CHAPTER IV
FINDING AND DISCUSSION

The researcher will explain the data and the research result about the problem formulated in chapter 1. There are two questions, namely: 1). How to design snakes and ladders games as a learning medium to understand recount text? 2). How is the feasibility as a learning medium to understand recount text?

A. RESEARCH FINDINGS

This chapter describes the processes for creating a snakes and ladders game to help students comprehend recount text. The steps indicated in the formulation of the problem to answer the issue. The following are the six sections in which the findings are presented.

1. Need Analysis Result

Before designing the snakes and ladders game board, a need analysis was conducted to understand what kind of media was needed by the students. The need analysis was conducted by observation and interviewing the English teachers of MTs Al-Khaeriyah Pontang.

From the results of classroom observations, it was found that students had difficulty understanding the text. It is due to the lack of vocabulary mastery and understanding of tenses. The teacher does not use other media to help students easily understand the material being taught during the teaching and learning process. The media used are only textbooks and student worksheets. Students also find it challenging to understand learning because teachers only generally use media. Using conventional media makes students feel bored and bored during the lesson. Based on these problems, teachers need media to make it easier for students to understand English material, especially recount text.

After knowing the problems obtained, the researchers interviewed the English teacher concerned. The result of an interview by an English teacher is teaching-learning at the beginning of covid-29 using online, and now it usually has been running. Sources of learning materials taught are obtained from English textbooks and student worksheets. In addition, the teacher does not use any media to support learning because the school does not have media. The method used by the teacher in teaching using question and answer and also the method of the teaching method.
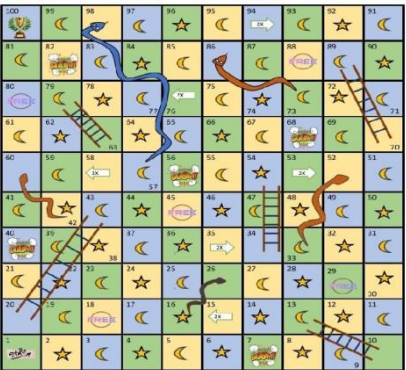
From the data collected, the media that the researcher has made is the snake and ladder game. This product's results can help students understand the recount text material better. The researcher chose the snake and ladder game because this game is fun, in which there is a knowledge card that contains recount text material. The point is to help students make it easier to understand the recount text material. The researchers determined that the snake and ladder game was chosen because they had read from relevant studies and internet journals. Therefore, the researcher chose the snake and ladder game as the medium.
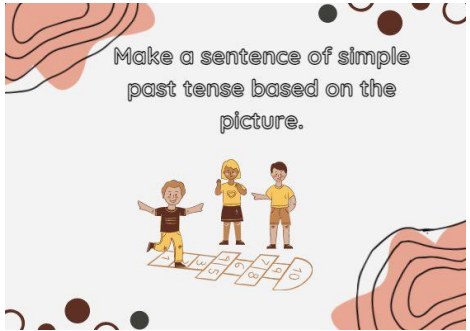
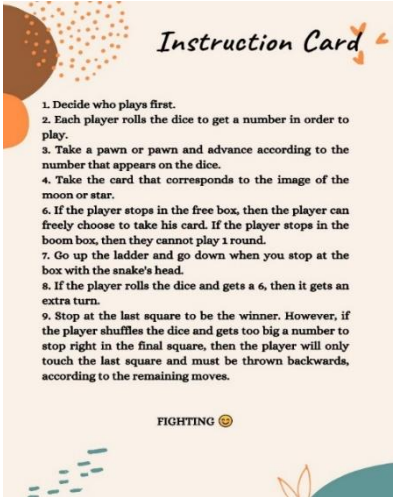2. Designing the product/Product development

After the problems were shown, the writer collected and processed various information to make products students and teachers need in English material. Information was collected after conducting observations and interviews, then gathered information that the media became one of the tools that did not exist in learning English. According to the researchers, the snake and ladder game can effectively in the learning process. This information was obtained based on the development results of snake ladder media obtained in journals, previous research, and experts.

