DESIGNING SNAKES-AND-LADDERS TO MOTIVATE ELEVENTH GRADERS OF HOTEL ACCOMMODATION DEPARTMENT OF SMK NEGERI 1 PENGASIH KULONPROGO TO SPEAK ENGLISH

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements to obtain the Sarjana Pendidikan Degree in English Language Education

By
Febri Galih Adi Chandra
Student number: 121214011

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2016
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September 15th, 2016
A Sarjana Pendidikan Thesis on

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Rohandi, Ph.D.
I humbly dedicate this thesis to:

_Mami_ and _Bapak_ who always support my efforts in finishing my thesis.
My sister who always supports in many ways.
Cantus Firmus Choir for enriching my experiences in this life.
PCMI Jogja which gives me a chance to be a good person.

"HANYA ORANG GILA YANG BISA MENGUBAH DUNIA"
“Pancasona Adji”
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, September 15th, 2016

The Writer

Febri Galih Adi Chandra

121214011
LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Nama : Febri Galih Adi Chandra
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Dibuat di Yogyakarta
Pada tanggal 4 November 2016
Yang menyatakan

(Febri Galih Adi Chandra)
ABSTRACT


English proficiency is particularly needed for students of Hotel Accommodation Department, especially speaking skill. Speaking is a basis of communication in a hotel environment. However, eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo rarely use English in a class or in daily activities so that their English is not really good. In addition, they also feel afraid of making mistakes. Therefore, this research has the aim at designing a snakes-and-ladders medium in order to motivate the students’ in speaking English.

There was one research question in this research. It was “How is the snakes-and-ladders medium for Hotel Accommodation Department at SMK Negeri 1 Pengasih Kulonprogo designed?”

To answer the research question, the researcher implemented the four first steps of Research & Development (R&D) Method by Borg & Gall (1983). The researcher also integrated seven steps of Dick, Carey & Carey Instructional Design (2005) with four steps of R&D Method. Data were gathered by conducting the interview as the need analysis and questionnaire as the experts’ validation.

The researcher combined the R&D Method and Dick, Carey, & Carey Instructional Design which consisted of four steps. They were 1) Research and Information Collecting, 2) Planning, 3) Developing A Preliminary Form of Product, and 4) A Preliminary Field Testing. Moreover, in the snakes-snakes-and-ladders medium, there were some speaking tasks that should be done and solved by the students. The tasks implemented task-based language teaching principles.

As the result, the snakes-and-ladders medium is appropriate and interesting for the students of Hotel Accommodation Department. The score of experts’ validation is 4.35 (Good) of 5 scales. Therefore, the snakes-and-ladders medium can motivate the students in speaking English, especially for a hotel communication.

Keywords: SMK Negeri 1 Pengasih Kulonprogo, speaking, the snakes and ladders medium, task-based language teaching.
ABSTRAK


Dalam penelitian ini terdapat satu rumusan masalah yaitu “Bagaimana media ular tangga untuk siswa-siswi kelas 11 Akomodasi Perhotelan di SMK Negeri 1 Pengasih Kulonprogo dirancang?”


Keywords: SMK Negeri 1 Pengasih Kulonprogo, speaking, the snakes and ladders medium, task-based language teaching.
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TABLE OF CONTENTS

TITLE .................................................................................................................................................. i
APPROVAL PAGES ............................................................................................................................ ii
DEDICATION PAGE ............................................................................................................................ iv
STATEMENT OF WORK’S ORIGINALITY ......................................................................................... v
PERNYATAAN PERSETUJUAN PUBLIKASI .................................................................................... vi
ABSTRACT .......................................................................................................................................... vii
ABSTRAK ............................................................................................................................................... viii
ACKNOWLEDGEMENTS ..................................................................................................................... ix
TABLE OF CONTENTS ....................................................................................................................... xi
LIST OF TABLES ................................................................................................................................. xiv
LIST OF FIGURES ............................................................................................................................... xv
LIST OF APPENDICES ....................................................................................................................... xvi

CHAPTER I. INTRODUCTION ............................................................................................................ 1
A. Research Background ..................................................................................................................... 1
B. Research Question ........................................................................................................................ 4
C. Research Significance ................................................................................................................... 4
D. Definition of Terms ...................................................................................................................... 5

CHAPTER II. REVIEW OF RELATED LITERATURE ....................................................................... 8
A. Theoretical Description ............................................................................................................... 8
1. Instructional Design ................................................................................................................... 8
2. Speaking ...................................................................................................................................... 13
3. Instructional Media .................................................................................................................... 14
4. The Snakes-and-Ladders ......................................................................................................... 16
5. Task-Based Language Teaching ............................................................................................ 17
B. Theoretical Framework .............................................................................................................. 21

CHAPTER III. METHODOLOGY ..................................................................................................... 27

xi
A. Research Method ................................................................. 27
1. Research and Information Collecting ............................... 29
2. Planning ............................................................................ 29
3. Developing A Preliminary Form of Product ....................... 30
4. A Preliminary Field Testing ............................................... 30
B. Research Setting .................................................................... 32
C. Research Participants .......................................................... 32
1. Participants in Research and Information Collecting .......... 32
2. Participants in the Expert’s Validation ............................... 33
D. Instruments and Data Gathering Techniques ....................... 33
1. Interview ............................................................................... 33
2. Questionnaire ..................................................................... 34
E. Data Analysis Techniques ..................................................... 35
1. Daily Interpretive Analysis ................................................. 36
2. Data Presentation of Questionnaire ..................................... 36

CHAPTER IV. RESEARCH RESULTS and DISCUSSION .................... 38
A. Designing the Snakes-and-Ladders Medium to Improve the Speaking Ability for Eleventh Graders of Hotel Accommodation Department .............................................. 38
1. Research and Information Collecting ............................... 39
a. The Results of Interview with the English Teacher of SMK Negeri 1 Pengasih Kulonprogo ................................................................. 39
b. The Results of Interview with the Six Students of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo ................................................................. 42
2. Planning ............................................................................... 44
a. Conduct Instructional Analysis ........................................... 45
b. Analysis Students and Context .......................................... 47
c. Writing A Performance Objective ................................. 48
3. Development of A Preliminary Form of Product ............... 48
a. Develop An Assessment Instrument................................. 48
b. Develop An Instructional Strategy.................................. 49
c. Develop and Select An Instructional Material..................... 56
4. A Preliminary Field Testing........................................... 58
a. The Experts’ Validation............................................... 58

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS ............ 63
A. Conclusions..................................................................... 63
B. Recommendations.......................................................... 65

REFERENCES.................................................................... 67
APPENDICES ..................................................................... 69
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1</td>
<td>15</td>
</tr>
<tr>
<td>Types of Instructional Media</td>
<td></td>
</tr>
<tr>
<td>Table 3.1</td>
<td>36</td>
</tr>
<tr>
<td>Point of Agreements</td>
<td></td>
</tr>
<tr>
<td>Table 4.1</td>
<td>57</td>
</tr>
<tr>
<td>Data of Respondents</td>
<td></td>
</tr>
<tr>
<td>Table 4.2</td>
<td>59</td>
</tr>
<tr>
<td>The Results of Average Scores</td>
<td></td>
</tr>
</tbody>
</table>
### LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>Dick, Carey &amp; Carey Instructional Design</td>
<td>9</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>A Blueprint of Theoretical Framework</td>
<td>26</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>R &amp; D Steps by Borg and Gall</td>
<td>28</td>
</tr>
<tr>
<td>Figure 3.2</td>
<td>The Researcher’s steps</td>
<td>31</td>
</tr>
<tr>
<td>Figure 3.3</td>
<td>The Formula of Mean</td>
<td>37</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>The First Sketch of Snakes-and-Ladders Medium</td>
<td>49</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>The First Stage’s Task of The Snakes-and-Ladders Medium</td>
<td>50</td>
</tr>
<tr>
<td>Figure 4.3</td>
<td>The Second Stage’s Task of the Snakes-and-Ladders Medium</td>
<td>51</td>
</tr>
<tr>
<td>Figure 4.4</td>
<td>The Third Stage’s Task of the Snakes-and-Ladders Medium</td>
<td>52</td>
</tr>
<tr>
<td>Figure 4.5</td>
<td>The Fourth Stage’s Task of the Snakes-and-Ladders Medium</td>
<td>53</td>
</tr>
<tr>
<td>Figure 4.6</td>
<td>The Snakes-and-Ladders Medium and The Dice</td>
<td>55</td>
</tr>
<tr>
<td>Figure 4.7</td>
<td>The Layout of Teacher’s Handbook</td>
<td>56</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix 1</th>
<th>Surat Keterangan Telah Melakukan Penelitian .........................69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 2</td>
<td>Curriculum Structure of Hotel Accommodation Department ............70</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>The Sketch of Snakes-and-Ladders Medium ................................72</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>The Blueprint and Results of Interview (English Teacher)..........73</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>The Blueprint and Results of Interview (Students) .....................78</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>The Instruction of Snakes-and-Ladders Medium .........................87</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>The Hand-out of Asking and Giving Direction Topic ....................89</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>The Teacher’s Handbook .................................................95</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>The Blueprint and Results of Experts’ Validation ....................118</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
CHAPTER I
INTRODUCTION

This chapter presents the introduction of the research. There are four important parts in this chapter which are research background, research question, research significance, and definitions of terms. The first part is the research background that explains the background knowledge and the rationale of the research. The second part is the research question that presents the question derived from the research background. The third part is the research significance that presents about the significance of conducting the research. The last part is the definitions of terms that explain theories used in conducting the research.

A. Research Background

SMK Negeri 1 Pengasih Kulonprogo is one of the vocational schools which is located in Pengasih, Kulonprogo. The SMK Negeri 1 Pengasih Kulonprogo offers some departments to the student's candidates. One of them is Hotel Accommodation Department. The Hotel Accommodation Department prepares the students to be professional hotel staff or employees. In addition, this department gives a chance to work in a hotel environment.

According to the curriculum structure of Hotel Accommodation Department (2014), English is taught in the Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo and it is one of the compulsory subjects in the Hotel
Accommodation Department. The students are expected to master four skills of English such as listening, speaking, reading, and writing. Those skills are needed for their future job as hotel employees or hotel staff. Indeed, as the students of Hotel Accommodation Department, they particularly need an ability to speak fluently and clearly in English in order to provide the best communication to foreign guests.

However, the eleventh graders of Hotel Accommodation Department rarely use speaking English in the class or in daily activities. They think that English is not important yet for them so that their ability in speaking English is not really good yet. In addition, the students also feel afraid of making mistakes when they are talking in English. In order to have the proper and good speaking ability, the students need practices in speaking English.

In addition, they still need motivation in practicing their speaking English, especially for a hotel communication. One of the ways is by using a medium which can support and motivate students’ speaking ability. Therefore, the researcher proposes to design speaking medium which can motivate the students to speak English. The designed medium will attract their attention in learning English and they can understand materials that should be learned in a hotel environment.

Gagne (1970) defines that media are various components in students’ environment which support the students to learn. Briggs (1970) defines media as physical means which are used to send messages to the students and stimulate them to learn. Those statements imply that the medium will help the students in learning materials of new knowledge, especially in the English for hotel communication. In addition, it will be easier for the students to learn English by doing and being
involved in the learning process through the medium. Indeed, the designed medium is expected to motivate the students in speaking English.

