



The Effectiveness of Snakes and Ladders Game Combined with Genially Application on Student's Passive Voice Mastery

Meiliana Rahma Kamila¹

201320000495@unisnu.ac.id

*English Department, Faculty of Tarbiyah and Teacher Training,
Islamic University of Nahdlatul Ulama Jepara*

Husni Mubarok

husni@unisnu.ac.id

*English Department, Faculty of Tarbiyah and Teacher Training,
Islamic University of Nahdlatul Ulama Jepara*

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Abstract: This research aims to examine the effectiveness of the Snakes and Ladders game with the Genially application in students' passive voice mastery. This research that used true experimental research design was employed, involving 70 eleventh-grade students from MAN 1 Jepara which were divided in two classes, experimental and control classes. Pre-tests and post-tests were conducted to measure students' understanding and mastery of passive voice before and after treatment. The experimental group showed a significant improvement in their mastery of passive voice, with an average post-test score of 79.29, compared to the control group's average of 59.43. Statistical analysis using the independent sample t-test revealed a significant difference between the two groups ($0,000 < 0.05$), indicating that the implementation of the Snakes and Ladders game with Genially was effective in improving students' learning outcomes. The research concludes that combining traditional games with modern educational technology, such as the Genially application, can effectively improve students' understanding in passive voice.

Keywords: *snakes and ladders, genially, passive voice, merdeka curriculum*

INTRODUCTION

English Language Teaching (ELT) emphasizes an integrated approach to language learning, especially in the merdeka curriculum. Curriculum is defined as a set of plans and arrangements (Mubarok & Sofiana, 2022). In implementing the merdeka curriculum, English is an important subject to understand. Merdeka Curriculum is an Indonesian education system that provides teachers and students' flexibility to adapt the learning process emphasizing project-based learning, assessment methods, and the development of practical skills and character to create a more engaging, relevant

and effective learning environment. Merdeka curriculum aims to make learning that was initially teacher-centered become student-centered, by utilizing competency-based assessment through authentic assessment methods, merdeka curriculum provides a more flexible and relevant approach to the learning process.

Studying English only focus on four basic skills which were writing, reading, listening, and speaking. That includes studying about the subskills which vocabulary, grammar and pronunciation. Vocabulary has an important role in developing language skills, also emphasizing the importance of mastering

¹ Corresponding author

words and word meanings in language acquisition (Yudha & Mandasari, 2021). Sutrisna, (2021) states that It is not a simple way to teach vocabulary in English. Getting children involved in interesting vocabulary activities is never easy. Thus, learning English as a learner is a challenging process due to the grammar and vocabulary, difficulty in pronunciation, and cultural differences that must be understood.

However, this is a challenging process and something that needs to be better understood, Studying English cannot be avoided from tenses, active and passive forms due to they are the basic building blocks for learning English. In learning passive voice, students experience some obstacles. Based on students' problem in MAN 1 Jepara the students got difficulty in changing active into passive forms related to each tenses formula (As-salam et al., 2020). As a native who is learning English as a second language is more difficult than learning English as a mother tongue. When students were learning second language usually influenced first language even it is possible to do mistakes and errors (Bariroh et al., 2022). Students frequently struggled with tenses since each passive voice tense has different rules and formulas. The concept of writing in passive voice seemed unclear to the students. Then, when the object is followed by to be and past participle. The concept of transforming infinitives into past participles of regular and irregular verbs was not understood by the students (Basir, 2021). While active and passive sentences in grammar are important to learn, if students can understand active and passive sentences easily, it means that students do not experience difficulties in English (As-salam et al., 2020).

As we know many factors can cause the problem of the students (Arfani, 2019). Thus, the researcher can choose and decide on several methods, approaches, and strategies that are suitable for students to be an effective teacher, teachers must always provide meaningful learning for students. In this regard, the effective way to use games in English as a Foreign Language can be an effective strategy for developing fun learning settings where students can obtain the abilities and micro-achievements necessary to speak successfully in the target language. (Cabrera-Solano, 2022). Teachers must always provide

meaningful learning for students (Sofiana et al., 2022). To keep students more interested and not feel bored teachers can use gamification media for learning methods. Game is hands-on learning with learning by doing pattern (Wibawa et al., 2020). Sari et al., (2022) claimed that the use of gamification has succeeded in forming a fun learning environment. So, in this research, the researcher decided to use games as media. The researcher chose the snakes and ladders game as the media so that students can learn passive voice easily, and can communicate compactly in grouping. Students that use educational media, particularly games, are more likely to practice deeper learning and to be more engaged, motivated, and competitive with the learning process. It is important to emphasize that Genially, a free and user-friendly tool that captivates viewers with eye-catching visuals, has been selected to conduct the current study in place of Kahoot, Duolingo, Educaplay, and ClassDojo, among other popular tools that can be used to implement the Game-Based Learning approach in the English as a Foreign Language classroom (Cabrera-Solano, 2022). According to Mahbub, (2019) Since they were able to quickly reduce their anxiety or get rid of their fear, the game can help to create a stress-free environment in the classroom.. In this research, researcher using snakes and ladders game combined with Genially application as learning media. Syawaluddin et al., (2020) states that the snakes and ladders game is a fairly basic idea in which two or more kids use dice or other game instruments to play the game. Whereas in this study the snakes and ladders game was played in a modern way using a Genially platform.