In this step, the researcher tried to choose exciting figures to take them on the template of *the snakes and ladders*. The production of snakes and

ladders games and cards and usage instruction cards took approximately one month. The researcher made a board game as a base for the banner. The researcher asked the craftsmen to make a box from the wood. The researcher did the snake and ladder design and numbering using Microsoft word. The snake and ladder template is printed using a banner made from Korea and then pasted onto the box that has been made. Question and challenge cards in which recount text material was also made using Microsoft word. Some of the images used in it match the material discussed. For other items will be discussed in the figure below.

No	Appearance	Description
1	*Figure 4.1: Template of snakes and ladders game*	This snake and ladder template was created using Microsoft word with the help of Microsoft Excel, which the author designed. Inside there are 100 boxes with five snakes and five ladders. It is equipped with educational cards containing questions and challenges for the players. A box is symbolized by 'Moon' for 'question cards' and 'Stars' for 'challenge cards.' The moon and star symbols represent Islamic symbols. The box that says 'free' indicates that the player is free to have the card he

		wants, but the box 'Boom' indicates that the player gets a prize in the form of not participating in 1x round. This template is printed using a Korean banner measuring 80cm x 80cm and attached to a box made of wood that was previously made.
2	**Figure 4.2: Challenge card first draft**	The challenge card contains the challenge of recounting text material. The selected challenge was easy for eight grades students. There are 20 kinds of cards in this media. They are made of art paper engraved 8.6 cm x 5.7 cm. The manufacturing process is to create a background design and then look for the appropriate image. For the editing process, the author uses the Canva application.

3	Figure 4.3: Question card first draft	The question card contains the question of recount text material. The selected question was easy for eight grades students. There are 20 kinds of cards made of art paper engraved 8.6 cm x 5.7 cm. The manufacturing process is to create a background design by the Canva application. For the editing process, the researcher used Ms. Word.
4	Figure 4.4: Instruction Card first draft	This snakes and ladders game will be played according to the rules on the instruction card. The instruction card is 11 cm x 15 cm in size.

"I enjoyed the vacation in Bali."

What is the personal participant?

Instruction Card

1. Decide who plays first.
2. Each player rolls the dice to get a number in order to play.
3. Take a pawn or pawn and advance according to the number that appears on the dice.
4. Take the card that corresponds to the image of the moon or star.
6. If the player stops in the free box, then the player can freely choose to take his card. If the player stops in the boom box, then they cannot play 1 round.
7. Go up the ladder and go down when you stop at the box with the snake's head.
8. If the player rolls the dice and gets a 6, then it gets an extra turn.
9. Stop at the last square to be the winner. However, if the player shuffles the dice and gets too big a number to stop right in the final square, then the player will only touch the last square and must be thrown backwards, according to the remaining moves.

FIGHTING 😊

5	**Figure 4.5: A pawns first draft**	This pawn is made of a board covered with flannel. There are several pawns provided in this game. The size of pion is 4,5 cm x 5,5 cm. It is used to indicate of the place where the player's positioned.
6	**Figure 4.6: A dice first draft**	Dice serve as a tool to get numbers for players. This dice is made of a 7cm x 7cm board. Making these dice uses a board covered with flannel and sewn one by one. Use flannel for the small squares to represent the numbers listed on the dice. They glued the small boxes using hot glue.

3. Expert Validation

Before delivering text material to the students, experts and an English teacher assessed the snakes and ladders game. One of the main goals of this study was to assess the content and design of the media. The outcomes of the expert and teacher evaluations are reported below:

a. The result of the material expert validation stage 1

The first stage validation of material was carried out on November 3, 2021. Based on the questionnaire that the researcher gave to the media

expert by sending it via WA application, the result of the first stage of material expert validation as the following table:

Table 4.1: The result of the material expert validation stage 1

No	Aspects	Criteria	Respond	Score (S)	Score max (N)	%	Category
1	Material	1	3	17	25	68%	Good
2		2	4				
3		3	3				
4		4	3				
5		5	4				
6	Learning	6	3	17	25	68%	Good
7		7	3				
8		8	4				
9		9	4				
10		10	3				
				AVERAGE		**68%**	
				CRITERIA		**GOOD**	