Margono (2004) states that in the early development, snakes-and-ladders medium includes numbers and illustration, which is dominated by the pictures of ladders and snakes; the ladders illustrate to go to the next stage and the snakes illustrate to go to in the previous stage. The snakes-and-ladders is a popular medium in our society. In addition, the snakes-and-ladders medium is easy to make from basic materials and can be adapted to suit many learning situations (Dussart, 1984). The snakes-and-ladders medium is one of the media which can be utilized by the students. Hence, the researcher believes that the students will be easy to use the snakes-and-ladders medium so that the designed medium can support the students in developing their speaking ability.

To design the interesting and appropriate snakes-and-ladders medium which can be utilized by the students, the researcher applies task-based language teaching principles as a basis for designing the snakes-and-ladders medium. Task-based instruction is a new approach within a framework, which calls for language teaching to be organized around different tasks (Long, and Crookes, 1992). In addition, according to Nunan (1989: 6) tasks involve communicative language use since tasks provide a variety of activities for the students. Various activities that are provided from tasks can support the students to practice their English in the real communicative purposes. Those statements imply that the point of task-based language teaching is the use of the tasks which can support the students to learn English in the real communicative purposes or a real situation by giving the
framework of learning English.

Furthermore, the relation between task-based language teaching principles and the medium would be the medium contains speaking tasks which can be applied directly to the real situation, especially in the hotel environment. In the other words, the medium can help the students by putting them in an actual situation. Hence, the speaking medium can motivate the students in order to speak English, especially for the hotel communication.

B. Research Question

Based on the research background above, the research question would be formulated as follows:

How is the snakes-and-ladders medium for eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo designed?

C. Research Significance

This research is expected to be beneficial to:

1. The Eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo.

The researcher expects that the snakes-and-ladders medium is beneficial to the students to give motivation in speaking English in an interesting way so that they can communicate with the foreign tourists or guests in the hotel without afraid of making mistakes. The ability to communicate in English will help them to give the best services for the guests, especially foreign tourists. In addition, the students
can use the snakes-and-ladders medium to learn English in an interesting way as supplementary English instructional speaking media.

2. **SMK Negeri 1 Pengasih Kulonprogo**

Considering that the English teacher and the students need the medium which can help and motivate the students to learn English, the researcher hopes that the designed snakes-and-ladders for eleventh graders of Hotel Accommodation Department will be used as a supplementary instructional speaking medium to support them in the learning process. Therefore, there will be one additional interesting speaking medium to help the students in learning English.

3. Other researchers

The researcher hopes that the result of this study can be one of the references to support relevant future studies, particularly in language teaching research. Then, the other researchers can develop the idea of using the snakes-and-ladders medium and implementing task-based language teaching principles in the snakes-and-ladders medium.

D. **Definitions of Terms**

There are some definitions of terms presented below and those definitions will help the readers come to better understanding of the research.

1. **Instructional Design**

   In designing the medium, the researcher implements steps of Dick & Carey Instructional Design. Instruction is a systematic process in which every component (i.e. teachers, students, materials, and learning environment) is crucial to successful
learning (Dick, Carey & Carey, 2005). The systematic process of conducting research is needed to help the researcher in preparing the research. The Instructional Design of Dick, Carey, and Carey (2005) helps the researcher in designing the snakes-and-ladders medium for eleventh graders of Hotel Accommodation Department. In other words, the instructional design will lead the researcher in order to create clear and right steps in designing the medium.

2. **Speaking**

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purposes of speaking (Burns & Joyce, 1997). Similar to Nunan (2003), speaking is one the language skills categorized as a productive skill. It requires the use of a language to produce systematic verbal utterance to convey meaning. Hence, speaking is the productive skill and the purpose is to convey the clear meaning or messages.

3. **Instructional Media**

Gagne (1970) defines that media are various components in students’ environment which support the students learn. Briggs (1970) defines media as physical tools which are used to send messages to the students and stimulate them to learn. In addition, media are anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the students’ thought, feeling, and interest to gear the students’ learn (Sadiman, A. S. 2005). Therefore, the researcher designs snakes-and-ladders medium which can stimulate the students and convey the message in learning English, especially in speaking skill.
4. The Snakes-and-ladders

Margono (2004) states that this medium includes numbers and illustration, which are dominated by the pictures of ladders and snakes; the ladder illustrates the go in the next stage and the snake illustrate to go in the previous stage. Furthermore, according to Dussart (1984), snakes-and-ladders is a popular medium for people in many countries of the world. The medium is easy to make from basic materials and can be adapted to suit many learning situations. Indeed, snakes-and-ladder medium is a popular medium which is easy to do in many learning situations.

5. Task-Based Language Teaching

Task-based language teaching refers to an approach of language which is based on the use of tasks as the core unit of planning and instruction in language teaching learning (Richards and Rodgers, 2001). In addition, Nunan (2004) also proposes the detailed seven principles of task-based language teaching which are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. These principles are used to develop the tasks in the snakes-and-ladders medium.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two major parts, namely theoretical description and theoretical framework. The theoretical description presents theories related to the research. This part presents the theories of (1) Instructional Design (2) Speaking (3) Instructional Media (4) The Snakes-and-ladders and (5) Task-Based Language Teaching. Meanwhile, the theoretical framework presents the use of the theories to answer the research question in the research.

A. Theoretical Description

In this part, the researcher presents the theories underlying the research. There are five major parts to be discussed which are instructional design, speaking, instructional media, the snakes-and-ladders, and task-based language teaching. These are the explanation of the theories.

1. Instructional Design

Instruction is a systematic process in which every component (i.e. teachers, students, materials, and learning environment) is crucial to successful learning (Dick, Carey & Carey, 2005). The systematic process of conducting research is needed to help the researcher in preparing the research. In this research, the researcher applies Dick, Carey & Carey Instructional Design steps. Therefore, the
instructional design helps the researcher to design a product. There are ten steps which proposed by Dick, Carey & Carey. (See figure 2.1)

a. Identify An Instructional Goal

The first step in the model is to determine what the researcher wants students to be able to do when they completed the researcher’s instruction. The instructional goal may be derived from a list of goals, a performance analysis, a need assessment, and practical experience with learning difficulties of students or from some requirement for a new suggestion.
In this research, the researcher determines the goal of eleventh graders of Hotel Accommodation Department by analyzing a curriculum structure of Hotel Accommodation Department and a need analysis. The researcher does the need analysis by interviewing the students and the English teacher of Hotel Accommodation Department SMK Negeri 1 Pengasih Kulonprogo.

b. Conduct Instructional Analysis

After identifying the instructional goal, the researcher determines what the students’ need for reaching the goal is. In addition, the final step in the instructional analysis process is to determine the skill, knowledge, and attitude which are the need for the students. Those three things will be helpful to the researcher in beginning of the research.

c. Analyze Students and Context

In analyzing the instructional goal, there is a parallel analysis of the students, the context in which they will learn the skills, and the context in which they will use them. Students’ current skills, preferences, and attitudes are determined along with the characteristics of an instructional setting and a setting in which the skills will eventually be used.

In this research, the researcher identifies the current skill of the students of Hotel Accommodation Department and a future profession or job for the students. Then, the researcher identifies the current skill from the result of the interview. Therefore, this step is the basis of writing the objective of the eleventh graders of Hotel Accommodation Department.
d. Write A Performance Objective

The purpose of writing performance objective is to summarize the students’ needs into the specific and detailed objectives. This step is important to begin the research in designing the interesting medium which will be used to motivate the students in speaking English. The previous steps are a basis to write the performance objective.

e. Develop An Assessment Instrument

Based on the objective that has written, the researcher develops an assessment that is parallel to and measures the students’ ability to perform what the researcher describes the objectives. Major emphasis is placed on relating the skill described in the objective to what the assessment requires. However, this step is not the focus of the research so that the researcher does not explain in detail. Therefore, the researcher needs to have more discussions.

f. Develop An Instructional Strategy

Based on the information of the students’ needs, the researcher identifies an instructional strategy to conduct the research. The strategy is based on current theories of learning and results of learning research, the design of the medium is used to deliver the instructions or tasks, content to be taught, and the characteristics of the students who participate in the instructions or tasks. In addition, these features are used to develop or select materials and a plan for interactive classroom instructions, instruction, or other means of packaging and delivering instruction. In this research, in order to have a good strategy in developing the medium and tasks, the researcher uses the theories by an expert.
g. Develop and Select An Instructional Material

In this step the researcher uses the instructional strategy to produce an instruction of medium. This step typically includes guidance for students and instructional materials. The strategy is based on current theories and the characteristics of the medium that is used to convey and deliver the instruction and content to be taught. These features are used to develop and select the material and plan for the designed medium instruction. In this research, the researcher develops and selects the material based on interview and the strategy which have written in the previous step.

h. Design and Conduct Formative Evaluations of Instruction

The evaluation is conducted and needed to collect data that are used to know and identify how the instruction are improved. Similar techniques can be implemented to the formative evaluation of existing materials, medium, or classroom instruction. In this step, the researcher tries to get evaluations by distributing questionnaires to some experts.

i. Revise Instruction

This is the final step of designing and developing instruction. The data from the formative evaluations are summarized and interpreted to identify the difficulties experienced by the students in reaching the objective and to relate to the difficulties to specific needs in the instruction. The data from the formative evaluations are not simply to revise. However, the formative evaluations are used to reexamine the validity of the instructional analysis.
j. Design and Conduct Summative Evaluations

This step actually is not the part of the design process. The summative evaluations are used to evaluate the effectiveness of instruction. In addition, the summative evaluations involve as the independent evaluator.

2. Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purposes of speaking (Burns & Joyce, 1997). Similar to Nunan (2003), he states that speaking is one the language skills categorized as a productive skill. It requires the use of a language to produce systematic verbal utterance to convey meaning.

Hence, speaking is the productive skill and the purpose is to convey the clear meaning or messages. In this research, the researcher would like to focus on what area of speaking that should be emphasized. The researcher emphasizes in producing verbal utterances such as understanding vocabularies, delivering expressions, and making a short conversation in order to convey the clear and proper meaning or context which related to the hotel environment.

In addition, in conveying the clear meanings or the verbal utterances, the students need motivation in speaking English. According to Santrock (2007), motivation is a process which gives spirit, purpose or goal, and a persistence of behavior. Similar with Harmer (1991), he explains that motivation as the “internal drive” that pushes somebody to do something or reach the goal.
Those theories prove that motivation is needed for somebody, especially the students to reach the goal and do something. Motivation will give the students energy and spirit in doing the speaking activities. Therefore, in order to achieve the goal which is to deliver and convey the meanings, the students need motivation in practicing the speaking so that they will have full of energy to do the speaking task.

3. Instructional Media

In conducting the research, the researcher designs the medium to motivate the students in learning English, especially in motivating the students in speaking English. The medium should be appropriate and interesting for the students so that the medium can stimulate the students to convey messages and meaning in an interesting way. Gagne (1970) defines that media are a various component in students’ environment which support the students to learn. Briggs (1970) defines media are physical means which are used to send messages to the students and stimulate them to learn. Therefore, the medium is a tool to support and help the students to learn something.

