

# THE EFFECT OF SNAKES AND LADDERS GAME MEDIA ON THE 11<sup>th</sup> GRADE STUDENTS' LEARNING RESULTS IN ECONOMICS SUBJECT IN STATE SENIOR HIGH SCHOOL 10 PALEMBANG

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## Abstract

*The study aimed to prove the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang. This was experimental study that used Quasi Experimental Design in the form of Post Test Only Control Design. The population of this study were all of the 11<sup>th</sup> grade social sciences students in State Senior High School 10 Palembang in the even semester of year academic 2018/2019. The sampling technique used Cluster Random Sampling by drawing so it's obtained the third 11<sup>th</sup> grade social sciences as experimental grade and the fourth 11<sup>th</sup> grade social sciences as control grade. The data were collected by test and observation. The data analysis techniques on students' learning results data were obtained from the post test and grouped into the Minimum Completion Criteria category and the data observation analyses were obtained from observer's observations during the learning process. The hypothesis used parametric statistics with pearson product moment correlation, determinant coefficient then t-test with pooled variance formula that was conducted and obtained  $t_{counted} (15,09) \geq t_{table} (1,674)$  so that  $H_a$  was accepted and  $H_o$  was rejected. It could be concluded that there was the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang. It is recommended in implementing snakes and ladders game media, the teacher should control the students because of the students' enthusiasm who want to play the pawns or roll the dice are overwhelming.*

**Keywords :** *Snakes and Ladders, Learning Results, Students.*

## Abstrak

Tujuan dari penelitian ini untuk membuktikan pengaruh media permainan ular tangga terhadap hasil belajar peserta didik kelas XI pada mata pelajaran ekonomi di SMA Negeri 10 Palembang. Penelitian ini merupakan penelitian eksperimen yang menggunakan desain penelitian *Quasi Experimental Design* bentuk *Post Test Only Control Design*. Populasi dalam penelitian ini adalah seluruh kelas XI IIS SMA Negeri 10 Palembang pada semester genap tahun pelajaran 2018/2019. Teknik pengambilan sampel menggunakan *Cluster Random Sampling* yaitu dengan cara diundi sehingga diperoleh kelas XI IIS 3 sebagai kelas eksperimen dan XI IIS 4 sebagai kelas kontrol. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu tes dan observasi. Teknik analisis data hasil belajar peserta didik diperoleh dari hasil *post test* dan dikelompokkan dalam kategori Kriteria Ketuntasan Minimum (KKM) dan analisis data observasi diperoleh dari hasil observasi yang diberikan oleh observer pada saat pembelajaran berlangsung. Pada pengujian hipotesis menggunakan statistik parametris yaitu uji *korelasi pearson product moment*, koefisien determinan kemudian dilanjutkan dengan uji-t menggunakan rumus *Pooled Varians* dan diperoleh  $t_{hitung} (15,09) \geq t_{tabel} (1,674)$  maka hipotesis  $H_a$  diterima dan  $H_o$  ditolak. Maka dapat disimpulkan terdapat pengaruh media permainan ular tangga terhadap hasil belajar peserta didik kelas XI pada mata pelajaran ekonomi di SMA Negeri 10 Palembang. Disarankan dalam menerapkan media permainan ular tangga guru lebih mengontrol peserta didik karena antusias dari peserta didik yang ingin menjalankan bidak atau mengguncang dadu sangat besar.

**Kata-kata Kunci :** Ular Tangga, Hasil Belajar, Peserta Didik.

## A. INTRODUCTION

Learning is a process which a person feels, knows and gets informations from what they have done through a process of experience and gets information which is obtained from other people as well as various internet sources and the surrounding

environments. Learning is the process of interaction with the situation around the individual, learning activities in school are conducted by two actors, they are teacher and students (Rusman, 2012:1).