The assessment in the first stage assesses the material and learning aspects. Based on the results in the table, it can be seen that the suitability of the existing material with learning media reaches 68%. Likewise, with the results obtained from the learning aspect, getting 68% results. The average obtained from both is 68%. The average value obtained using the following formula:

$$Percentage = \frac{\text{Total percentage of all the aspects}}{\text{Total of aspect}}$$

$$P = \frac{68\% + 68\%}{2} = 68\%$$

The suggestions and criticisms given by the material experts are criticisms of spelling and grammar in the material so that they can be re-checked using a checker application.

b. The result of the media expert validation stage 1

The first stage validation of media was carried out on 4th of November, 2021. The results of the first stage are given as follows:

Table 4.2: The result of the media expert validation stage 1

No	Aspects	Criteria	Respond	Score (S)	Score max (N)	%	Category
S1	Display	1	4	37	50	74%	Good
2		2	3				
3		3	4				
4		4	5				
5		5	3				
6		6	4				
7		7	3				
8		8	3				
9		9	4				
10		10	4				
11	Practically	11	3	12	15	80%	Good
12		12	5				
13		13	4				
				AVERAGE		**77%**	
				CRITERIA		**Good**	

The result of learning media validation in the first stage obtained an assessment of the snakes and ladders game according to the condition of the media. In it, two aspects are assessed, namely Display and Practically. The value obtained from the aspect display is 74%. In

comparison, the practical aspect gets a score of 80%. The existing scores are then added up to get the average score, using the following formula:

$$\text{Percentage} = \frac{\text{Total percentage of all the aspects}}{\text{Total of aspect}}$$

$$P = \frac{74\% + 80\%}{2} = 77\%$$

Media experts gave some suggestions, namely: the image on the snake on the game board was modified to resemble a snake image, where cards and game equipment were put together on the game board by utilizing the space under the banner, dice, and pawns were remade using more materials. Volume and the background between the moon card and star card are made of different colors so that it is easy to distinguish between them.

c. The result of an English teacher validation

The validation by an English teacher was conducted on the 18th of November, 2021. Mrs. Nani Farida, S.Pd.I carried out the validation by the English teacher as an English teacher who teaches class VIII of MTs Al-Khairiyah Pontang. An English teacher assesses from 4 existing aspects: practical, display, material, and learning. The results of the assessment of the English teacher can be seen in the table below:

Table 4.3: The result of an English teacher validation

No	Aspects	Criteria	Respond	Score (S)	Score max (N)	%	Category
1		1	4				
2		2	4				
3	Practically	3	4	20	25	80%	Good
4		4	4				
5		5	4				

6		6	4				
7		7	4				
8	Display	8	4	20	25	80%	Good
9		9	4				
10		10	4				
11		11	4				
12		12	4				
13	Material	13	4	20	25	80%	Good
14		14	4				
15		15	4				
16		16	4				
17		17	4				
18	Learning	18	4	20	25	80%	Good
19		19	4				
20		20	4				
				AVERAGE		**80%**	
				CRITERIA		**GOOD**	

Based on the table above, the English teacher's assessment of the snake and ladder game media reached 80% in all aspects, both practically, display, material, and learning aspects. The average obtained reaches 80% of all existing results, occupying the 'Good' criteria. In this case, the media is declared feasible to be implemented into the learning process.

4. Product Revision

Several things must be improved at the validation stage to make the product suitable for use as a learning medium. Researchers revise the product after receiving validation results from 3 validators: media expert, material expert, and practitioner expert. All three provide suggestions and

input for the product. It can be seen in the table below that the suggestions and input were obtained from the validators.

Suggestion	Improvement
1. Design the snake image to make it more patterned and not plain.	1. The snake image has been designed to be colorful, more varied, and patterned.
2. Card boxes, dice, and pawns into the game board, so the researcher do not have to carry another box.	2. The card, dice, and pawn holders take advantage of the space under the banner pasted to the game board.
3. Dice and pawns are regenerated with more volume material.	3. Dice and pawns are remade from wood. The dice are painted black and pasted with red and white scotlet. Pawns are painted in different colors.
4. The design between challenge and question cards is distinguished in terms of color.	4. The challenge card design uses blue color, while the question card uses brown color.
5. Tidy up the laminating paper again to make the card more secure.	5. Laminating has been tidied up.
6. Some instructions can distinguish between challenge and question cards.	6. The instructions to distinguish the two cards are in the design, color, and image on the back of the card. On the challenge card, the 'star' logo is affixed on the back of the card. On the question card, the 'month' logo is affixed on the back of the card.