Moreover, the media are anything used to send message(s) from the sender(s) to the receiver(s), so they can be aroused the students’ thought, feeling, and interest to gear the students’ learn. (Sadiman, 2005). The medium is useful to the students and the teacher to have an interesting learning process. In this research, the researcher needs these theories in order to follow the procedure of how to design appropriate and interesting medium for the students of Hotel Accommodation Department.
a. The Types of Instructional Media

Romiszowski (1981) states that the instructional media include not only electronic communications media but also such devices as slides, photographs, teacher-made diagrams, charts, real objects and handouts that we use in the process of planned instruction. Table 2.1 shows the examples of some instructional media.

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>Pamphlets, handouts, study guides, manuals</td>
</tr>
<tr>
<td>Visual</td>
<td>Charts, real objects, photographs, transparencies, pictures</td>
</tr>
<tr>
<td>Audio-visual</td>
<td>Slides, tapes, films, filmstrips, television, video, multimedium</td>
</tr>
<tr>
<td>Static/display</td>
<td>Chalkboard felt board, display easels, flip charts, cloth board, magnetic board, <strong>board medium</strong></td>
</tr>
<tr>
<td>Electronic</td>
<td>Radio computers, electronic mail, CD-ROM, multimedium</td>
</tr>
</tbody>
</table>

In this research, the researcher identifies and finds the appropriate form of the medium. The researcher uses the results of the interview to choose the appropriate form of the medium. Therefore, the results of the interview are useful to choose the type of the medium.
b. The Advantages of Using Medium

According to Soekartiwi (1996), there are some advantages of using the medium in a teaching-learning process. The advantages of using the medium are increasing the students’ motivation, avoiding the students bored, making the students easy to understand the instructional material, and making the teaching learning process more systematic. Hence, the medium has some advantages to help the students and teachers in the learning process.

In this research, the researcher designs interesting and appropriate medium for the students of Hotel Accommodation Department. The researcher uses some principles in designing the medium. Hence, the medium is expected to motivate and make the students happy in an interesting way to learn English, especially speaking.

4. The Snakes-and-Ladders

Margono (2004) states that the snakes-and-ladders medium includes numbers and illustration, which is dominated by the pictures of ladders and snakes; the ladders show to go to the next stage and the snake illustrates to go to the previous stage. In addition, Dussart (1984) states that snakes-and-ladders medium is a popular medium for children in many countries of the world. It is easy to make the snakes-and-ladders medium from basic materials and adapt many learning situations. Indeed, snakes and ladder medium is the popular medium which is easy to use. The medium contains instructions or tasks for the students to learn English especially speaking. The tasks will support and motivate the students in learning a
topic which is offered by the researcher.

In this research, snakes-and-ladders medium is one of the display types of media. The researcher would like to design snakes-and-ladders medium which is appropriate for the eleventh graders of Hotel Accommodation Department. The snakes-and-ladders medium provides tasks which related to the hotel environment. Those tasks of the snakes-and-ladders medium help the students to understand a material in an interesting way. In addition, the students will not focus on the producing verbal utterances but they are distracted with the snakes-and-ladders medium so that they will enjoy the learning speaking English.

5. Task-Based Learning

According to Richards and Rodgers (2001), a task is an activity which is developed by students, in which they have to solve a problem, like buying something, searching a street, writing a letter or making a telephone call using real world communication. Moreover, task-based language teaching (TBLT) is a method which uses tasks as a central unit of the teaching-learning process. This method has three main principles which are activities that involve real communication are essential for language learning, activities in which language is used for carrying out meaningful tasks promote learning and language that is meaningful to the learner supports the learning process (Richards and Rodgers, 2001)

However, Nunan (2004) also proposes the detailed and completed seven principles of task-based language teaching which are scaffolding, task dependency,
recycling, active learning, integration, reproduction to creation, and reflection principles. These are the explanations of seven principles which will help the students to understand the activities or the tasks by using the snakes-and-ladders medium. In addition, the students can be motivated by doing the tasks. These are the seven principles by Nunan (2004):

a. Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, students should not be expected to produce language that has not been introduced either explicitly or implicitly. The researcher uses this step to present the framework of why they should learn English by giving some videos which related to the material, examples, list of vocabularies, and list of expressions.

By giving enough examples which related to the material, the students are expected to have a good framework of a learning material. Therefore, the researcher uses this background to make them understand what they should learn English are, especially speaking for Hotel Accommodation Department.

b. Task Dependency

Within a lesson, one task should grow out of and build upon the ones that have gone before. The task dependency is shown in an instructional cycle. In the beginning, the students are in a receptive cycle (reading and listening). The receptive cycle is shown in the scaffolding activity which has been explained above. Then, the students start in a productive cycle which is shown by telling and
explaining a list of vocabulary. This activity is shown in the snakes-and-ladders medium.

Therefore, the researcher uses task dependency principle to conduct the vocabulary task by using the snakes-and-ladders medium. It is because vocabulary is the basis of the utterance of language. In addition, the task dependency principle is used on the first stage of the snakes-and-ladders medium.

c. Recycling

Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle. In this section, recycling step allows the students to encounter target language items in a range of different environments. In this research, the researcher applies this principle to develop and make the tasks of the snakes-and-ladders medium. The task will be different from the previous stage so that the students can elaborate the tasks from the first stage to the next stage which is to tell the expressions of the topic discussed.

d. Active Learning

Students learn best by actively using the language which they are learning. A fundamental principle behind this concept is that the students learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher.

The researcher gives the students opportunities to learn by themselves. They learn from memorizing and understanding the vocabulary, dialogues, and situations in a real purpose which is given by the researcher. The point is the students can learn by doing and practicing actively. Therefore, a whole process of doing the tasks
in the snakes-and-ladder medium is the active learning principle of the task-based language teaching.

e. Integration

The students should be taught in ways that make clear relationships between linguistics form, communicative function, and semantic meaning. The students are expected to understand and implement a material or the topic properly by doing the tasks. Hence, this principle makes the students understand elements of language.

In this research, the researcher uses this principle to develop and create the task for the next stage. The students will get the task which the students should produce the simple form of utterance, for example telling the expression but it is different from the previous stage of snakes-and-ladders medium.

f. Reproduction to Creation

The students should be encouraged to move from reproductive to creative language use. After giving new knowledge about the topic, the students are expected to create a new product. The students will give a chance to make their own product in order to achieve the goal which is creating a new product.

In this principle, the researcher uses this principle to develop and create the tasks of the last stage of the medium. In addition, the students are expected to produce a short or simple conversation with their friends by using a map of the hotel which will be provided by the teacher. The last stage of the snakes-and-ladders medium is the objective of doing the snakes-and-ladders medium. The students are expected to use their spontaneous creativity in order to produce the short conversation.
g. Reflection

The students should be given opportunities to reflect on what they have learned and how well they do. Becoming reflective students are part of students training which the focus shifts from language is a content in the learning processes.

In this concept, the students are expected to reflect and realize why they should learn English and how they understand the topic. They should be aware of those things that they have learned before. This step is important because by doing the reflective section they can monitor their progress and importance in learn English.

In this research, task-based-language teaching principles (Nunan, 2004) matches with the speaking theory proposed by Nunan (2003). By implementing the principles of task-based language teaching in the tasks, the students are expected to produce verbal utterances in order to convey the meanings or messages which are relevant to their context (hotel environment).

In addition, the snakes-and-ladders medium which implements the principles of the task-based language teaching will help the students to understand the context and improve their speaking ability. Therefore, the medium will help the students to produce verbal utterances spontaneously by doing the snakes-and-ladders medium.

B. Theoretical Framework

In this research, the researcher only implements seven first steps of Dick, Carey & Carey Instructional Design (2005). There are three reasons why the
researcher only implements seven steps. First, the researcher only would like to design the medium so that the researcher only focus in how to design the medium. Second, the students’ tight schedule. It is because the students have a work training during the research. The last is the researcher’s tight schedule. These are the consideration why the researcher only uses seven first step of Dick, Carey, & Carey Instructional Design (2005).

The steps of Dick, Carey, & Carey Instructional Design are namely identifying an instructional goal, conducting instructional analysis, analyzing students and context, writing a performance objective, developing an assessment instrument, developing an instructional strategy, and developing and selecting an instructional material. These are the explanation of the Dick, Carey, & Carey Instructional Design steps which are used for designing the designed medium, as follows:

1. **Identify An Instructional Goal**

In this step, the researcher would like to determine and identify what the instructional goal is for the students. The researcher does a need analysis in this research based on the results of the interview conducted with the teacher and the students and the curriculum structure of eleventh grade of Hotel Accommodation Department. The researcher does the interview to an English teacher of SMK Negeri 1 Pengasih Kulonprogo and eleventh graders of Hotel Accommodation Department. This step is useful for the researcher in determining the goal.
2. **Conduct Instructional Analysis**

   After identifying the instructional goal, the researcher starts to summarize and interpret the results of the interview. The results of the interview are useful to determine the skill, knowledge, and attitudes. In defining the skill that is needed for the students, the researcher also looks at the speaking theory proposed by Nunan (2003).

   According to Nunan (2003), speaking is a productive skill which is particularly needed for the students. The students require producing sentences in order to deliver and communicate to foreign tourists. Then, the researcher determines the knowledge by analyzing the results of the interview. Basically, the knowledge which is needed for the students is from the interview with the English teacher. The last, the researcher determines the attitude based on the result of the interview and uses some theories which proposed by Sadiman, 2005; Romiszowski, 1981; Soekartawi, 1996; Dussart, 1984. Those theories talk about the medium and snakes-and-ladders medium which can help the researcher to design the appropriate medium for the eleventh graders of Hotel Accommodation Department.

3. **Analyze Students and Context**

   In this step, the researcher does a deep analyze the students’ current skill and context. The researcher uses the results of the interview to make sure that the students’ needs and context are appropriate to the eleventh graders of Hotel Accommodation Department. In addition, the context of learning speaking English for the students is the students’ job is hotel staff. Therefore, the students need ability in speaking English.
4. **Write A Performance Objective**

After analyzing the students’ current skill and context, the researcher starts to write the performance objective for the eleventh graders of Hotel Accommodation Department. The researcher applies the theory of speaking proposed by Nunan (2003) in order to write the objective. The objective is the students can produce utterances such as vocabularies, expressions, and a short conversation by doing the snakes-and-ladders medium.

5. **Develop An Assessment Instrument**

In this step, the researcher does not specifically develop the assessment instrument. It is because the focus of this research is only to design snakes-and-ladders medium in order to develop students’ speaking ability. In addition, the researcher realized that the development of the assessment instrument needs more discussions.

6. **Develop An Instructional Strategy**

In this step, the researcher identifies the strategy that can be used in an instruction to achieve the objective. The researcher uses the results of the interview in developing the instructional strategy. In addition, the researcher implements principles task-based language teaching (Nunan, 2004) in developing the tasks which are used in the snakes-and-ladders medium. There are seven principles of task-based language teaching (TBLT) which are used in order to develop the tasks of the snakes-and-ladder medium.

Task-based language teaching principles match with the theory of speaking proposed by Nunan (2003). The use of task-based language teaching principles in
the tasks of the snakes-and-ladders medium helps the students to produce the verbal utterances such as telling the vocabularies, giving expressions, and making a short conversation.

7. **Develop and Select An Instructional Material**

In this step, the researcher develops a guidance for the students, teacher’s handbook and instructional speaking tasks. The researcher prepares all of the needs in conducting the instruction of the designed snakes-and-ladders medium. The guidance for the students is rules of snakes-and-ladders medium so that there are some rules which should be applied in the snakes-and-ladders. The teacher’s handbook is useful for the teacher because the handbook will lead the teacher in order to use the snakes-and-ladders medium so that the teacher can facilitate the students when doing the snakes-and-ladders.