There are several previous studies related to this research. Syafiqah Yacob & Md Yunus, (2019) discovered that when students are not cooperative nor interested in learning grammar, language games are a useful and beneficial alternative. For students, games can foster engagement, connection, and in-context learning. Hong Nguyen Ngoc, (2021) states that when the researcher applied the games in the classroom, students were interest in game and enjoyed playing the game. In the research the result after using grammar games has changed positively. The 70% students said that it changed to be interesting, 80% said that learning English grammar through games is

fun, easy and interesting. When the researcher applied the games in the classroom 95% students were interested and liked the games. 90% students said the games made them enjoy the learning process. 80% students said they were more actively involved in the classroom process. The research showed that the students' perspective about studying English grammar has changed from negative to positive. Arfani, (2019) explained that in the teaching process the writer followed 3 steps, 1) warming up, 2) main activity, 3) closure. In the main activity the writer made a group for the students, and played the game according to their group. Students enjoyed the game and they looked very happy. In the learning process also there are the difficulties of teaching using game. The students could be so active and made the class very noisy, some students confused about the rules to play the game, and some do not obey the rules. From the article, Based on Ukhrowiyah et al., (2020) in her research, the researcher developed a duel chess game as a medium for learning passive voice. By using games, 50% of students feel happy learning passive voice using games in groups. 80% of students feel challenged to play this game in passive voice learning. Students agree that duel chess game can make the students more active and don't make them bored. Using this game makes the students easy to understand passive voice using this game makes the students easy to understand passive voice. Based on research conducted by Ratniati, Harahap, Rofiqoh, (2022), Based on the results of validation conducted by two Physics expert lecturers and one class X physics teacher, it can be concluded that physics learning media with snakes and ladders games using the genially platform is included in the feasible category with an average score of 4.15 and practical to be tested on students of class X mia 3 SMAN 1 Badar Aceh Tenggara. It can be conclude that in this research, the use of the Genially platform in physics subjects is included in the category suitable for use in the learning process.

All of the previous research has similarity that using various games for studying passive voice. However, all the previous research and this study have some differences. This study is using a modern platform which is Genially to teach passive voice. There might be studies using modern platforms separately, but the

specific integration of snakes and ladders using Genially application for passive voice instruction appears to be an unexplored educational energy.

This research aims to test effectiveness of using snakes and ladders game combined with Genially application on student's passive voice mastery.

Literature Review

Passive Voice Mastery

Grammar has many items and passive voice is one of the grammar items that is very important and valuable to learn (Purwati, 2023). A particular type of English sentence is the passive voice. In simple terms, passive voice is a type of transitive verb in which the person getting the action of a job functions as the subject of the sentence's "patient" based on English grammar. Passive Voice generally contrasts with Active Voice, this sentence means a form of words. transitive work where the subject of the sentence acts as an "agent", namely the one who carries out the action of a job. Passive sentences are sentences that indicate that the subject is the recipient of the action symbolized by the verb. Passive sentences are formed from active sentences where the object of the active sentence becomes the subject of the passive sentence (Gusti et al., 2021).

In a passive sentence, the object of the active sentence becomes the subject of the passive sentence. In passive sentences, students are usually confused with tenses. Each tense has quite different rules in passive sentences (Basir, 2021). Each tense has distinct rules for the passive voice, leading to confusion. For example, in the simple present tense, the passive form uses "is" or "are" followed by the past participle, while in the simple past tense, "was" or "were" is used. Additionally, the structure of passive sentences, including the use of auxiliary verbs and the placement of "by" to indicate the doer, can be challenging. Students may struggle with the passive voice due to language transfer from their native languages, where have different grammatical structures.

Passive voice has been studied starting from middle and high school so that students can get used to it (Zahratul Idami & Pratiwi, 2021). Not only so that students get used to speaking English, passive sentences are also important for writing (Permana, 2020).