The revised list in the table above was obtained from the experts. The revision from the material expert discusses more the content in the card, the compatibility between the product, material, and the writing. In the revision of the media expert, more emphasis is placed on using the space in the
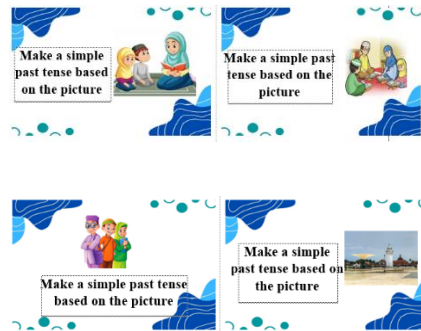
media. In order for the media to be effective and efficient. Therefore, a drawer is made in the row of media handles to place the existing media components.

Figure 4.7: Product before revision and after revision

Before revision	After revision
 Revision of the board game	 After revision, the board game
 Revision of media display	 After revision of media display

Revision of challenge card	After revision of challenge card
Revision of the dice	After revision of the dice
Before the revision of the dice	After revision of the dice
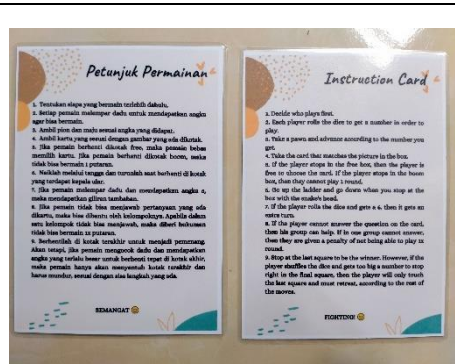
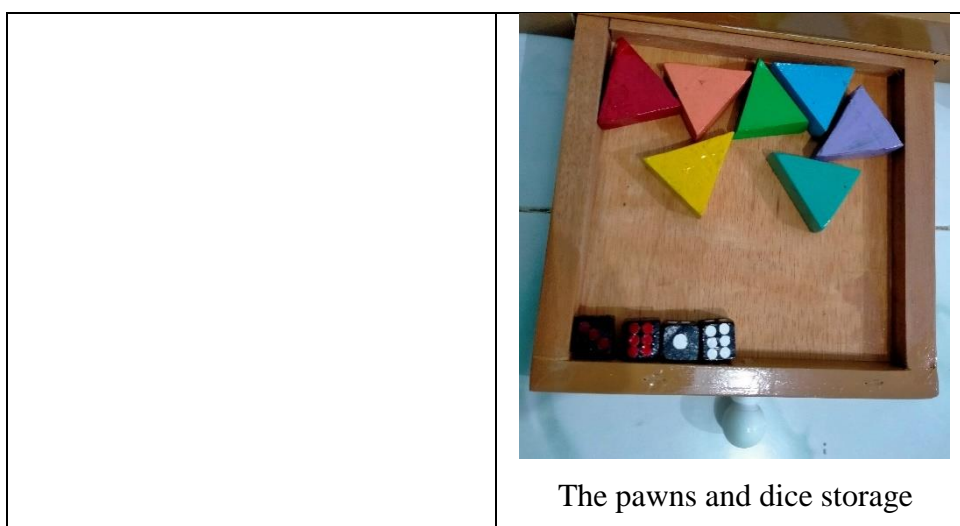|	
Before revision the instruction card	After revision, the instruction card
Before the revision, the component storage	After revision, the component storage The cards storage

The pawns and dice storage

After the product has been revised based on suggestions and input from the experts, a second validation is carried out. Because the learning media has been updated and based on the validation results, which show that this media is feasible, it is enough to do two times validation. Phase 2 material validation is carried out on the 5th of November, 2021. The results of material validation in the second phase can be seen in the table below:

Table 4.4: The result of the material expert validation stage II

No	Aspects	Criteria	Respond	Score (S)	Score max (N)	%	Category
1	Material	1	4	20	25	80%	Good
2		2	5				
3		3	4				
4		4	3				
5		5	4				
6	Learning	6	3	21	25	84%	Excellent
7		7	5				
8		8	5				
9		9	4				
10		10	4				

| | | | | **AVERAGE** | 82% |
| | | | | **CRITERIA** | **EXCELLENT** |

Based on the table above, the results from the material expert in the second stage show that the material aspect gets a percentage of 80%. While in the learning aspect, it gets a percentage of 84%. Thus, the average obtained in this second stage is 82%. Based on the level of validity, this 84% score finds the category "Excellent," and the material can be stated as by the developed media.