Moreover, the researcher starts to develop the speaking tasks in the snakes-and-ladders medium by implementing task-based language teaching principles. There are seven principles of TBLT which are used in the tasks which are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. Those principles help the researcher in order to create the tasks of the snakes-and-ladders medium.

In order to have a summary of the Dick, Carey, & Carey Instructional Design steps, the researcher provides a blueprint of the instructional design steps. The blueprint of the steps will help the reader to follow the steps of designing the medium. The blueprint as follows in figure 2.2:
Identify An Instructional Goal

Conduct Instructional Analysis

Analyze Students and Context

Write A Performance Objective

Develop An Assessment Instrument

Develop An Instructional Strategy

Develop and Select An Instructional Material

Finding the Goal Based on Curriculum & Need analysis

Defining Skill (Nunan, 2003), Knowledge (Need Analysis), & Attitude (Sadiman, 2005; Romiszowski, 1981; Soekartawi, 1996; Dussart, 1984)

Determine Students’ Current Skill & Future Profession as Hotel Staff (Need Analysis)

Need Anlaysis based on 1st, 2nd, 3rd steps of Instructional Design

Need more discussions

Task-Based Language Teaching (Nunan, 2004); Snakes-and-Ladders Medium (Dussart, 1984)

Principles of Task-Based Language Teaching (Nunan, 2004) & Need Analysis

**Figure 2.2**

A Blueprint of Theoretical Framework
CHAPTER III

METHODOLOGY

This chapter presents the methodology used in conducting the research. This chapter discusses research method, research setting, research participants, research instruments and data gathering techniques, and data analysis techniques. The methodology helps the researcher to answer the research question.

A. RESEARCH METHOD

There was one research question stated in chapter I, that was, “How is the snakes-and-ladders medium for the eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih designed? To answer this research question, the researcher applied Educational Research and Development (R & D). Borg and Gall (1983) state that R&D is a process used to develop and validate an educational product. The researcher focused on two major aspects of R&D which were development and validation of educational products namely snakes-and-ladders medium. In this research, the product referred to the snakes-and-ladders medium.

The researcher integrated steps of Dick, Carey, & Carey Instructional Design (2005) with R&D steps. The researcher implemented R&D as the method of the research because the steps of R&D helped the researcher in designing the snakes-and-ladders medium. Moreover, the steps of Dick, Carey, & Carey
Instructo|nal Design completed with R&D steps.

Borg and Gall (1983) present that there are ten steps in the R & D Cycle. They are research and information collecting, planning, developing a preliminary form of product, a preliminary field-testing, main product revision, main field-testing, operational product revision, operational field-testing, final product revision, and dissemination and implementation. This is the figure of R & D steps as follow in figure 3.1.

![Diagram of R&D Steps]

However, the researcher did not apply ten steps of R&D. In this research, the researcher only applied step one until step four. The reasons were the researcher focused on designing instructional speaking medium which was the snakes-and-
ladders medium, the insufficient time to implement the medium in learning activities due to the students’ and researcher’s tight schedule. In fact, the students of Hotel Accommodation Department had training or working experiences in the hotel and other activities. The four steps of R&D Borg and Gall (1983) will be briefly explained as follow.

1. **Research and Information Collecting**

   In this step, the researcher did the first step of Dick, Carey, & Carey Instructional Design (2005) which was identifying an instructional goal. Before designing the medium, the researcher determined the instructional goal. By doing the interview and analyzing the curriculum structure of Hotel Accommodation Department, the researcher could find out the goal of the eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo.

   The researcher interviewed one English teacher and six students of Hotel Accommodation Department about the needs, learning strategy, and difficulties of learning English. In addition, the researcher only chose six students because of two reasons. There were the six students already represented one class’s condition and the limited time of the interview. Furthermore, the information from the interview of the English teacher and the six students about the needs, learning strategy, and difficulties were analyzed to be the basis of planning step. Finally, the researcher determined the instructional goal of the students.

2. **Planning**

   In this step, the researcher did Dick, Carey, & Carey’ steps number two until four. The researcher did step number two in determining skill, knowledge, and
attitude. Moreover, the researcher used some supportive theories. In step three, the researcher did the deep analysis of the students’ current skill and context as the future hotel staff. In step four, the researcher concluded and wrote the performance objective that should be achieved by the students.

The research and information collecting step was considered significant because it assisted the researcher in deciding the students’ current skill, needs, and strategy as well as the learning environment. Therefore, this step assisted the researcher in designing the medium.

3. Developing A Preliminary Form of Product

In this research, the researcher designed the appropriate and interesting learning medium in order to achieve the objective by doing step number five until seven of Dick, Carey, & Carey Instructional Design. They were developing assessment instruments, developing instructional strategy, and developing and selecting the instructional material. Furthermore, this step of R&D included the process of designing the medium from the results of the research and information collecting and planning steps of R&D. The researcher used his creative skill in sewing the designed medium. In addition, the researcher also made handouts for the students and teacher’s handbook to the English teacher.

4. A Preliminary Field Testing

In this part, the researcher looked for formative evaluations in order to get suggestions of the designed medium. The researcher provided questionnaires to obtain evaluations and suggestions from experts. Moreover, the researcher chose the English teacher of SMK Negeri 1 Pengasih Kulonprogo and three lecturers of
the English Language Education Study Program. The researcher chose the experts because they have a good educational background. In addition, the result of the evaluations and suggestions would be considered to produce the better product of designed snakes-and-ladders medium.

In this research, therefore, the researcher implemented four main steps of R&D, namely research and information collecting, planning, developing a preliminary form of product, and a preliminary field testing. These steps would be integrated with seven steps in Dick, Carey, & Carey Instructional Design, which could be seen in figure 3.2 as follow:

**Borg & Gall (1983)**

- Research & Information Collecting
- Planning
- Developing A Preliminary Form of Product
- A Preliminary Field Testing

**Dick, Carey, & Carey (2005)**

- Identifying An Instructional Goal
- Conducting Instructional Analysis
- Analyzing Students and Contexts
- Writing A Performance Objective
- Developing An Assessment Instrument
- Developing An Instructional Strategy
- Developing and Select An Instructional Material

**Figure 3.2**
The Researcher’s Steps
B. RESEARCH SETTING

The research was conducted in the eleventh graders of Hotel Accommodation Department at *SMK Negeri 1 Pengasih Kulonprogo* which consisted of 32 students. The researcher conducted the interviews for two meetings which were on February 17 and February 20, 2016, with seven participants. They were the English teacher of Hotel Accommodation Department and six chosen eleventh graders of Hotel Accommodation Department. Moreover, the researcher distributed questionnaires of expert validation to three lecturers of the English Language Education Study Program in Sanata Dharma University and one English teacher at *SMK Negeri 1 Pengasih Kulonprogo* in June.

C. RESEARCH PARTICIPANTS

In this part, the researcher divided into two groups of participants. They were participants in research and information collecting and participants in experts’ validation.

1. Participants in Research and Information Collecting

Before designing the snakes-and-ladders medium, the researcher found out the student’s needs information and difficulties in learning English. The target participants were six students of Hotel Accommodation Department and the English teacher of *SMK Negeri 1 Pengasih Kulonprogo*. The researcher chose six students of Hotel Accommodation Department because they already represented the students’ condition or situation in the class. There were three groups of students. The first group was the students who got a high score in English. The second group
was the students who got an average score in English. The last group was the students who got a low score in English.

2. Participants in the Experts’ Validation

The researcher involved the English teacher of SMK Negeri 1 Pengasih Kulonprogo and the three English lecturers of the English Language Education Study Program, Sanata Dharma University. All of the participants in experts' validation are practitioners in designing medium and they also have enough teaching experiences.

D. Instruments and Data Gathering Techniques

In conducting the research, the researcher needed instruments to obtain the information to answer the research question. There were two types of instruments which were interview and questionnaire in this research. The researcher used the interview in the research and information collecting step and questionnaire in the experts’ validation. In the interview session, the researcher interviewed the six students and one English teacher of SMK Negeri 1 Pengasih Kulonprogo to obtain the information about the needs of the students and the medium which were appropriate to the students. On the other hand, the questionnaire was used to get evaluations and suggestions toward the designed medium. The following were the detailed explanations of each instrument.

1. Interview

The interview was the first instrument used by the researcher. The interview was conducted to find the students’ needs, current skill, and the design of an
appropriate and interesting medium that would be used in the class. The interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary, D. & Jacobs, L. C. & Sorensen, C, 2010). Ary, et. al. (2010) also state that there are two types of interviews; structured and unstructured. In a structured interview, the questions and the alternative answers are already provided. In contrast, unstructured interview forms in an informal style. The questions are given freely concerning with views, attitudes, beliefs, and other information.

The interview was conducted using the unstructured interview. The researcher used unstructured interview because the researcher would like to find out more detailed information. In addition, the interview used Bahasa Indonesia to make questions understandable. The questions which were be asked in the interview were about:

a. the importance of teaching English to the Hotel Accommodation Department students
b. the appropriate materials for the students
c. the importance of creating interesting learning medium that can motivate the students to learn English
d. the learning strategy
e. the difficulties of learning English

2. Questionnaire

The Questionnaire was the second instrument which was to obtain
suggestions from experts. Ary, D. & Jacobs, L. C. & Sorensen, C (2010) state the questionnaire is a printed form of data collection, which contains questions or statements for subject to respond, often anonymously. Furthermore, written questionnaire is typically more efficient and practical to allow for the use of a larger sample.

Ary, et. al (2010) state that there are two kinds of questionnaire namely structured (closed) form and unstructured (open) form. The closed form questionnaire is used to help the participants in answering the question easily since the alternative answers are already available. This type of questionnaire requires the participants to mark response, to check agreements or disagreements, or to select among some alternatives, while the open form questionnaire is used to collect the information from the participants. The participants will answer the questions or give their opinions and suggestions freely.

The researcher used both of open and closed form of questionnaires in conducting the data research. The questionnaires were distributed to the one English teacher of SMK Negeri 1 Pengasih Kulonprogo and the three English Language Education Study Program’s lecturers of Sanata Dharma University.

E. DATA ANALYSIS TECHNIQUES

In this research, the data were obtained using two instruments namely interview and questionnaire. Having collected the data, the researcher then analyzed them by using two data analysis techniques. There were daily interpretive analysis and data presentation of the questionnaire. The following are the explanations of
those two data analysis techniques.

1. Daily Interpretive Analysis

In this research, the researcher presented the results of the interview by interpreting the results of the interview. In the other words, after getting the results of the interview, the researcher summarized the records of the interview and interpreted the summary. In addition, there were three steps of the daily interpretative analysis which were a record, analysis, and conclusion.