Genially Application

Genially applications as applications that can be used to create interactive learning media (Wulandari et al., 2023). Genially is a website that can be used to create interactive learning media. Genially is a free online tool that may be used for a variety of purposes to create interactive content. It is a commercial program that offers fantastic features for free, including as text entry, roll-over, hotspots, dials, and sliders. Furthermore, Genially is very user-friendly, making it an excellent choice for educators who struggle with technology. Genially is simple to use on a computer or smartphone, and the game is played entirely on one tab (De Souza & Kasseboehmer, 2022). There are many games that can be played in Genially board game, flash card, and etc. In this study researcher choose snakes and ladders to be played. Genially was born in 2015 in Spain with the aim of making communication interactive. Genially has a variety of templates that can be used, such as presentations, infographics, gamifications, interactive images, video presentations, guides and training materials (Febrina et al., 2023). Genially also supports interactivity by enabling the addition of buttons or links that link one slide to another, enhancing the learning experience through interactive elements. This application has been successfully implemented in educational settings to improve student engagement, facilitate collaboration, and enhance creativity in learning activities.

Genially is an educational materials can help teachers study. The following are some benefits of interactive learning multimedia that have been developed: 1) material clarification through captivating images and animations; 2) skill practice through a variety of trying activities; 3) student motivation through a variety of forms of appreciation; and 4) user choice through navigation buttons to select the desired material (Kusumawati et al., 2021). Additionally, Genially is an online platform that creates captivating narratives through the creation of games, infographics, posters, and interactive materials (Hermita et al., 2021). Additionally, Genially provides built-in analytics to track student engagement, making it an invaluable tool for educators looking to engage their students both in traditional and remote learning.

Snakes and Ladders

The snake and ladder game is a versatile educational tool that can be adapted to various subjects, including social studies, physics, and vocabulary. This game uses dice to determine how much the number of steps that must be passed by the points played by the student. Snake and ladder game was selected as the educative media because it presented a variety of images in boxes (Fitrizah et al., 2020). This snake and ladder game media aims to increase student activity, enthusiasm for learning, and dare to express opinions that will have an impact on increasing student learning outcomes (Mulyawati & Windiyani, 2020). The game enhances student engagement and learning outcomes by increasing activity and enthusiasm. In general, the game of snakes and ladders is a board game for children played by 2 or more people. This game board is divided into checkered shapes that have images of ladders and snakes and have numbers in each box. As for the play snakes and ladders, some rules must be obeyed by every player.

Taka, 2019 states that The procedures to be followed of the snake and ladder board game are as follows: (1) Set up the game on a table or the floor, depending on your comfort level; (2) Choose a colored counter for each player, and decide who goes first and last; (3) Place all the counters on the board's sides; and roll the dice. Player 1 can only begin if they roll a six on either die. (4) The next person rolls the dice if neither of you gets a six. (5) You keep rolling the dice until you do. Continue adding on after each of your turns. Once you get either one, count the two numbers on your dice and proceed in accordance with the number (6). Proceed by following the numbers: (7) If you land on a ladder, move up; (8) If you land on a snake's tail, go down; 9) The winner is the first player to finish the game.

Through incorporating specific subject content into games, educators can create new and fun learning experiences that encourage active participation and promote critical thinking. Finally, these games not only add excitement to the learning process, but also support the development of essential skills and knowledge across multiple disciplines.

METHOD

This research was conducted by using quantitative research. The design used true experimental research design. This research using random sampling technique where all individuals in the population either singly or together are given the same opportunity to be selected as sample members (Sugiyono, 2021). The populations of this research is the eleventh grade of MAN 1 Jepara in academic year 2023/2024. The researcher took two classes and divided them into control class and experimental class with a total of 70 students..

The researcher used pretest and posttest as instrument. Pre-test which was a preliminary test conducted to measure students' basic knowledge of the subject. In this research pretest is given to both experimental and control classes before the control class is given the treatment. It is used to measure the students passive voice mastery before giving treatment using Genially application using snakes and ladders. The test needs 45 minutes or an hour of learning process. While the post-test which is a test conducted after treatment to measure students' understanding or mastery of the material. This is used to determine the progress of students in mastering the passive voice after the application of the use of snakes and ladders games in the Genially application whether it is effective or not.

The procedure for applying snakes and ladders media combined with the genially application in passive voice learning. First, at the second meeting in the last 30 minutes the researcher introduced the genially application and the snakes and ladders that would be used in the application to the experimental class. the researcher also explained how the game works if applied in passive voice lessons. At the third meeting, in applying this technique, the researcher asks students to do it in groups. the researcher will provide a link to join the genially web to each group. After joining, they will be directed to the genially version of the snakes and ladders game in which there are several instructions and questions that students must do. When the pawn stops at the point where there is a question, the student who has the pawn gets the question. At the end of the game, aka at the finish line, the researcher will give prizes to students who are lucky to reach the finish line first. It is intended that students play the game with enthusiasm, and the spirit

to achieve something with their efforts. After the application of the technique in the experimental class, a post test will be given to assess the level of students' ability to understand passive voice.

