who talk a lot, we need to be aware that we talk a lot in class. Don't get caught up in student conversations. Able to use pair and group work which increases the time for students practice and limits the teacher's time.

- 3) Do a speaking task that includes a discussion of meaning.

Because communication requires their understanding and comprehension, teachers and students grow by communicating in the target language. The Negotiated object is the name of that process. It requires the confirmation of someone expressing your point of view, clarifying and clarifying your understanding, someone who understands what you want to say.

- 4) Create classroom activities that involve teaching and practicing transactional and interpersonal speaking.

We usually talk to people outside of class to share ideas or make deals. When you continue to communicate with someone, you use interpersonal language.

4. Teaching Speaking Using Media “Snakes and Ladders”

Some studies show that the introduction of mental "snakes and ladders" in speech lessons affects the cognitive and emotional domains of students. Using mental "snakes and ladders," students showed improvement in her five speaking

skills aspect. These are vocabulary, grammar, pronunciation, fluency and content.²³ To create an active learning environment can also use the games where Players can think from different perspectives and improve existing situations.²⁴ When teaching speaking, teachers need to create situations that encourage students to speak.²⁵

In creating an interesting and enjoyable learning environment, teachers should use appropriate methods in the teaching learning process. Because communicative language teachings are a multi-activity approach, using the game can be an effective technique for teaching languages, especially foreign languages. This is because games are able to eliminate boredom from students without relinquishing the redundancy fundamental to successfully learn language elements, especially grammar.²⁶ Moreover, according to Agnes, using the "snakes and ladders" medium in language teaching is a great way to help students learn and hone communication aptitudes and develop unique communication methodologies that can be immediately connected to the genuine world. It's an effective, fearless and fun war.²⁷

However, preparing the "snakes and ladders" media to speak properly linguistically is not an easy task. It takes time and effort. There are many different board games on the market, but teachers prefer not to buy them on the market because they have to match their learning goals. By creating their own Snakes and Ladders media, teachers can create and modify games to suit their

²³ Wong, C.H.T and Yunus, M.M., "Board Games in Improving Pupils' Speaking Skills: A Systematic Review", *Sustainability* (2021), 13, 8772. <https://doi.org/10.3390/su13168772>.

²⁴ Pat M Neuwelt and Robin A Kearns, "Playing the Game: Interactively Exploring Journeys into Primary Care." New Zealand (2021).

²⁵ Dania Yolanda and Muhamad Sofian Hadi, "Using Puppet Games in Teaching Speaking for Tenth Graders of Senior High School," *English Language in Focus (ELIF)* 2, no. 1 (2019): 1, <https://doi.org/10.24853/elif.2.1.1-8>.

²⁶ Hyginus Lester and Junior Lee, "Smarties : Using a Board Game in the English Classroom for Edutainment and Assessment," *Malaysian Journal Of ELT Research* 8, no. 1 (2012): 1–35.

²⁷ Agnes Ambar Pratiwi Bayuningsih, "Improving Students' Speaking Ability Using The Snakes and Ladders Board Game at 11 Th Grade Of Saint Pius X Vocational High," (2016).

needs. In this way, the media “snakes and ladders” effectively support the learning process.

B. Review of Previous Study

Previous studies related to studies that may support this study include:

1. A journal was conducted by Soleman Dapa Taka in 2019 entitled "Teaching Speaking by Using Snake and Ladder Board Game". This study aimed to find an appropriate way to teach speech using the Snakes and Ladders board game to SMA Kristen Mercusuar Kupang 10Th Grade students. This study uses descriptive and qualitative methods to describe speaking instruction using the Snake and Ladder board game media. As a result, we found that Snake and Ladder board games are good ways to improve students' speaking skills.²⁸ The similarities are the variable, snake and ladder board game. The difference is the method of study. The researcher uses a quantitative method with quasi experimental. While the journal uses descriptive qualitative methods.
2. A journal was conducted by Rudy Sofyan, T. Silvana Sinar, Bahagia Tarigan, T. Thyrhaya Zein in 2018 entitled “Using A “Snake and Ladder” Game in Teaching Speaking to Young Learners”. This research aimed to describe how a snake and ladder game is used in teaching speaking to young learners. This study uses descriptive and qualitative methods to describe speaking instruction using the Snake and Ladder board game media. The results showed that this game is suitable for teaching young learners to speak. Young people love to play and hate to learn, especially if they have a formal education.²⁹ The similarities are the variable, snake and ladder board game. The researcher will investigate at the high school level and use quantitative methods with quasi experimental. While the journal deals with English language young learners and uses descriptive qualitative methods.

²⁸ Soleman DapaTaka, “Teaching Speaking By Using Snake and Ladder Board Game.” Vol. 7, No. 2, (2019): 72 – 8

²⁹ Rudy Sofyan et al., “Using a ‘Snake and Ladder’ Game in Teaching Speaking to Young Learners.” *ABDIMAS TALENTA* 3 (2), (2018): 226-231. <http://jurnal.usu.ac.id/abdimas>