The teachers had to be able to use learning media in accordance with the students' needs and it is possible that these learning media are in accordance with the learning development that is increasingly updated. Learning media is a helper tool or something that can bring information, knowledge and new experiences in interaction that takes place between teachers and students as well as between students and students include objects that can be demonstrated, oral communication, print media, silent images, moving images, motion pictures, and machine learning (Daryanto, 2016: 17). The media also makes it easier for students to understand the materials and motivate and curiosity so that the students are enthusiastic to learn about learning by using the media. Therefore teachers and students are able to interact easily and create learning that is not boring in the delivery of materials so that the learning is always awaited by students because learning with media always creates new experiences for students.

Based on the observation results that were conducted by the researcher through the observation of school and interview with a economics teachers in State Senior High School 10 Palembang, it was known that the economics teachers still used talks and discussions methods. This could make the learning became less inovative and the students were easily bored with the learning activities. Besides, it was known that scores of students' learning results on the daily test at one of 11th grade social sciences in January of year academic 2018/2019 the students had been completed the learning completeness were 41,17% and which hadn't been completed were 58,83%.

This fact isn't in accordance with the theory that states by Winkel (quoted by Yusuf and Auliya, 2011: 7) that define learning is a mental or psychological activity that takes place in active interactions with the environments which can cause changes in

knowledge, understanding, skills and attitude values. Therefore, one of the learning media that can be used as an alternative in learning economics which use the game of snakes and ladders as a learning media that can lead to interaction between students, collaboration, and obey the rules of the game which can be adjusted with the needs of the material delivered. According to Said and Budimanjaya (2015: 240) the advantages of snakes and ladders game are that they can lead to interaction patterns of student activities when playing snakes and ladders game in the form of learning activities that will cause the game to be favored by students.

The previous study on snakes and ladders game media had been conducted by Septianty (2016) which from the Faculty of Education and Teaching, Departemen of Elementary School Teacher Study Program of Sriwijaya University with the title "*Pengaruh Penggunaan Media Permainan Ular Tangga Terhadap Hasil Belajar Siswa Ilmu Pengetahuan Sosial Kelas IV SD Negeri 05 Inderalaya*" the results of study indicated that there was the effect of snakes and ladders game media on students' learning results at the fourth grade of State Elementary School 05 Inderalaya, and the results of students' pretest were 40,24. After being implemented to the game media and evaluated the post-test of students, the average results increased to 91,20.

Based on the explanations above, the researcher interested to conduct learning by using snakes and ladders game media as a helper tool in the learning process that would be implemented by the researcher at the tenth grade State Senior High School 10 Palembang and the study entitled "The Effect of Snakes and Ladders Game Media on the 11<sup>th</sup> Grade Students' Learning Results in Economics Subject in State Senior High School 10 Palembang"

Based on the backgrounds of study above, so the problem of study was "Was

there the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang?

The purpose of study proved the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang.

The benefits of study such as can increase the students' learning results, as an information source in implementing the effective learning, as information for the school to create students who are excellent to be achievers, and add insights to prospective teachers about the various learning media

## **B. LITERATURE REVIEWS**

### **1. Snakes and Ladders Game**

Snakes and ladders is a familiar game and is often played by children until adult so that every one likes this game. According to Satrianawati (2018:69) Snakes and ladders is a board game for children that is played by two or more people, the board is divided into small boxes and in several boxes are drawn a large number of snakes or ladders that connect with other boxes." According to Said and Budimanjaya, (2015: 240) "Snakes and ladders game is a board game played by two or more people." Meanwhile, according to Ningsih (2014), states that the game of snakes and ladders isn't standardized and is adjusted to the goals to be achieved. So that players can create their own snakes and ladder boards with a large number of boxes and a large number of snakes and ladders that are different from certain rules as needed.

Based on the three statements that are described above which have the same views, if the snakes and ladders is a child's game who is played by two or more people. Based on the opinions above, it can be concluded that snakes and ladders is a game that uses dice, pawns, and fields that are square or

rectangular which consist of snakes and ladders, and question cards which are designed specifically for educational necessities.