The formula used to get the average result is as follows:

$$\text{Percentage} = \frac{\text{Total percentage of all the aspects}}{\text{Total of aspect}}$$

$$P = \frac{80\% + 84\%}{2} = 82\%$$

Based on the above calculations, the material that has been revised is excellent, with a score of 82%. Therefore, this shows that the material is ready to be used in the learning process.

Media validation by media experts was carried out on the 9th of November, 2021. Media validation was also carried out twice, for the results obtained can be seen in the table below:

Table 4.5: The result of the media expert validation stage II

No	Aspects	Criteria	Respond	Score (S)	Score max (N)	%	Category
1		1	5				
2		2	4				
3	Display	3	4	44	50	88%	Excellent
4		4	5				
5		5	5				

6		6	5				
7		7	4				
8		8	4				
9		9	4				
10		10	4				
11		11	4				
12	Practically	12	5	14	15	93%	Excellent
13		13	5				
				AVERAGE		**91%**	
				CRITERIA		**Excellent**	

Based on the table above, it was found that the results from the display aspect were 88%. While in the practical aspect, it got 93%. The average media result in the second validation stage was 91% and occupied the 'Excellent' criteria. It shows that the media is feasible to be used in the learning process. The formula used to get the average result is as follows:

$$\text{Percentage} = \frac{\text{Total percentage of all the aspects}}{\text{Total of aspect}}$$

$$P = \frac{88\% + 93\%}{2} = 91\%$$

5. Try Out

    After the media has been validated by the media expert, material expert and, the English teacher concerned, the product needs to be tested on students. The small group includes ten students from class VIII C, while the large group includes twenty students from class VIII B. In the final stage of the media experiment, students were given a questionnaire to assess the attractiveness of the learning media.

    This research lasted for three meetings. On November 11, 2021, the researcher gave a pre-test to the small group (VIII C) and large group (VIII B) in writing recount texts based on their language experiences. A pre-test is

given to determine students' ability to write stories before being given treatment. When the researcher gave the pre-test, the students took the test.

On November 15, 2021, the researcher gave recount text material to each class. A small group at 07.30 - 08.30 WIB, while a large group at 10.00 - 11.00 WIB. After the material was delivered, the researcher continued to students in the small and large groups at the product trial stage.

For the last meeting, on November 18, 2021, the researcher gave a post-test in the form of an essay. A small group at 08.30 - 09.30 WIB, while a large group at 11.00 - 12.00 WIB. At this stage, no students are absent.

The pre-test and post-test questions given to students are in the form of essay questions. The questions given to the small group and large group are the same questions. The questions given to students are shown in the image below.

APPENDIX 8: STUDENTS PRE-TEST

Name : AZKIYAHUN. NADIROH

Class : VIII C

15 +10 +15 = 40

<u>Writing Test</u>

Make a recount text in a paragraph using your own words. Write down anything at all that comes into your head! You may open your dictionary.

Choose your experiences, good or bad experiences.

Yestresday day mandey there is Program lomba maulid nabi muhamad SAw, ada beberapa macam lomba like as Pidato, azan, Tahfiz Qur'an, and Cooks. last Program to Shut with hamdalah and Sholawatan.

APPENDIX 8: STUDENTS PRE-TEST

Name : agus nur hadi

Class : VIII B

20 + 10 + 20 = 50

Writing Test

Make a recount text in a paragraph using your own words. Write down anything at all that comes into your head! You may open your dictionary.