2. Data Presentation of Questionnaire

In the research, the researcher used questionnaires to help the researcher in getting suggestions of a product which were the snakes-and-ladders medium. The researcher distributed the questionnaires to the English teacher of SMK Negeri 1 Pengasih Kulonprogo and English Language Education’s lecturers. In analyzing the data, the researcher used two steps. First, the researcher used a degree of agreement scale in the questionnaire. The brief explanation of agreement scale as follows:

<table>
<thead>
<tr>
<th>Points of Agreement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>
After that, the researcher calculated each statement which was presented in the questionnaire by using the central tendency. The researcher only presented the average score of the statements. This was the formula for calculating the mean of the result:

\[ M = \frac{\sum x}{n} \]

Where:
- \( M \) = Average score
- \( \sum x \) = Total result each statement
- \( n \) = number of respondent

![Figure 3.3](image.png)

The Formula of Mean

After calculating the result of each statement, the result would be explained in central tendency score meaning as follows:

1-2 : BAD, means that the designed medium need to be changed entirely.
3 : FAIR, means that the designed medium need revising.
4–5 : GOOD, means that the designed medium are appropriate and interesting.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents the results and discussion of the research. In detail, the researcher discusses the results of the research question which was “how is the snakes-and-ladders medium for eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo designed?” This chapter consists of one sub-section which is divided into four parts. This results and discussion deal with the process of designing the snakes and ladders medium.

A. Designing the Snakes-and-Ladders Medium to Improve the Speaking Ability for Eleventh Graders of Hotel Accommodation Department.

In this part, the researcher presented and discussed the results of the research question on how to design the snakes-and-ladders medium for eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo. The researcher implemented Research and Development (R&D) Method based on the theory proposed by Borg and Gall (1983) and the Instructional Design of Dick, Carey, & Carey (2005). Hence, the first seven steps Dick, Carey, & Carey Instructional Design (2005) were applied and integrated into four steps of R&D method. The detailed explanation of the steps in designing the snakes and ladder medium would be presented as follows:
1. Research and Information Collecting

In this step, the researcher did the first step of Dick, Carey, & Carey Instructional Design. It was identifying the instructional goal. In this research, the researcher identified the instructional goal by interviewing one English teacher who taught English to eleventh graders of Hotel Accommodation Department and six-eleventh graders of Hotel Accommodation Department to obtain data about the students’ needs and current skill.

In this step, the researcher determined the goal by analyzing the results of the interviews. Hence, the researcher divided the results of the interview into two parts. The first part was the results of the interview with the English teacher. The second was the results of the interview with the six-eleventh graders of Hotel Accommodation Department. Then, the researcher summarized and analyzed the results of the interview in order to determine the goal.

a. The Results of Interview with the English Teacher of SMK Negeri 1 Pengasih Kulonprogo

In this part, the researcher interviewed the English teacher who taught eleventh graders of Hotel Accommodation Department SMK Negeri 1 Pengasih Kulonprogo. The interview was conducted on February 17, 2016. The researcher made six points to identify and determine the instructional goal. They were the importance of teaching English to the Hotel Accommodation Department students, the skill needed, the appropriate materials for the students, the students’ motivation, the learning strategy, and the medium. (See Appendix 4, p.73)
1) The Importance of Learning English in the Hotel Accommodation Department

In the interview, the teacher said that the importance of learning English in Hotel Accommodation was to prepare the students in entering a working world, especially in a hotel environment. English was more important for students of Hotel Accommodation Department than for students of other departments at SMK N 1 Pengasih Kulonprogo because they would meet foreign tourists in a hotel. In addition, the students should have good English proficiency in order to give best services to the foreign tourist.

2) The Skill Needed

The second point was about the skill which was really needed for the students of Hotel Accommodation Department. The teacher stated that the most important language skill for the students of Hotel Accommodation Department was speaking skill and other skills were followed naturally.

3) The Appropriate Materials for the Students

In this part, the researcher asked about the appropriate material and suggested material for eleventh graders of Hotel Accommodation Department. The teacher stated that, nowadays, English for vocational school is general English. It is not as in a previous curriculum which was Kurikulum Tingkat Satuan Pendidikan (KTSP). The previous curriculum gave materials related to hospitalization or certain materials which related to Hotel Accommodation Department.

In addition, the teacher asked the researcher to give additional or supplementary materials for the students. The topics or materials suggested were about greetings, handling complaints, giving and asking direction, and offering
things.

4) The Learning Strategy

The researcher also asked about the appropriate learning strategy for the students. The teacher explained that the fun and interesting learning was needed for them. In addition, the teacher stated that most of the students of Hotel Accommodation Department did not get good scores in the entrance selection. It meant that the students had low scores when they entered to SMK Negeri 1 Pengasih Kulonprogo. Indeed, the students needed fun and interesting learning activities which could help them in order to learn the materials. One of the ways was to use a fun and interesting medium. The researcher also suggested creating the appropriate and interesting medium for the students of Hotel Accommodation Department.

5) The Students’ Motivation

In this part, the researcher asked about the students’ motivation and the ways to motivate them. The teacher stated that the some of the students had strong motivation while others did not have not strong motivation. They needed a special training because the students thought that they did not need English yet. However, the students needed English because they would meet the foreign tourists in a hotel environment. To solve the problem of motivation, the teacher suggested applying the tasks in a real hotel environment with the interesting and fun way. Hence, the teacher suggested applying some conversations and vocabulary which related to the hotel environment.
6) The Medium

According to the teacher, the medium for general English was good in SMK Negeri 1 Pengasih Kulonprogo. However, if the teacher wanted to use hotel terms, it was not appropriate yet. Hence, the teacher should have or make the appropriate medium for the students in learning English.

From the results of the interview with the English teacher, the researcher concluded that there were two major points in the interview to define the goal. They were the skill needed and the learning strategy. The eleventh graders of Hotel Accommodation Department needed to improve their speaking ability in order to be able to communicate the foreign tourists and prepare them to be hotel staff. In addition, the medium for the students was not appropriate yet. According to the results of the interview, therefore, the researcher would like to design medium which could help the students in developing students’ speaking ability.

b. The Results of Interview with Six Students of Hotel Accommodation Department SMK Negeri 1 Pengasih Kulonprogo

The researcher also interviewed six students of Hotel Accommodation Department SMK Negeri 1 Pengasih Kulonprogo. The interview was conducted on February 20, 2016. The researcher made four points in order to determine a clear instructional goal for the eleventh graders of Hotel Accommodation Department. They were the students’ motivation in learning English, the skill needed, and the appropriate medium. (See Appendix 5, p.78)
1) The Students’ Motivation in Learning English

In this part, the researcher asked a question about the students’ motivation in learning English. There was one major reason why the students wanted to learn English. It was for the future job as hotel staff. They realized that they needed English to communicate with the foreign tourists in the hotel. In addition, they realized that as hotel staff they needed the ability to use the English for communication with the foreign tourists. Therefore, they needed to learn English because they would meet the foreign tourists.

2) The Skill Needed

In this part, five from six students stated that they had difficulty in speaking English while the other one had difficulty in writing. The students explained that speaking was more challenging because they have problems in pronouncing the words and delivering the meaning or messages. In addition, they felt shy or afraid when they did mistakes. Therefore, the students realized that they needed to improve their speaking ability.

3) The Appropriate Medium

All of the students explained that medium which was interesting could help them to improve their English. They could be easy to understand materials without feeling bored and sleepy. They suggested creating the interesting and fun medium such as games, videos, and songs. Moreover, most of the students wanted to do the medium which could be done spontaneously.

Based on the interview results of the English teacher and students of Hotel Accommodation Department SMK Negeri 1 Pengasih Kulonprogo, the researcher
concluded that the students needed to improve their speaking ability in order to be able to communicate with the foreign tourists when they would work as hotel staff in the future. They realized that speaking English could help them in the hotel environment. In addition, the students stated that they needed the interesting and fun medium which could help them in learning English. The medium could help them to learn new knowledge or materials and they would be easy to understand the materials. Based on the results of the interview, the researcher concluded that the goal of the designed medium for the eleventh graders of Hotel Accommodation Department was to improve their speaking ability.

In addition, the researcher analyzed the curriculum structure of Hotel Accommodation Department in order to support the designed medium. The researcher found out that the duration of English subject in eleventh graders of Hotel Accommodation Department is only two hours each week. The researcher believed that it was not enough for this department. Therefore, the researcher needed a good strategy in order to reach the goal of Hotel Accommodation Department students which was to improve speaking ability.

2. Planning

In this step, the researcher did the step of Dick & Carey Instructional Design number two until four. They were conducting instructional analysis, analyzing students and context, and writing the performance objective. This step helped the researcher in order to plan the appropriate and interesting snakes-and-ladders medium for eleventh graders of Hotel Accommodation Department.
a. Conduct Instructional Analysis

After identifying the result of the interview with the English teacher and the students of Hotel Accommodation Department, the researcher determined some elements which were proposed by Dick, Carey, & Carey (2005). There were three elements which should be analyzed. They were skill, knowledge, and attitude in order to begin the designed medium. The explanation of those elements were as follows:

1) Skill

The researcher interviewed the six students and the English teacher about the skill which the students needed to improve. Six from seven respondents stated that the students needed to improve the students’ speaking skill more than other skills such as writing, reading, and listening. Therefore, the researcher started to design instructional speaking medium to improve students’ speaking ability. According to Nunan (2003), speaking ability is a productive skill which requires someone to produce verbal utterances in order to deliver the meaning or the messages such as vocabularies, sentences, and a short conversation. The theory of speaking proposed by Nunan (2003) was the basis of defining the speaking skill which needed to emphasize.

2) Knowledge

The researcher asked the English teacher about appropriate and suggested materials for the students. The teacher suggested giving some additional or supplementary materials which related to the hotel environment. The suggested materials were greetings, handling the complaint, giving and asking direction, and
offering things topics. Moreover, the teacher asked the researcher to choose the topic by himself. Hence, after discussing with the English teacher, the researcher chose the topic which was asking and giving direction topic. This topic could be useful for the students in the hotel environment.

3) Attitude

Based on the need analysis, the researcher proposed to design an interesting and appropriate speaking medium in order to help the students in improving their speaking skill. According to Sadiman (2005), the medium is a tool to help the students to deliver the messages. The medium should be aroused students’ thought, feeling, and interest. Therefore, this theory was needed to find and select the appropriate and interesting medium for eleventh graders of Hotel Accommodation Department which could arouse students’ thought, feeling, and interest.

In addition, the researcher used the theory of types of instructional medium proposed by Romiszowski (1981) in order to select the type of the medium that would be used in class. In this research, the researcher chose a board medium. The researcher believed that the students could be involved in the board medium with their friends. Therefore, the students also felt happy and interested in improving speaking ability by doing this medium. In addition, Soekartiwi (1996) agreed that by using the medium, the students could increase strong motivation in learning English, avoid the students bored, and make the students easy to understand the material.

After selecting the type of the medium which would be designed by the researcher, the researcher also found out the board medium which could adapt
learning material and situation easily. The board medium was snakes-and-ladders medium. Dussart (1984) states that snakes-and-ladders medium is easy to use and adapt for a basic material and many learning situations. In addition, the visual medium could be represented by the pictures which would be given in the medium and the display medium could be represented by the snakes-and-ladders medium board. In this research, the researcher designed snakes-and-ladders medium in order to stimulate the students in improving students’ speaking ability. Therefore, the researcher believed that the snakes-and-ladders medium could help the students to improve speaking ability for the basic material such as vocabularies, sentences, and the short conversation. In addition, the snakes-and-ladders medium could adapt various learning tasks easily.

b. Analyze Students and Context

In this part, the researcher analyzed the students and the context. Based on the results of the interview, the researcher concluded that most of the eleventh graders of Hotel Accommodation Department had not good ability in speaking English. It proved from the results of the interview with the English teacher and six-eleventh graders of Hotel Accommodation Department. The students rarely used English in daily activities or in the class so that they needed more practices in order to improve their speaking ability. The students realized that they needed ability in speaking English because they would meet the foreign tourist in the hotel environment. In addition, the students needed the appropriate and interesting medium to give the students a fun and interesting learning process.
c. Writing the Performance Objective

In this part, the researcher wrote the specific statement of what the students would be able to do when they completed the instruction. The researcher expected that the designed snakes-and-ladders medium could help the students to improve their speaking ability after doing the snakes-and-ladders medium. Hence, the goal was the students could produce verbal utterances such as vocabularies, sentences, and short conversations in order to deliver the meaning and messages (Nunan, 2003).