### **2. The Components of Snakes and Ladders Game**

Snakes and ladders game is a media game which is educational, productive, fun and is expected to give more benefits in learning. Satrianawati (2018: 69) states that snakes and ladders game has several main components, which are two or more players, boards game which are divided into small boxes and in several boxes are drawn a large number of snakes or ladders that connect with other boxes. According to Said and Budimanjaya (2015: 240) The components which contain in the snakes and ladder game are:

1. Prepare a board of snakes and ladders game with dice that has six eyes.
2. Make a question and then stick the papers that contain the questions on each board of snakes and ladders game.
3. Questions are appropriate to the teaching material which will be learned

According to Yusuf and Auliya (2011: 21) the components which contain in the snakes and ladders game are:

1. The board, the shape is square and there are 100 equal boxes.
2. Dice, the shape of a snakes and ladders is the same as a dice in general, which is a cube shape.
3. The pawns, the pawns' function as a pointer to the player's position.

Based on the three statements described above which have the same views if the snakes and ladders components consist of a snakes and ladders board, dice and pawns. Based on the opinion above, it can be concluded that the first snakes and ladders game must be supported by three main components, which are the game board, then the dice that

functions to determine the steps for the players in the game and the pawns' function as a player position and question card as a support game in the learning process.

### 3. The Steps of Snakes and Ladders Game

In the snakes and ladders game, students are required to be able to answer the questions correctly if they have desire to get to the finish box as the fastest. According to Satrianawati (2018: 71-72) the steps that must be conducted by teacher before starting the snakes and ladders game are:

1. The teacher prepares the media in the form of a laid out thing and cards and questions which are placed next to a laid out thing, on the top or front of the cards from number 1 to 100
2. Every student prepares stationery
3. The teacher divides into several groups based on the number of students' groups that every group consists of 4 students. If it is divide into 4 students, there are still students who haven't yet gotten a group, so that they can be included in other groups and there are groups of 5 students.
4. Every student gets a pawn or paper with a name on it.
5. Then all "hompimpa" to determine who will roll the dice first.
6. Every student rolls the dice according to his turn. After students roll the dice, students run pawns or paper with a name on it according to the results of the dice, then the students take the message on the number (according to the results of the roll) and work on each paper, when rolling and get number 6 then the students are allowed to roll the dice again.
7. If the students fall on a ladder so that their pawns or paper immediately go up according to the direction of the stairs and keep taking cards to work on, as well as pawns or cards are right on the snake's tail so the pawns or paper with a name on it,

they go down in the direction of snakes and take a card to work on

8. The card that has been taken, the questions are written and returned as before
9. Every student thinks of answers or questions from the cards are in hand
10. After all of them have rolled and worked, so that it returns to the first player to roll the dice again and take the card again, and so on. The game ends if all the players are in number 60 and have worked on all the messages
11. Player who finishes first is declared winner
12. Every student reads the results of work to be responded to by friends
13. The teacher gives conclusions of the work that has been responded to by the students
14. Then the answer sheet is collected to be rated by the teacher
15. The teacher gives scores based on the students' activities, the speed of work and the courage of students to present the results. As well as the courage of students to give responses, compatibility between questions and answers.

The steps to play snakes and ladder games according to (Said and Budimandjaya 2015: 240-241) are:

1. Every student alternately rolls the dice.
2. If the dice that show the eye of the dice is 5, the students must run 5 boxes on the game of snakes and ladders board.
3. If it has been run, the box that contains the questions is answered by the students, if it is true they get points.
4. If the intended box is a snake picture with a down position, then the position of layer must follow the snake down.
5. The winner of this game is the students who answer the most correctly and the first finish the game from the game of snakes and ladders board.

Yusuf and Auliya (2011: 26-27) state the steps that are conducted in the snakes and ladders game, are:

1. The game is followed by four players by determining the turn of play first.

2. Determining the turn can use "Hompimpa".
3. The player who gets the first turn rolls the dice and plays first.
4. The first player runs the pawn towards the box that matches with the dice that comes out when rolling.
5. When the first player's turn ends, the second player continues according to the turns.
6. When the pawn stops at the box with the arrow, the player must run the pawn following the arrow.
7. If the player gets an arrow or ladder UP, he has the right to roll the dice back.
8. If the pawn stops at the box with other players' pawns, the player's pawn that was first hit in the box and must repeat back to the START box.
9. When a player is among the last 7 boxes, he will be the winner if he gets the dice that matches the box he is occupying. But if the player gets a dice that is different from the box he occupies, he must run the pawn to the front box in accordance with the dice that comes out.
10. If there is no suitable box in front of him, he must back to the back of one box.
11. The player who wins the game if he runs the pawn is in the FINISH box.