3. A thesis was conducted by Agnes Ambar Pratiwi Bayuningsih in 2016 entitled “Improving Students’ Speaking Ability using The Snakes and Ladders Board Game at 11th Grade of Saint Pius X Vocational High School Magelang”. The purpose of this study was to improve students' speaking skills using the board game "Snakes and Ladders". This study uses descriptive and qualitative methods to describe speaking instruction using the Snake and Ladder board game media. The results showed that using the board game "Snakes and Ladders" improved the students' speaking ability.³⁰
The similarities are the variable, snakes and ladders board games. The difference is in research. The researcher uses a quantitative method with a quasi- experimental approach. While the journal uses a descriptive qualitative method.
4. A journal was conducted by Sri Ajeng in 2021 entitled "Efforts to improve the ability to speak English through the game “snake and ladder” in grade VII-A students at SMPN 3 Ngimbang”. This study targeted students in Class VII-A of SMP Negeri 3 Ngimbang School and aimed to improve students' English communication skills through a game of snakes and ladders. This study uses a class action study design to describe teaching speaking using the Snake and Ladder board game media. As a result, she found that the snakes and ladders game could improve her SMPN 3 Ngimbang Class VII-A students' speaking ability in English.³¹
The Similarities are the variable, snake and ladder board games. The difference lies in the research method. Researchers use quantitative techniques with a quasi-experimental approach. On the other hand, the journal uses a class action investigation design.
5. A journal was conducted by Pat M Neuwelt a, Robin A Kearns in 2021 entitled “Playing the game: Interactively exploring journeys into primary care”. This study aimed to

³⁰ Agnes Ambar Pratiwi Bayuningsih, “Improving Students’ Speaking Ability Using The Snakes And Ladders Board Game At 11 Th Grade Of Saint Pius X Vocational High,” (2016).

³¹ Sri Ajeng, “The Efforts to Improve the Ability to Speak English through the Game" Snake and Ladder" in Grade VII-A Students at SMPN 3 Ngimbang.” (2021).

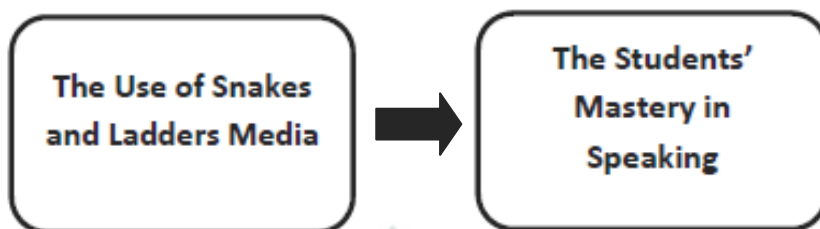
describe how we translated the findings into a format accessible for health care teams through the creation a board game. This research uses qualitative study of general practice reception processes to describe teaching speaking by using snake and ladder board game media. The result showed that playing the game offers an activity that is paradoxically both enjoyable and unsettling in exposing how general practice reception processes advantage the most privileged individuals while disadvantaging individuals who experience broader social exclusion.³²

The Similarities are the variable, snake and ladder board games. The difference is the analyzing of research. The researcher analyzes the effectiveness of using snakes and ladders media towards the students' mastery in speaking. While the journal is only observed the implementation of snake and ladder board game media.

C. Theoretical Framework

This study employed quantitative research and was conducted Islamic Senior High School Jepara. In this study, researcher implemented the use of the media "Snakes and Ladders" to improve the speaking mastery of Islamic Senior High School Jepara in The Academic Year of 2022/2023. The purpose of this study is to determine the effectiveness of using media cues and ladders to increase students' speech fluency. Its media helps improve the speaking skills of students so that they can improve their speaking mastery. Teachers can use the media "Snakes and Ladders". Students can practice in groups. This research relates to his two things. One is the use of snakes and ladder media and the other is students' speaking mastery. These are depicted in the following concept map.

³² Neuwelt, Pat M., and Robin A. Kearns. "Playing the Game: Interactively Exploring Journeys into Primary Care." *Wellbeing, Space and Society* 2 (2021): 100045. <https://doi.org/10.1016/j.wss.2021.100045>.

Picture 2.1 Theoretical Framework

Speaking is an interactive activity between two or more people, a speaker and a listener, using language that both the speaker and the listener can understand. Teaching speaking is not an easy job, but many techniques that fit the learning process can make speaking easy and enjoyable. One technique is the use of "snakes and ladders" media. This is one of those communication games that can be used as a technique to teach useful skills like speaking. Media her Snake and Ladder allows students to explore their ideas and forces them to use English in classroom activities as directed by the media. The researcher hopes that students will gain fluency through the use of these media in speaking lessons. Games can be used to facilitate speaking activities. Sometimes students cannot express themselves because they don't know what to say. Using Snakes and Ladders, students can speak in the direction in which they are directed. You can make it easier for your students to understand the key phrases for each document.

The media "Snake and Ladder" becomes a good solution for learning to speak while playing. This medium helps students gain confidence and express their ideas in a fun way. To some extent, it is important that the media be closely linked to create interest and fun in learning to motivate and engage students in learning. In short, to create interest in learning, the means in the learning game are very necessary, one of which is the game of snakes and ladders. Using this medium, students have an effective, worry-free and enjoyable fight to learn and practice communication skills as well as develop their own communication strategies that can be easily applied in the real world.

D. Hypothesis

Hypothesis is the result of the process of thinking framework. It serves as a guide, so researchers can run as expected. The hypothesis states the relationship between several variables to be tested empirically. The results of the research conducted can support or reject the hypothesis.

Based on the framework that has been described above, it can be formulated the research hypothesis as follows:

H_1 : There is The Effectiveness of Using Media “Snakes And Ladders” Towards Students' Mastery in Speaking (A Study Case at Islamic Senior High School Jepara in The Academic Year of 2022/2023).

H_0 : There isn't The Effectiveness of Using Media “Snakes And Ladders” Towards Students' Mastery in Speaking (A Study Case at Islamic Senior High School Jepara in The Academic Year of 2022/2023)

Based on the above statement, it can be concluded that the given conjecture is a possibility that can be true or false. The hypothesis proposed by the researcher is “There is The Effectiveness of Using Media “Snakes And Ladders” Towards Students' Mastery in Speaking (A Study Case at Islamic Senior High School Jepara in The Academic Year of 2022/2023).”