3. Development of A Preliminary Form of Product

After conducting the planning step, the researcher developed and created the designed snakes-and-ladders medium. The researcher applied Dick, Carey, & Carey (2005) steps number five until seven. They were developing the assessment instrument, developing the instrument strategy, and developing and selecting the instructional material. However, the developing of the assessment instrument did not explain in detail because this step was not the focus of designing snakes-and-ladder medium. The following points were the explanation toward those three steps of Dick, Carey, & Carey Instructional Design, as follows.

a. Develop Assessment Instrument.

In this research, the researcher needed to have more discussions toward the assessment instrument. It was because this was not the focus of the research. Therefore, the researcher did not explain in detail about this step.
b. Develop the Instructional Strategy

Based on information from the five preceding steps, the researcher identified the strategy which was used in order to achieve the goal. The goal was to improve students’ speaking ability. In order to help the students in improving their speaking ability, the researcher wanted to create the medium. The medium was snakes-and-ladders medium.

In addition, the researcher applied task-based language teaching principles in the snakes-and-ladders medium. According to Richards and Rodgers (2001), a task is an activity which is developed by students, in which they have to solve problems, like buying something, searching a street, writing a letter or making a telephone call using real world communication. Indeed, the students should solve the instructions in the snakes-and-ladders medium. However, the researcher applied seven principles of task-based language teaching proposed by Nunan (2004). The seven principles were scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. Those principles were used to create appropriate tasks for the students. Therefore, the students could involve in the snakes-and-ladder medium.

The researcher implemented the first principle of task-based language teaching which was scaffolding. The researcher would give some examples from videos and handouts in order to give the framework of the giving and direction topic. The examples were useful for the students to have a clear explanation about the topic. The further and clear information about the examples could be seen in the next step which was developing and selecting the instructional material.
In addition, the researcher created four stages of snakes-and-ladders medium which had 24 squares. Every stage had six horizontal squares and it had every own color. The first sketch of snakes-and-ladders medium presented, as follows:

<table>
<thead>
<tr>
<th>STAGE</th>
<th>FIRST</th>
<th>SECOND</th>
<th>THIRD</th>
<th>FOURTH</th>
</tr>
</thead>
</table>

**Figure 4.1**
The First Sketch of Snakes-and-Ladders Medium

In the first stage of snakes-and-ladder medium, the researcher implemented the second principle of task-based language teaching which was task dependency. Task dependency was the basis of the snakes-and-ladder medium. It was because this principle started from the receptive to the productive activity.

In the beginning of the activity, the students were given the examples by reading a handout and listening from the teacher. Then, the students started to play the snakes-and-ladders medium to produce the simple or basic utterance which was vocabulary tasks. The chosen vocabularies were taken from the discussions and
sources in the website which related to the topic. Therefore, in the first stage of snakes-and-ladder medium, the researcher placed the vocabulary tasks in order to start the medium with the simple utterance of language. There were some tasks which related to vocabulary which related to the asking and giving direction topic.

In the second stage, the researcher applied the third principle of task-based language teaching which was recycling. The students would encounter the task with the different environment or instruction from the previous stage. In this stage, the students would get the instruction to mention the expressions of asking and giving directions. They would not be able to use the same expressions from other students.
In the third stage, the researcher applied the fifth principle of task-based language teaching which was integration. The students should be taught in ways that made clear relationships between linguistics form, communicative function, and semantic meaning. In this part, the students would get the instructions to give the direction from the starting point to the destination point on a map which would be given to them. In addition, the map would be placed in the snakes-and-ladders medium. Therefore, the students were expected to do the speaking task which meant that the students could pass the third stage of snakes-and-ladders medium.
In the fourth stage, the researcher applied the sixth principle of task-based language teaching which was reproduction to creation. The students were expected to move from reproduction to creation activity. It meant that the students should use their previous knowledge in the previous stages of snakes-and-ladders medium in order to make a new product which was the short conversation with their partner. In addition, the students would get the instruction to make the short conversation related to the topic discussed. They would be given the map and they should choose the starting point and destination point by themselves. Then, they should use the map in order to make the short conversation.
Moreover, the fourth principle of task-based language teaching which was active learning could be seen while doing the students used the snakes-and-ladder
medium. The students could be actively involved in the medium because they should use their knowledge and ability in solving or answering the tasks. Therefore, they had more opportunities in practicing and improving their speaking ability. In addition, the students would distract with the medium so that they would enjoy their performance in the snakes-and-ladders medium.

The last principle of task-based language teaching which was applied in the snakes-and-ladders medium was a reflection. This principle or activity was really needed for both of the students and the teacher. The students could see how good their performance when doing the tasks of snakes-and-ladders medium. Then, the teacher could also monitor and assess the students’ progress in improving their speaking. In addition, the teacher could see whether the goal or objective for the students successfully reached or not.

Having a good sketch of snakes-and-ladders medium and the tasks which applied task-based language teaching. The researcher found the materials which were needed to create the snakes-and-ladders medium. They were flannel, glue, yarn, and foam.

Finally, the researcher used his creative skill in sewing the snakes-and-ladders medium and the dice by using flannel as the main material by using a sewing machine. The size of snakes-and-ladders medium was 2 meters x 1.8 meters and the dice was 25 cm x 25cm x 20 cm. These were the pictures of the snakes-and-ladders medium and the dice, as follows in figure 4.6.
c. Develop and Select the Instructional Material

Based on the interview results, the researcher provided the guidance of using the snakes-and-ladders medium (See Appendices 6, p.87), the material or the handout about asking and giving direction topic handbook (See Appendices 7, p.89), and teacher’s handbook (See Appendices 8, p.95). The researcher chose the topic of asking and giving directions because it is closely related to the hotel environment and the topic had been agreed by the English teacher.

The tasks were divided into four stages of the snakes-and-ladders medium which had been explained above. Those tasks were understanding vocabulary, expressing asking and giving direction expression, giving the direction from the map, and create short conversations with their partners about the asking and giving direction topic.
In order to assist the teacher in conducting the snakes-and-ladders medium, the researcher made the teacher’s handbook. The teacher’s handbook consisted of the background of the snakes-and-ladders medium, the content, the objectives, the indicators, the tasks of snakes-and-ladders medium, and the manual instruction. The researcher expected that the teacher’s handbook could help the teacher in conducting the snakes-and-ladders medium. This is the layout of teacher’s handbook in figure 4.7 (See Appendix 8, p.95).

![Image of Teacher's Handbook](image-url)

**Figure 4.7**
The Layout of Teacher’s Handbook
4. A Preliminary Field Testing

In this step, the researcher looked for experts’ validation. The validation from the experts was used to validate and evaluate the snakes-and-ladders medium. The researcher distributed the questionnaires to four experts. They were one English teacher of SMK N 1 Pengasih Kulonprogo and three lecturers from the English Language Education Study Program, Sanata Dharma University. (See Appendix 9. p.118)

a. The Experts’ Validation

After developing the snakes-and-ladders medium, the researcher conducted the experts’ validation. The results of the experts’ validation would be useful for better-designed snakes-and-ladders medium. The following table was the data of respondents:

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English Teacher (1)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English Lecturer (2)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English Lecturer (3)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English Lecturer (4)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Those respondents were the evaluator of the designed snakes-and-ladders medium. They have enough experiences in teaching English. One of them has the
educational background at the undergraduate degree and the others have the graduate or master degree. In addition, the three lecturers have a good background in evaluating design medium or materials. That is the way the researcher chose three lecturers to evaluate the designed snakes-and-ladders.

Before distributing the questionnaires to the experts, the researcher gave brief background information about the designed snakes-and-ladders medium and the instruction of filling the evaluation questionnaires. Then, the researcher distributed questionnaires to the experts. The questionnaires consisted of two parts. There were close-ended questions and open-ended questions in the questionnaires. The two parts of questionnaires would be helpful for the researcher to evaluate the designed medium.

1) The Validation Based on the Closes-Ended Questions in the Questionnaire Form

In this part, the researcher separated the data of close-ended and open-ended questions. The researcher obtained the answer of the selected items and calculated the answer of the close-ended question. The researcher presented the answer to the close-ended questions into a table. In addition, the results of the selected items were analyzed through the points of agreements.

There were five scales in points of agreements. The scales were related to each statement on the questionnaire. The following table shows each respondent’s answer for each statement and the average score for each respondent. The researcher only presented the score of each statement and the average or mean score of the statement from four experts. Therefore, the average or mean score as the final
result of the evaluation from the experts.

Table 4.2 the Result of Average Score

<table>
<thead>
<tr>
<th>No</th>
<th>The Statements</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>The snakes and ladders medium provides clear and colorful pictures.</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The medium is appropriate for the students of Hotel Accommodation Department.</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The medium is interesting for the students of Hotel Accommodation Department.</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The medium supports the students in learning English.</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>The medium can stimulate the students’ ability in speaking English.</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>The medium can help the students to convey the messages of the topic.</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The medium can arouse the students’ feeling in learning English, especially speaking ability.</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>The medium can arouse students’ interest in learning English, especially speaking ability.</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>The medium can arouse students’ thought in learning English, especially speaking ability.</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>The instructions for the snakes and ladders medium are clear for the students of Hotel Accommodation Department.</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>The medium gives chances to the students to practice English speaking.</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>The medium has instructions or tasks that involve the students in the real communication.</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>The medium promotes the development of scaffolding.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The medium promotes the development of task dependency.</td>
<td>5</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>15</td>
<td>The medium promotes the development of recycling.</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>The medium promotes the development of active learning.</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>The medium promotes the development of integration.</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>The medium promotes the development of reproduction to creation</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>The medium promotes the development of reflection.</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>The topic of the snakes and ladders medium is interesting and relevant for Hotel Accommodation students.</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>The snakes and ladders medium is well-developed.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Average each Experts</strong></td>
<td><strong>4.81</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total Average Score</strong></td>
<td><strong>4.35</strong></td>
</tr>
</tbody>
</table>

Based on the result of the selected items on the questionnaire form, the total average score of the designed medium was 4.35. It meant that the medium was appropriate and interesting for eleventh graders of Hotel Accommodation Department. However, there was one major point that should be improved and revised. It was the instructions of the snakes-and-ladders medium.

2) **The Validation Based on Open-Ended Question Form**

After the researcher analyzed the data of selected items on the questionnaire, the researcher also considered some suggestions from the experts which were
provided on open-ended question form. The researcher used the suggestions as a consideration of improving the designed snakes-and-ladders medium.

The suggestions were presented as follows:

(1) Two experts suggested accompanying the tasks with proper and systematic instructions.

(2) One of the experts suggested checking and correcting the grammatical errors in the instructions.