Based on the three opinions that are described above which have the same view, if the steps of snakes and ladders in the learning process involve the students as players and based on the opinions above can be concluded the steps of snakes and ladders game that would be implemented in State Senior High School 10 Palembang as learning media were:

1. The teacher starts the game by explaining how to play first.
2. The teacher divides the students into 4 groups with a total of 8 students in each group.
3. Every group gets their own pawns that consist of red, purple, green and blue colors.
4. The game starts by determining the turn of play which is by "hompimpa". The winner

of the first "hompimpa" will be the first player.

5. The second hompimpa winner becomes the second player, the third hompimpa winner becomes the third player, the fourth hompimpa winner will be the fourth player.
6. The game is played by the first player, then the first player runs the pawn according to the number of dice numbers rolled.
7. If the dice comes out of number six, player has the right to roll the dice again, on the condition that it is able to answer the question card.
8. Every player stops in the box, except for the boxes with snakes and ladders, players will get a question card and are required to answer the question.
9. If the player occupies a box with a picture of a staircase, he gets a reward for climbing the end of the stairs and without answering the question, but if the player meets a snake the player gets a penalty and is obliged to go down following the snake without answering the question. If the player is in the same box as the other players then the player who first occupies the box to be kicked out and must back to the start box.
10. If there is already a group of players who run at the finish box, then the game is stopped or the group that the most answers the questions correctly is declared the winner and gets a reward.

#### **4. The Advantages of Snakes and Ladders Game**

The utilization of the snakes and ladders game media isn't only appropriate with economics subject, but also can be used for other subjects, mathematics, english and other subjects. The advantages of snakes and ladders game media according to Satrianawati (2018: 72)

1. Include in thematic learning media.

2. Attract students to learn, because students become playing in learning.
3. Children can participate in the learning process directly.
4. The snakes and ladders game media can be used to help all aspects of a child's development which one of them is develop mathematical logic intelligence
5. The media of snakes and ladders game can stimulate children to learn to solve simple problems unconsciously by children.

The utilization of snakes and ladders game media can be conducted at the classroom or outside the classroom. According to Said and Budimanjaya (2015: 240) Snakes and ladders game which can cause interaction patterns of student activities when playing the game in learning activities and also causes this game is very favored by students.

According to Yusuf and Auliya (2011: 15) the concentration of students in the snakes and ladders game increasingly, so that the cognitive aspect in the game is increasingly absorbed.

Based on the three statements described above, they have the same view if the advantages of the snakes and ladders game attracts the students' interest to learn so that it affects the cognitive aspects of the students.

Based on the opinions, it can be concluded that the advantages in the snakes and ladders game media, which can instill students' enthusiasm in learning, encourages students to compete and win the game conscientiously and concentration in answering questions so that a sense of competitiveness arises. positive in completing the game and the snakes and ladders game can lead to interaction patterns of student activities when playing the snakes and ladders game media so that it affects the learning process and the cognitive aspect.

## 5. The Disadvantages of Snakes and Ladders Game

Snakes and ladders game media won't be

conducive at the classroom if it isn't well organized and planned.

The disadvantages of snakes and ladders game media according to Satrianawati (2018: 73)

1. It can't be completed on time, because it is feared that students will fall if they meet a snake's tail.
2. The utilization of snakes and ladders game media requires a lot of time in explaining to children.
3. The snakes and ladders game can't develop all learning materials.
4. Lack of understanding about the rules of game by children can cause chaos.
5. For children who don't master the materials well, they will have difficulty in playing.