Choose your experiences, good or bad experiences.

asalamualaikum wr. wb. my name is agus. I want (wanted)
to tell alittle about my experience during a break at
schol. during break and my friend goto the shop (went)
to buy food. after buying food. Die ano my friend (bought) (bought)
hong out for a white, after afew minutes of rest.
the bell rang, my friend and I began to enter the
scholl area to re-take lessanes, (took)

The picture above is the result of the pre-test questions and answers from one of the students in the small group trial (class C) and the large group (class B). At this stage, students have not been given a treatment and rely on their knowledge abilities. In the example question above, the pre-test score was 50. In some case in this section, children do not know that recount text uses verb 2 as the verb they use, therefore there are still many who use verb 1 or verb-ing. in the sentence. Also, they still don't know a lot of vocabulary, therefore some of them still mix Indonesian vocabulary into the answers to the pre-test questions given.

The posttest results obtained after using the media to students can be seen in the image below.

Azkiyatun. Nadiaoh

B. Make a recount text, containing at least 100 words. Choose one of the topics below to create a story

1. Holiday Moment
2. Unforgettable moment

$38 + 18 + 34 = 90$

Two month ago, my school tripped to Banten. We went to Banten by bus. There were 3 bus brought us from the school to Banten. Arrived In Banten, we bought some foods because we are (were) hungry. Next we entered to museum Banten. so many Pictures were there. I took some ~~food~~ Pictures. we are (were) so happy.

M. Alf Pratama

B. Make a recount text, containing at least 100 words. Choose one of the topics below to create a story

1. Holiday Moment
2. Unforgettable moment

$40 + 20 + 40 = 100$

At that time, I asked my father to give me a gift which is motorcycle. However, my wish was rejected. by my father because I was still an adult. Then, I asked. my father to teach me to ride a motorcycle. Finally, my father taught me to ride a motorcycle in a field near the house. A few days later, I tried to ride a motorcycle on the narrow street of my house. I was nervous when there was another motorcycle in front of me. I was afraid of being scolded when I got home. But the reality, my father was very proud of me. I was also given advice to be more calm in driving.

On the results of the posttest given to students, they got a higher score than the previous pretest results. At this posttest stage, most of them get a score of around 80-100. And this shows that the media given to them has a good influence.

a. The result classifications of students Pre-test and Post-test in small group

Table 4.6: The rating percentage of score small group in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	100 – 81	0	0%
2	Good	80 – 61	0	0%
3	Adequate	60 – 41	8	80%
4	Inadequate	40 – 21	2	20%
5	Fail	20 – 0	0	0%
TOTAL			10	100%

Table 4.8 above shows the rate percentage and frequency of the students' small group in the pre-test. There are no students who get excellent, good or fail scores. Eight people achieve adequate criteria with a percentage of 80%. In comparison, the other two people received inadequate criteria by reaching a percentage of 20%.

Table 4.7: The rating percentage of score small group in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	100 – 81	10	100%
2	Good	80 – 61	0	0%
3	Adequate	60 – 41	0	0%
4	Inadequate	40 – 21	0	0%
5	Fail	20 – 0	0	0%
TOTAL			10	100%

Table 4.7 above shows the rate percentage and frequency of the students' small group in the pre-test. At the post-test stage, all students got the Excellent criteria with 100%.

Based on the above, it can be assumed that the post-test rate percentage was higher than the pre-test rate percentage.

b. The result classifications of students Pre-test and Post-test in a large group

Table 4.8: The rate percentage of score large group in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	100 – 81	0	0%
2	Good	80 – 61	0	0%
3	Adequate	60 – 41	6	30%
4	Inadequate	40 – 21	14	70%
5	Fail	20 – 0	0	0%
TOTAL			**20**	**100%**

Table 4.8 above shows the rate percentage and frequency of the students' large group in the pre-test. There are no students who get excellent, good or fail scores. Six people achieve adequate criteria with a percentage of 30%. In comparison, the other 14 people received inadequate criteria by reaching a percentage of 70%.

Table 4.9: The rating percentage of score large group in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	100 – 81	17	85%
2	Good	80 – 61	3	15%
3	Adequate	60 – 41	0	0%
4	Inadequate	40 – 21	0	0%
5	Fail	20 – 0	0	0%
TOTAL			**20**	**100%**

Table 4.9 above shows the rate percentage and frequency of the students' large group in post-test. Most students get 100-80, which is an excellent criterion. There are 17 students with a percentage of 85%.

Meanwhile, the other three get scores between 80-61, occupy a good position, and get a percentage of 15%.