(3) One of the experts suggested improving the manual instruction.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research and the recommendations. There are two parts in this chapter. In the first part, the researcher presents the conclusions of the results and discussion based on the research question. In other words, the researcher presents the conclusion on how the snakes-and-ladders medium is designed. Then, in the second part, the researcher provides some recommendations for English teachers and future researchers.

A. Conclusions

This research aimed to design and provide the appropriate and interesting instructional speaking medium, which was snakes-and-ladders medium. The snakes-and-ladders medium was intended to the eleventh graders of Hotel Accommodation Department of SMK Negeri 1 Pengasih Kulonprogo. There was one research question which should be answered. It was how to design the appropriate and interesting snakes-and-ladders medium.

Based on the results and discussion in chapter IV, the researcher integrated seven first steps of Dick, Carey & Carey Instructional Design (2005) with four steps R & D Borg and Gall (1983). The researcher emphasized and focused on designing the snakes-and-ladders medium to improve speaking ability for eleventh graders of
Hotel Accommodation Department. The four first steps were 1) Research and Information Collecting 2) Planning 3) Developing of A Preliminary Form of Product and 4) A Preliminary Field Testing.

The first step, research and information collecting data step which integrated the first step of Dick, Carey, and Carey Instructional Design was done by interviewing the English teacher and the six chosen students of Hotel Accommodation Department SMK Negeri 1 Pengasih Kulonprogo in order to find and determining the instructional goal. Based on the interview, the goal was to improve their speaking ability. Second, the researcher analyzed students’ skill, knowledge, and attitude and then made the objective of the students. In this part, the researcher determined those elements by analyzing the results of the interview. The skill needed by the students was speaking. The knowledge needed to be the additional material which was the asking and giving direction topic. The attitude was creating the interesting and appropriate medium for the students. The third, the researcher designed and developed the snakes-and-ladders medium as the strategy in reaching the goal and selected the material. The last, the researcher conducted preliminary field testing. In this step, the researcher distributed questionnaires to get evaluations and suggestions from the English teacher of SMK Negeri 1 Pengasih Kulonprogo and the three lecturers of English Language Education Study Program, Sanata Dharma University. In addition, the researcher revised some weaknesses of the designed medium from the experts’ suggestions.

The result in the preliminary field testing step showed that the designed snakes-and-ladders medium was appropriate and interesting for the eleventh
graders of Hotel Accommodation Department. It was proved by the experts’ validation of the snakes-and-ladders medium. The score of the experts’ validation was 4.35 (Good). It meant that the snakes-and-ladders medium was already good and appropriate for the eleventh graders of Hotel Accommodation at SMK Negeri 1 Pengasih Kulonprogo.

However, the researcher also revised some weaknesses of the snakes-and-ladders such as the teacher’s handbook, handout, grammar, and instruction of the snakes-and-ladders medium. Moreover, the researcher revised the teacher’s handbook to be better and clear of the teacher. The grammatical mistakes were revised by the researcher so that the students and the teacher would be easy to follow the instructions.

B. Recommendations

After discussing the results of the research question and having the good conclusion of the results, the researcher would like to provide some recommendations for some parties. The recommendations are for the English teachers and future researchers.

1. The English Teacher of SMK Negeri 1 Pengasih Kulonprogo

The research proves that the snakes-and-ladders medium is well-designed and appropriate for the eleventh graders of Hotel Accommodation Department. Hence, the English teacher can use the snakes-and-ladders medium to attract and assist the students in learning English or other topics. The implementation of task-based language teaching in the snakes-and-ladders medium will help the teacher to
use the medium easily. In addition, the students would be happy and feel not bored when doing the snakes-and-ladders medium.

The medium can easily attract their attention and give a stimulus to them. The snakes-and-ladders medium also give good chances to the students to practice spontaneously and actively. Moreover, the snakes-and-ladders will give a thorough understanding of the topics which have been learned before. Therefore, the English teacher can use the snakes and ladder medium in other topics.

2. Future Researchers

For the future researchers who want to implement snakes-and-ladders medium in teaching research or activity, the researcher suggests that they should allocate more time in some parts. For example, in choosing the topics, the tasks, and the objectives. In addition, they should use pre and post assessment to have clear notes whether the medium can help the students or not.

On final remarks, this chapter has shown that the designed snakes-and-ladders medium is appropriate and interesting, especially to develop students’ speaking ability. The implementation of task-based language teaching also helps the English teacher in conducting the tasks and formulating the objectives. Therefore, the research results in a positive outcome for the research question.
REFERENCES


Appendix 1. Surat Keterangan Telah Melakukan Penelitian

PEMERINTAH KABUPATEN KULON PROGO
DINAS PENDIDIKAN
SMK NEGERI 1 PENGASIH
Jl. Kawijo 11 Kecamatan Kulon Progo 55552, Tel: (0274) 773081, Fax: (0274) 774636
E-mail: smk.negeri1.pengasih@bapel.dinkes.go.id

SURAT KETERANGAN
Nomor: 423.4/5.5.7

Yang bertanda tangan di bawah ini:

Nama: Drs. ERLAN DJUANDA
NIP: 19580828 198503 1 015
Jabatan: Kepala Sekolah

Dengan ini menerangkan bahwa:

Nama: FEBRI GAULI ADI CHANDRA
NIM: 121214011
Program Studi: Pendidikan Bahasa Inggris
Universitas Sanata Dharma Yogyakarta
Jadwal Skripsi: Desain Media Pelayanan Pustaka
Judul Skripsi: Designing Instructional Speaking Media


Saudara tersebut di atas benar-benar telah melaksanakan penelitian sesuai dengan judul Skripsi pada SMK Negeri 1 Pengasih Kulon Progo.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kulon Progo, 12 JUL 2016
Kepala

Drs. ERLAN DJUANDA.
Pembina, IV/a
NIP 19580828 198503 1 015

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### Appendix 2. Curriculum Structure of Vocational School

#### Curriculum Structure of Vocational School

Specific proficiency : Tourism  
Proficiency Program Study : Hotel Accommodation Department

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The small white squares are used to place the instructions/tasks.
Appendix 4. The Blueprint and Result of Interview (English Teacher)

A. The Blueprint of Interview in the Need Analysis

Data Responden

Nama : ...........................................................
Umur : ...........................................................
Pendidikan : ...........................................................
Pengalaman Mengajar : ...........................................................

1. Mengapa Bahasa Inggris dibutuhkan atau diperlukan bagi siswa-siswi Akomodasi Perhotelan SMK N 1 Pengasih Kulon Progo?
Jawab: ______________________________________________________________
____________________________________________________________

2. Bahasa Inggris seperti apa yang lebih dibutuhkan untuk siswa-siswi Akomodasi Perhotelan dari keempat aspek yang ada, seperti berbicara mendengar, menulis, dan membaca?
Jawab: ______________________________________________________________
____________________________________________________________

3. Materi Bahasa Inggris seperti apa yang sebaiknya diajarkan untuk siswa-siswi Jurusan Akomodasi Perhotelan?
Jawab: ______________________________________________________________
____________________________________________________________
4. Apakah pembelajaran Bahasa Inggris yang menyenangkan dan menarik itu diperlukan untuk memotivasi siswa-siswi Akomodasi Perhotelan SMK N 1 Pengasih?
Jawab:
________________________________________________________________________
________________________________________________________________________

5. Bagaimana motivasi siswa-siswi Akomodasi Perhotelan dalam belajar Bahasa Inggris?
Jawab:
________________________________________________________________________
________________________________________________________________________

6. Bagaimana cara bapak untuk memotivasi siswa-siswi tersebut?
Jawab:
________________________________________________________________________

7. Apakah media yang saat ini digunakan sudah cukup memotivasi anak anak dalam belajar Bahasa Inggris?
Jawab:
________________________________________________________________________
B. The Result of Interview in the Need Analysis

Data Responden

Nama : Respondent A
Umur : 49 tahun
Pendidikan : S1
Pengalaman Mengajar : 22 tahun

1. Mengapa Bahasa Inggris dibutuhkan atau diperlukan bagi siswa-siswi Akomodasi Perhotelan SMK N 1 Pengasih Kulon Progo?

2. Bahasa Inggris seperti apa yang lebih dibutuhkan untuk siswa-siswi Akomodasi Perhotelan dari keempat aspek yang ada, seperti berbicara, mendengar, menulis, dan membaca?
3. Materi Bahasa Inggris seperti apa yang sebaiknya diajarkan untuk siswa-siswi Jurusan Akomodasi Perhotelan?
Jawab: Nah itu, saat ini kan Bahasa Inggris untuk SMK hanya general Inggris yah, tidak seperti dulu yang ada hospitalisasi atau materi tertentu untuk anak perhotelan. Agak susah sekarang untuk mengembangkan materi Bahasa Inggris khusus perhotelan. Namun mungkin jika ingin ditambahkan di kelas nanti, Mas Galih bisa memberikan materi tambahan untuk di kelas seperti handling complain, giving and asking direction, offering things atau yang lainnya. Mungkin Mas Galih bisa pilih salah satu mau menggunakan yang mana.

4. Apakah pembelajaran Bahasa Inggris yang menyenangkan dan menarik itu diperlukan untuk memotivasi siswa-siswi Akomodasi Perhotelan SMK N 1 Pengasih?
Jawab: Ya kalau itu sangat-sangat perlu mengingat yang pertama mohon maaf ini, anak-anak perhotelan ini itu kan inputnya memang kurang daripada jurusan-jurusan yang lain. Maksudnya, waktu seleksi masuk itu nilai-nilai yang menengah kebawah lah, jadi ya memang kalo motivasinya ga kuat itu mereka juga lengah dan males buat belajar Bahasa Inggris dan yang kedua itu tadi kadang-kadang kalu sudah merasa sulit, malah justru itu yang ditinggalkan karena. Jadi harus memang motivasinya harus kuat.

5. Bagaimana motivasi siswa-siswi Akomodasi Perhotelan dalam belajar Bahasa Inggris?

6. Bagaimana cara bapak untuk memotivasi siswa-siswi tersebut?
Jawab: Jadi saya akan mengaplikasikan langsung ke dunia nyatanya perhotelan seperti apa. Jadi kalau nanti ada istilah-istilah atau ada conversation dan ada kosakata kosakata itu saya rekatkan dengan istilah-istilah atau bahkan perckapan percakapan yang sering terjadi di perhotelan begitu
7. Apakah media yang saat ini digunakan sudah cukup memotivasi anak anak dalam belajar Bahasa Inggris?

Jawab: Kalaupun yang kita ajarkan sesuai dengan kurikulum 13 ini yang masih general English ini sudah oke. Tapi bilamana kita mengarahkan ke istilah istilah perhotelan itu masih belum karena masih menyesuaikan dengan kurikulum yang ada.
Appendix 5. The Blueprint and Result of Interview (Students)

A. The Blueprint of Interview in the Need Analysis (Student)

Identitas Siswa

Nama : .................................................................
Kelas : .................................................................
Jenis Kelamin : .................................................................
No. Hp : .................................................................

1. Sudah berapa lama anda belajar Bahasa Inggris?  
   Jawab: ................................................................

2. Apa motivasi anda untuk belajar Bahasa Inggris?  
   Jawab: ................................................................

3. Menurut anda, apakah Bahasa Inggris sangat penting dan dibutuhkan bagi anda saat ini yang sedang menempuh pendidikan Jurusan Akomodasi Perhotelan? Jelaskan!  
   Jawab: ................................................................

   Jawab: ................................................................