The disadvantages of snakes and ladders game media according to Said and Budimanjaya (2015: 240) Snakes and ladders game media will cause difficulties for teachers due to not being conducive because of the strong patterns of interaction among students. While the disadvantages of snakes and ladders game according to Yusuf and Auliya (2011: 15) students will find difficulties at the beginning of the game because they have to adapt and there are still many students who ask how to play, although almost all of them can play snakes and ladders.

Based on the three statements described above, they have the same view if the disadvantages of snakes and ladders game media that students will have difficulties at the beginning of the game because they have to adapt and many students ask about how to play.

Based on the opinions, it can be concluded that the disadvantages of snakes and ladders game will cause noise among students at he class, besides that this game uses dice as a determinant of playing steps can reduce the competition sense in playing because dice can be determined by luck factor.

## 6 Learning Results

Generally, the learning results are a benchmark of what students have gained through the learning process that have followed. According to Susanto (2013: 5) "Changes that happen on students, involve cognitive, affective and psychomotor aspects as a result of learning activities".

According to Sudjana (2011: 3) "Learning results are the most important part of learning. The definition of students' learning results literally is the change in behavior as a result of learning in a broad sense include the aspects of positive, affective, and psychomotor". While according to Yusuf and Auliya (2011: 7) "Learning results are the results gained from the learning process in the form of relatively constant in behavior changes".

Based on the three statements described above, they have the same views, if the learning results are changes that include cognitive, affective and psychomotoric aspects. So that based on the opinions can be concluded that the learning results are the students' abilities at the end of learning that have been implemented seen from the students' action who can be observed and measured after taking the learning experience that has been implemented and are shown by changes in cognitive, affective and psychomotor aspects in accordance with the appointed learning objectives.

### **1. Economics Subject**

Economics subject is closely related to economic events and problems in daily life. According to Yulhendri and Syofyan (2016: 5) economics subject is learning which conduct as an effort to transform values, knowledge and instill skills to citizens, learns to choose the limited resources to achieve prosperity according to their role as producers and as consumers

The purposes of economics subject in the Ministry of Education and Culture Number 59 of 2014, as follow:

1. Thank God Almighty for the abundance of resources in order to fulfill the needs of human life and relations with the social and natural environment
2. Understanding economic concepts relate to economic events and problems with daily life, especially those that happen in individuals, households, communities and countries.
3. Showing an curiosity sense towards a number of economic concepts that are needed to explore economics
4. Develop behavior (honest, disciplined, responsible, caring, polite, friendly environment, mutual assistance, collaboration, peace, responsiveness and proactive) and form a wise, rational and responsible attitudes by using knowledge and skills of economics, management, and accounting that are useful for themselves, household, society, and country.

According to the Ministry of Education and Culture (2013:7) the functions of economics subject are:

1. Believing and fearing the Almighty God, and noble personality.
2. Knowledge, skillful, critical, creative and innovative.
3. Healthy, independent and confident
4. Tolerant, sensitive social, democratic and responsible.

### **2. Hypothesis**

The hypothesis of study was "There was the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang."

### **C. METHODOLOGY**

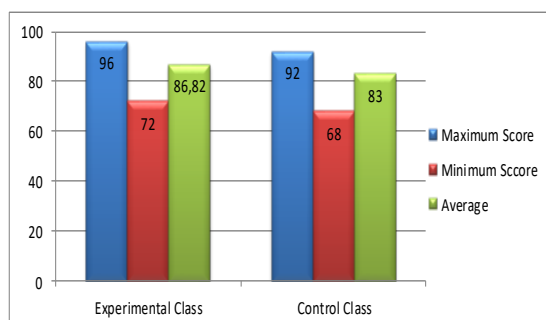
Variabel The study variables were two, there were X variable (snakes and ladders game media) and Y variable (learning results). This study was experimental study that used Quasi Experimental Design in the form of Post-Test Only Control Design. The population of this study were all of the 11<sup>th</sup>

grade social sciences in State Senior High School 10 Palembang in the even semester of 2018/2019 years academic. The sample used cluster random sampling with drawing, so that the third 11<sup>th</sup> grade social sciences as experimental class and the fourth 11<sup>th</sup> grade social sciences as control class.