Based on the table of pre-test and post-test results in the large group, it can be concluded that there is progress because the post-test results are more significant than the pre-test results.

c. The mean score of Pre-Test and Post-Test

After calculating the result of the student's score, the mean score of both classes be presented in the following table:

Table 4.10: The mean score of Pre-Test and Post-test in Small and Large group

Group	Mean of Pre-Test	Mean of Post-Test
Small-Group	48.3	92.7
Large Group	36.3	92.05

Students receive a questionnaire to assess their attractiveness to learning media after all students in the small and large groups have tried out media products.

d. The result of Small Group

   1) Conditions of Trial Subject

      The condition of the students when the researcher explained the recount text material was very enthusiastic, paying close attention and curious because they had never previously learned to use snake and ladder media. When the researcher distributed the questionnaire, they were very concerned about the explanation from the researcher regarding the instructions contained in the question. With great care, they worked on the questionnaire.

   2) The result of small group Questionnaire

      This questionnaire was taken from 10 people in a small group at MTs Al-Khairiyah Pontang, Kab. Attack to assess the snake and

ladder media, the results of this questionnaire can be seen in the table below:

Table 4.11: The Result of Small Group Questionnaire of Class VIII-C At Mts Al-Khairiyah Pontang

No	Statement	Score	Percentage
1	Saya senang belajar Bahasa inggris menggunakan media. *I like learning English using media.*	40	80%
2	Belajar Bahasa inggris menggunkan media *snakes and ladders* game tidak membosankan. *Learning English using snakes and ladders game media is not boring.*	41	82%
3	Kemenarikan media snakes and ladders game. *The attractiveness of the snakes and ladders game media.*	43	86%
4	Game ini menarik untuk dimainkan. *This game is interesting to play.*	44	88%
5	Tampilan gambar yang terdapat pada *board game dan science cards* jelas. *The image display on the board game and science cards is clear.*	45	90%
6	Aturan dalam game ini mudah dimengerti. *The rules in this game are easy to understand.*	41	82%
7	Bahasa yang digunakan dalam kartu	41	82%

	media *snakes and ladders* jelas. *The language used in the snakes and ladders media card is clear.*		
8	Media ini membuat saya lebih tertarik untuk belajar bahasa Inggris. *This media makes me more interested in learning English.*	38	76%
9	Game ini membuat saya lebih bisa mengingat dan memahami materi recount text. *This game makes me more able to remember and understand the recount text material.*	41	82%
10	Dengan memainkan game ini, pembelajaran teks recount lebih mudah dipahami. *By playing this game, learning recount text is easier to understand*	43	86%
AVERAGE			**83.4**
CATEGORY			**EXCELLENT**

Based on the table above, the small trial group from the snake and ladder game experiment obtained excellent criteria. It can be seen from the average obtained by 83.4%, which is included in the excellent category.

e. The result of the Large Group Questionnaire

After being tested on a small group, the product is repeated for a large group. Respondents in the large group were 20 students from class VIII B. The steps taken were the same as those in the small group.

1) Conditions of Trial Subject

The condition of the students when the researcher explained the recount text material was very enthusiastic, and the participants were active. When the researchers distributed the questionnaires, they were also very enthusiastic about filling out the questionnaire. After explaining how they had to do it, they carefully worked on the questionnaire.

2) The result of large group Questionnaire

This questionnaire was taken from 20 people in a large group at MTs Al-Khairiyah Pontang, Kab. Serang to assess the snake and ladder media, the results of this questionnaire can be seen in the table below:

Table 4.12: The Result of Large Group Questionnaire of Class VIII-B at Mts Al-Khairiyah Pontang

No	Statement	Score	Percentage
1	Saya senang belajar Bahasa inggris menggunakan media. *I like learning English using media.*	83	83%
2	Belajar Bahasa inggris menggunkan media *snakes and ladders* game tidak membosankan. *Learning English using snakes and ladders game media is not boring.*	90	90%
3	Kemenarikan media snakes and ladders game. *The attractiveness of the snakes and ladders game media.*	85	85%
4	Game ini menarik untuk dimainkan. *This game is interesting to play.*	93	93%
5	Tampilan gambar yang terdapat pada *board game dan science cards* jelas. *The image display on the board game and science cards is clear.*	93	93%