FINDING AND DISCUSSION

Finding

In this study, researcher presented the results of data analysis to determine the difference in the use of snakes and ladders games combined with the genius application. Before knowing the difference, researchers conducted normality and homogeneity tests. The data generated by researchers were calculated using SPSS 26. This researcher shows the results of data analysis using spss 26. The data analysis used aims to determine the difference before and after the use of snakes and ladders games combined with the genially application. Based on the results of the pretest value normality test data, the experimental class has a significant value of 0.066 and the control class has a significant value of 0.100, which means that both have a significant value greater than 0.05. Meanwhile, the posttest value of the experimental class has 0.014 while the control class has 0.200. Thus it can be concluded that this research data is normal. It can be seen in the following statistical table of normality test below.

Table 1. table of normality test

| | | Test of Normality | | |
|---------------|---------------|--------------------|----|-------|
| | | Kolmogorov Smirnov | | |
| Class | | Stat | Df | Sig |
| Result | pretest ex | 0,143 | 35 | 0,666 |
| | posttest ex | 0,168 | 35 | 0,014 |
| | pretest cont | 0,136 | 35 | 0,100 |
| | posttest cont | 0,086 | 35 | 0,200 |

Furthermore, the homogeneity test showed a significant value of 0.859, it can be concluded that the value is greater than 0.05 which means it shows homogeneous data. It can be seen in

the following statistical table that the researcher found a significant difference based on the independent sample test.

Table 2. table of posttest

| Class | N | mean |
|-----------------------------------|----|-------|
| Result posttest experiment | 35 | 79,29 |
| posttest control | 35 | 59,43 |

Based on the table above, it can be seen that the experimental class and control class each have 35 students involved in the study. The average value produced by the experimental class is 79.29, while 59.43 in the control class. It can be concluded that the two classes have a significant average difference where the experimental class has a higher average value.

Discussion

In this study, researcher applied learning techniques using the snakes and ladders game combined with a genially application in passive voice learning which aims to help students learn passive voice in a new and more interesting way. by combining traditional games with modern applications which is genially able to help increase students' creativity and interactivity in passive voice learning.

In the research that was taken in the 11th social 1 and 11th social 2 classes at MAN 1 Jepara, researcher conducted research for 4 meetings. At the first meeting the researcher conducted a pretest to find out the students' basic knowledge of the subject. The pretest scores can be found in the table below.

Table 3. table of pretest

| | N | Min | max | Mean |
|---------------------|----|-----|-----|-------|
| pretest exp | 35 | 10 | 70 | 43,43 |
| pretest cont | 35 | 5 | 70 | 41,29 |

The results of the pretest in the experimental class got an average of 43.43 and

in the control class got 41.29 as the average. After doing the pretest, the researcher found some problems such as some students were difficult to change the passive to active form, some students also did not fully know about the tenses formula so it was difficult to understand the passive voice.

On the third meeting, the researcher conducted the treatment. The application of snakes and ladders learning media combined with genially application which initially students feel confused about how to play the game but later they understand and enjoy the game. Students feel happy and enjoy learning passive voice using games. The researcher also put a prize at the end of the game for students who won, so that they played happily and enthusiastically. After the application of the game, the researcher conducted a posttest to measure students' understanding. The results of the posttest can be seen in the table below.

Table 4. table of post test

| | N | Min | Max | mean |
|----------------------|----|-----|-----|-------|
| Posttest exp | 35 | 50 | 100 | 79,29 |
| Posttest cont | 35 | 25 | 90 | 59,43 |

It can be seen in the table above that the average posttest value of the experimental class produced 79.29, while the control class got 59.43 as the average value.

Based on the results of the data above, the score generated by the experimental class after treatment can achieve a higher score than the control class score. From the test results using the independent sample t test showed a 2 tailed sig of 0.000 <0.05, it means that Ha was accepted and Ho was refused. It indicates that, there is significant variation in students' post-test scores. The post-test results obtained after showing an increase in understanding passive sentences. This can be proven that the implementation of Genially application in studying passive at eleventh grade of MAN 1 Jepara is effective.

CONCLUSION

This study used a quantitative research design and true experimental research design to

investigate the effectiveness of using snakes and ladders games combined with the genially application in passive voice learning. The research involved two classes, MAN 1 Jepara, with 70 students in the eleventh grade. The researchers conducted pretests and posttests to measure students' basic knowledge of the subject and their mastery of passive voice using Genially application. The experimental class had an average score of 79.29, while the control class had an average score of 59.43. The researchers found that the experimental class had a higher average value, indicating that the implementation of Genially application in passive voice learning at eleventh grade of MAN 1 Jepara is effective. The experimental class achieved a higher average score than the control class, with a 2 tailed sig of $0.000 < 0.05$, indicating significant variation in students' post-test scores. The post-test results showed an increase in understanding passive sentences, proving that the implementation of Genially application in passive voice learning at eleventh grade of MAN 1 Jepara is effective.

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