The data were collected by test and observation. The data analysis techniques were the data analyses of learning results and observation. Prerequisite test used data homogeneity test, the hypothesis calculation used pearson product moment correlation formula, determinant coefficient and t test (*polled variance*).

## D. RESULTS AND DISCUSSIONS

### 1. The test results



**Diagram 1. The Students' Learning Results**

The learning results explained that there were difference between experimental class and control class. The maximum score at the experimental class was 96 and the minimum score was 72 with the average of 86,82 meanwhile the maximum score at the control class was 92 and the minimum score was 68 with the average of 83.

The average of the observation results at the experimental class were 100% and at the control class were 100% with the excellent interpretation criteria. So that, it could be concluded that the study implementation of experimental and control classes had been conducted in accordance with the syntax of snakes and ladders game and crossword puzzles media.

Based on the data normality test results of the experimental and control classes by comparing  $\chi^2_{table}$  for  $\alpha = 0,05$  and freedom degrees =  $k-1 = 6-1 = 5$ , so that, it looked for in the *chi-square* table with the calculation criteria if  $\chi^2_{counted} \geq \chi^2_{table}$  meant that the data distribution weren't normal if  $\chi^2_{counted} < \chi^2_{table}$  meant that the data distributions were normal. Based on the criteria above, the results of data calculation in the experimental class,  $\chi^2_{counted} (9,64) < \chi^2_{table} (12,591)$  meant that the data distributions were normal. The control class data obtained  $\chi^2_{counted} (11,33) < \chi^2_{table} (12,591)$  meant that the data distributions were normal. The calculation of data homogeneity test used barlet formula by comparing  $\chi^2_{counted}$  and  $\chi^2_{table}$  for  $\alpha = 0,05$  dan freedom degree =  $k-1 = 2-1 = 1$ , so looked for in the *chi-square* table with the calculation criteria if  $\chi^2_{counted} \geq \chi^2_{table}$  meant no homogeneous and if  $\chi^2_{counted} \leq \chi^2_{table}$  meant homogeneous. Based on the criteria above, the results of the experimental class of data calculation  $\chi^2_{counted} (2,183) < \chi^2_{table} (3,841)$  so that the data were homogeneous. The calculation of hypothesis used pearson product moment correlation formula obtained the correlation degree of X and Y variables were very strong at **0.94** and the calculation of determinant coefficient stated that the effect of snakes and ladders game media on the students' learning results that was affected as much as 83,36% and this meant that 11,64% were affected by the other variables and then, the calculation used t test formula was appropriate with the terms, if the total of both samples weren't similar  $n_1 \neq n_2$  and homogeneous variance ( $\sigma_1^2 = \sigma_2^2$ ) so used t-test formula (*polled variance*) with the freedom degree =  $n_1+n_2-2$  so, the freedom degree =  $=35+31-2=64$ , then 64 wasn't in the t



table so used interpolation formula and obtained  $t_{table}$  (1,449). Based on the calculation criteria if  $t_{counted} > t_{table}$  so that  $H_0$  was rejected and  $H_a$  was accepted, if  $t_{counted} < t_{table}$  so that  $H_0$  was accepted and  $H_a$  was rejected. Based on the criteria, the results of calculation stated that  $t_{counted} > t_{table}$  or  $15,459 > 1,449$  so that  $H_0$  was rejected and  $H_a$  was accepted. Thus, it could be concluded that there was the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang.

## 2. Discussions

The study process was conducted at the experimental class (the third 11<sup>th</sup> grade social sciences) and at the control class (the fourth 11<sup>th</sup> grade social sciences) in State Senior High School 10 Palembang. During the implementation of the study at the third 11<sup>th</sup> grade social sciences as experimental class which was given the intervention by using snakes and ladders game in the main subject material about international economic cooperation.