6	Aturan dalam game ini mudah dimengerti. *The rules in this game are easy to understand.*	88	88%
7	Bahasa yang digunakan dalam kartu media *snakes and ladders* jelas. *The language used in the snakes and ladders media card is clear.*	82	82%
8	Media ini membuat saya lebih tertarik untuk belajar bahasa Inggris. *This media makes me more interested in learning English.*	83	83%
9	Game ini membuat saya lebih bisa mengingat dan memahami materi recount text. *This game makes me more able to remember and understand the recount text material.*	90	90%
10	Dengan memainkan game ini, pembelajaran teks recount lebih mudah dipahami. *By playing this game, learning recount text is easier to understand*	90	90%
AVERAGE		87.7	
CATEGORY		**EXCELLENT**	

Based on the table above, the large trial group from the snake and ladder game experiment obtained excellent criteria. It can be seen from the average obtained by 87,7%, which is included in the excellent category.

6. Final Product

The final product comes after implementation or experimentation on small and large groups. At this stage, snakes and ladders media are feasible in the learning process. Therefore, there is no longer a process of re-trial and

product revision. The contents of the final product are a snakes and ladders board game, question and challenge cards, instruction cards, and several supporting items such as dice and pawns. Overall, the snakes and ladders media deserve to be used as a medium in the learning process.

B. DISCUSSION

This study uses the Research and Development (R&D) method and use the model from Borg and Gall. The reason for shortening this stage is that the existing six stages can answer the research questions and the limited time that the researcher has.

At the media development stage, the researcher started by designing a snake and ladder board game using Microsoft word. Also designed science cards using the Canva app. Then both are printed to become media that can be used for students to help understand the recount text material. The quality of this media is feasible and very safe because it uses materials that are safe for use by students.

Data obtained from validation results on snake and ladder media were obtained from the material, media, and practitioner experts (an English teacher). The existing data is in the form of qualitative and quantitative data. Qualitative data to respond to suggestions, criticisms, and general conclusions make development and change even better in this media. In comparison, the quantitative data to assess the acquisition of the questionnaire results from a scale of 1 to 5.

Based on the study results, this snake and ladder game media has been developed and is suitable for learning. It is reinforced by media by the evidence from media validation data, materials, and expert practitioners. This media obtained an average percentage value of "91%" with the "Excellent" category from the media expert, the average percentage value of "82%" with the

"Excellent" category from the material expert, and got an average percentage value of "80%" with the category " Good" from an expert practitioner.

Before the product was tested on students, they were given a pre-test. The function is to determine whether there was an improvisation between before and after using this media. Continued at the experimental stage, the researchers tested the snakes and ladders game media product to class VIII of MTs Al-Khairiyah Pontang. The students enjoy the lesson by using game media, and the class feels fun. Based on the implementation results to students, the students were very enthusiastic about answering the questions contained in the science card. There is no difficulty because the instructions and play this game are very familiar to them.

After the experimental stage, a post-test was held to re-measure whether there was progress after using the snake and ladder game media. Based on the results obtained, developments are obtained after they use the media. It is evidenced by the pre-test and post-test results in the small and large group experiments. Before they used snakes and ladders game media, the results in the small and large groups in the pre-test stage were small. The result approved the pre-test in a small group, and no one reached the Excellent or good criteria. There are only eight people who achieve adequate criteria, while the other two people received inadequate criteria.

Meanwhile, only six people reached the Adequate criteria in the large group. The other 14 students were in the Inadequate category. After using the media, there was a development in the small group where all students reached the excellent category. Seventeen students achieved the Excellent criteria in the large group, while the other three were in a suitable category.

Then for the results of student responses related to the snake and ladder game media questionnaire, the small group consisting of 10 people got an average presentation of 83.4% "Excellent." At the same time, the average result of the questionnaire presented in the large group was 87.7% "Excellent." It is

based on Sugiyono's theory which states that a score of 81%-100% is an 'Excellent' criterion.

The researcher concluded that using the Snake and Ladder Game can increase the students' understanding of recount text. The target was achieved because the feasibility of this media had been achieved. So, there was a change in developing student achievement that increased from pre-test to post-test. Then, contribute a lot to learning English. It can make the learning process more dynamic and exciting too.