The data collection tools were test and observation. The test was used to obtain the data of students' learning results after being given the intervention at the experimental class by using snakes and ladders game media and at the control class by using crossword puzzles media. The test was given which was multiple choice questions with a total of 25 questions. Before giving the test to the samples. The test was examined in the non sample class, the first 11<sup>th</sup> grade social sciences as many as 34 students, with a number of 30 questions and then conducted analyses of validity and reliability test, so obtained as much as 25 items of questions were valid and 5 items of questions weren't

valid. The valid questions were used to be a tool to obtain the students learning results. Meanwhile, observation was conducted to observe the activities of researcher based on the syntax of snakes and ladders game and crossword puzzles media. Observation was conducted by an economic teacher as an observer.

Snakes and ladders game media could help students increase the learning results than crossword puzzles media. This could be proved with looked to the learning results that had been obtained by students from the post test results, which were the average indicated that at the third 11<sup>th</sup> grade social sciences as experimental class had the higher score which was 86,82 than at the fourth 11<sup>th</sup> grade social sciences as control class had the average which was 83. Thus, snakes and ladders game media more affected to the students' learning results than crossword puzzles media, So that it meant there was the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang.

Observation was conducted by observer which was economics subject teachers that related to of snakes and ladders game and crossword puzzles media. The observation was conducted by the researcher during the learning process by using snakes and ladders game media in three times of meetings. The average of the first, second, and third meetings were 100%. So that it could be concluded that the observation results in the syntax of snakes and ladders game media were 100% with excellent category that was conducted at the the third 11<sup>th</sup> grade social sciences as experimental class.

As well as in the utilization of crossword puzzles media at the control class was conducted in three times of meetings with the average of the first, second, and third meetings were 100% with excellent category that was conducted at the the fourth 11<sup>th</sup> grade

social sciences as control class. Besides, the implementation of both media could be seen that the students' enthusiasm which used snakes and ladders game media were greater than used crossword puzzles media, because of in the snakes and ladders game media, the students felt more playing while learning effectively.

In strengthening and proving the truth of the proposed hypothesis, the analysis of test data was conducted, namely the prerequisite test and hypothesis test. At the prerequisite test contained the test of normality and homogeneity data. Based on the calculation of data normality test used chi square indicated that data of the third 11<sup>th</sup> grade social sciences as experimental class normally distributed and the data of the fourth 11<sup>th</sup> grade social sciences as control class also normally distributed, so that the prerequisite test used parametric formula. Then, the calculation of data homogeneity test used barlet formula that indicated the variance of study by using snakes and ladders game media meant homogeneous. Besides, the data normally distributed on the post test because of using product moment formula, then in determining the correlation of the snakes and ladders game media to the students' learning results was in a score ranges of 0.94, which meant that the snakes and ladders game media was very strong and could affect the students' learning results. The contribution of snakes and ladders game media used determinant coefficient stated that the effect of snakes and ladders game media on the students' learning results that was affected as much as 83,36% and this meant that 11,64% were affected by the other variables. Then, the calculation of using t test (*polled variance*) obtained  $t_{counted} > t_{table}$  or  $15,459 > 1,449$  so that  $H_0$  was rejected and  $H_a$  was accepted. Thus, it could be concluded that there was the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics

subject in State Senior High School 10 Palembang.

## E. CONCLUSIONS AND SUGGESTIONS

### 1. Conclusions

After analyzing the study process so that could be concluded that there was the effect of snakes and ladders game media on the 11<sup>th</sup> grade students' learning results in economics subject in State Senior High School 10 Palembang. Based on the last calculation that used t test obtained  $t_{counted} > t_{table}$  or  $15,459 > 1,449$  so that  $H_0$  was rejected and  $H_a$  was accepted. The difference of the average of students' learning results from both media that had been implemented, indicated that snakes and ladders game media had the higher results which were 86,82 at the experimental class and at the control class were 83 that used crossword puzzles media. Then the contribution of snakes and ladders game media on the students' learning results that was affected as many as 83,36% and this meant that 11,64% were affected by the other variables.

### 2. Suggestions

Based on the conclusions of study, when the researcher implemented snakes and ladders game media could increase the students' learning results, because of snakes and ladders game media is a innovative and varied media, but teacher should control the students because the enthusiasm of students who want to run the pawns or roll the dice are overwhelming.

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