5. Menurut anda, apakah dengan adanya media yang menarik dapat memotivasi dan membantu anda dalam belajar Bahasa Inggris? Jelaskan!  
   Jawab: ................................................................
B. The Result of Interview in the Need Analysis (Student)

1st Respondent

Identitas Siswa

Nama : First Respondent
Kelas : XI Akomodasi Perhotelan

1. Sudah berapa lama anda belajar Bahasa Inggris?
   Jawab: Dari kelas empat atau lima SD itu. (7-8 tahun)

2. Apa motivasi anda untuk belajar Bahasa Inggris?
   Jawab: Supaya lebih bisa Bahasa Inggris, untuk jenjang pekerjaan yang saya lakukan nanti.

3. Menurut anda, apakah Bahasa Inggris sangat penting dan dibutuhkan bagi anda saat ini yang sedang menempuh pendidikan Jurusan Akomodasi Perhotelan? Jelaskan!
   Jawab: Sangat penting, karena pasti di hotel ada tamu luar (asing) yang memakai Bahasa Inggris jadi harus bisa Bahasa Inggris. Supaya tahu dan mengerti apa yang kita bicarakan.

   Jawab: Menulis, terkadang salah huruf dan saya sudah sedikit berani untuk bicara menggunakan Bahasa Inggris

5. Menurut anda, apakah dengan adanya media yang menarik dapat memotivasi dan membantu anda dalam belajar Bahasa Inggris? Jelaskan!
   Jawab: Iyah bisa, jadi bisa lebih masuk pelajarannya seperti permainan yang lebih asik dan engga bikin ngantuk. Lebih senang praktek langsung jadi bisa tau detail-detailnya daripada belajar teori aja bikin ngantuk.
2nd Respondent

Identitas Siswa
Nama: Second Respondent
Kelas: XI Akomodasi Perhotelan

1. Sudah berapa lama anda belajar Bahasa Inggris?
   Jawab: Dari kelas tiga atau empat SD gitu. (7-8 tahun)

2. Apa motivasi anda untuk belajar Bahasa Inggris?
   Jawab: Karena kan sekarang itu indonesia punya banyak obyek wisata, banyak turis-turis asing yang datang. Terus kalau kita engga bisa memakai Bahasa Inggris, bagaimana cara kita berkomunikasi dengan turisnya itu.

3. Menurut anda, apakah Bahasa Inggris sangat penting dan dibutuhkan bagi anda saat ini yang sedang menempuh pendidikan Jurusan Akomodasi Perhotelan? Jelaskan!

   Jawab: Berbicara, itu soalnya kalau berbicara kan kalau di Bahasa Inggris kan ada tulisannya beda tapi bacanya hampir sama tapi artinya sudah berbeda seperti itu. Selain itu karena mungkin Bahasa Inggris itu kan bacaanya dan apa yang diucapkan kadang berberda. Saya sebenarnya juga engga berani ngomong langsung pake Bahasa Inggris
5. Menurut anda, apakah dengan adanya media yang menarik dapat memotivasi dan membantu anda dalam belajar Bahasa Inggris? Jelaskan!

Jawab: Iyah, misalnya kan ada penanyangan orang yang berbicara Bahasa Inggris, nah kita itu kan sebagai murid itu kan bisa termotivasi. Gimana ya cara bisa berbicara Bahasa Inggris yang lancar dan ga kayak medok gitu.
3rd Respondent

Identitas Siswa

Nama: Third Respondent
Kelas: XI Akomodasi Perhotelan

1. Sudah berapa lama anda belajar Bahasa Inggris?
   Jawab: Dari SMP sih, sekitar 5 tahun

2. Apa motivasi anda untuk belajar Bahasa Inggris?

3. Menurut anda, apakah Bahasa Inggris sangat penting dan dibutuhkan bagi anda saat ini yang sedang menempuh pendidikan Jurusan Akomodasi Perhotelan? Jelaskan!


5. Menurut anda, apakah dengan adanya media yang menarik dapat memotivasi dan membantu anda dalam belajar Bahasa Inggris? Jelaskan!
4th Respondent

Identitas Siswa
Nama : Fourth Respondent
Kelas : XI Akomodasi Perhotelan

1. Sudah berapa lama anda belajar Bahasa Inggris?
Jawab: Sudah dari kecil, TK (12 tahunan)

2. Apa motivasi anda untuk belajar Bahasa Inggris?
Jawab: Karena di jogja kan sudah banyak wisatawan jadi kan kita bisa mudah akrab dengan orang-orang asing itu dan semakin dekat. Selain itu bisa kalau di pekerjaan kan di hotel yang diutamakan Bahasa Inggrisnya biar semakin mudah diterima

3. Menurut anda, apakah Bahasa Inggris sangat penting dan dibutuhkan bagi anda saat ini yang sedang menempuh pendidikan Jurusan Akomodasi Perhotelan? Jelaskan!
Jawab: Penting banget, karena belajar Bahasa Inggris kan sudah dibutuhkan banget dan jadi bahasa utama diseluruh dunia, jadi kalau kita ketinggalan kan disayangkan banget jadi kita kan harus ikut belajar Bahasa Inggris sampai bisa. Karena masuk jurusan perhotelan jadi penting banget

Jawab: Berbicara, karena berbicara itu kan kita engga bisa tau tulisannya jadi susah cari di kamus. Masih malu ngomong, takut salah ngomong atau logatnya salah gitu

5. Menurut anda, apakah dengan adanya media yang menarik dapat memotivasi dan membantu anda dalam belajar Bahasa Inggris? Jelaskan!
5th Respondent

Identitas Siswa

Nama : Fifth Respondent
Kelas : XI Akomodasi Perhotelan

1. Sudah berapa lama anda belajar Bahasa Inggris?
   Jawab: Saya belajar dari kelas 4 SD jadi 8 tahun

2. Apa motivasi anda untuk belajar Bahasa Inggris?
   Jawab: Soalnya kan saya disini sebagai orang pariwisata kan, nah Bahasa Inggris itu sebagai bahasa internasional dan sebagai bahasa komunikasi sama wisatawan.

3. Menurut anda, apakah Bahasa Inggris sangat penting dan dibutuhkan bagi anda saat ini yang sedang menempuh pendidikan Jurusan Akomodasi Perhotelan? Jelaskan!

   Jawab: Berbicara, soalnya berbicara kan misal pas ngomong apa yang di ajak ngomong kan belum tentu dengerinya ini ga satu paham gitu. Terus kan kadang British sama America kan beda. Jadi penting banget belajar dua aksen bahasa itu

5. Menurut anda, apakah dengan adanya media yang menarik dapat memotivasi dan membantu anda dalam belajar Bahasa Inggris? Jelaskan!
6th Respondent

Identitas Siswa

Nama : Sixth Respondent
Kelas : XI Akomodasi Perhotelan

1. Sudah berapa lama anda belajar Bahasa Inggris?
   Jawab: Saya belajar Bahasa Inggris itu dari kelas empat SD, tapi sbelumnya itu juga belajar tapi engga secara klasikal cuma belajar dirumah karena kan kakak dulu suka Bahasa Inggris meskipun saya ga suka. Trus kalo pas maen monopoli dulu itu suka ketika membeli hotel itu atau rumah harus menghafal satu kosakata Bahasa Inggris

2. Apa motivasi anda untuk belajar Bahasa Inggris?
   Jawab: Sekarang kan globalisasi sudah meningkat kan, perkembangan jaman itu juga sudah membaik terus bahasa persatuannya dunia kan Bahasa Inggris, jadi kalau kita mau pergi ke luar negeri kan pake Bahasa Inggris jadi harus sedikit sedikit tahu Bahasa Inggris

3. Menurut anda, apakah Bahasa Inggris sangat penting dan dibutuhkan bagi anda saat ini yang sedang menempuh pendidikan Jurusan Akomodasi Perhotelan? Jelaskan!
   Jawab: Kalau didunia Akomodasi Perhotelan itu passtinya sangat penting, kan ketika di hotel tamunya juga dari luar negeri itu kan ga sedikit, banyak juga kan ga mungkin ngomongya pake Bahasa Indonesia meski kalau kita bisa Bahasa Inggris turis tetap maklum tapi kan sedikit-sedikit harus taulah.

berani kalau ngomong, takut kebalik balik. Butuh keberanian ketika ngomong langsung dan spontan soalnya.

5. Menurut anda, apakah dengan adanya media yang menarik dapat memotivasi dan membantu anda dalam belajar Bahasa Inggris? Jelaskan!

Appendix 6. The Instruction of Snakes-and-Ladders Medium

INSTRUCTION OF SNAKES & LADDERS MEDIUM

1. The class is divided into four big groups. Each group will represent one of the hotels in Jogjakarta.
   
   Kelas dibagi menjadi empat kelompok besar. Setiap kelompok akan mewakili salah satu hotel di Jogjakarta.

2. Each group has to send one member to be a token.
   
   Setiap group harus mengirimkan satu perwakilan untuk menjadi bidaknya.

3. All of the tokens stand on the snakes and ladders media. Then, the others sit down on their chairs and help the token if he/she needs help.
   
   Semua bidak berdiri pada media ular tangga. Lalu, yang lainya duduk ditempat masing-masing dan membantu teman yang menjadi bidak ketika membutuhkan bantuan.

4. All of the tokens begin in the first square.
   
   Semua bidak memulai dari kotak pertama.

5. The first token rolls the dice.
   
   Pemain pertama melemparkan dadu dahulu.

6. After rolling the dice, the token has to mention the number on the dice clearly.
   
   Setelah melemparkan dadu, bidak harus menyebutkan nomor pada dadu secara jelas.

7. Then, the token has to step from the first square to another square based on the number on the dice.
   
   Selanjutnya, bidak tersebut harus melangkah dari kotak pertama ke kotak yang lainnya sesuai dengan nomor pada dadu.

8. The token has to take one instruction inside the square. After that, the token has to answer and follow the instruction. The token has to finish the four stages of the snakes and ladders media.
   
   Bidak tersebut harus mengambil satu instruksi yang ada dalam kotak. Setelah itu, bidak harus menjawab dan melakukan instruksi yang ada. Bidak harus menyelesaikan keempat tingkatan dari media ular dan tangga.

9. When the token steps on the ladder, the token has to go up to the top of the ladder.
   
   Ketika bidak tersebut melangkah ke kotak dengan gambar tangga, bidak tersebut harus naik hingga ujung tangga.
10. When the token steps on the head of the snake, the token has to go down to the tail of the snake.

   Ketika bidak tersebut melangkah ke kotak dengan gambar ular, bidak tersebut harus turun hingga ke ujung buntut ular.

11. The first token who completes the fourth stage is the winner.

   Bidak pertama yang bisa mencapai ke tingkat empat dari media ular tangga, dialah pemenangnya.
Appendix 7. The Hand-out of Asking and Giving Direction Topic

HANDOUT
ASKING & GIVING DIRECTION

These are the examples of expressions to ask for direction. Please, read aloud and practice with your friends. *(Scaffolding)*

1. Could you tell me how to get to ...?
2. How do I find ...?
3. Pardon me, I'm lost, how do I get to ...?
4. Which is the best way to ...?
5. Could you direct me to ...?
6. Which way do I go to get to ...?
7. How do I get to ...?
8. What's the best way to ...?
9. Where is ...?
10. Excuse me, How can I go to ...?
11. Can you tell me the way to ...?

Source: http://tx.english-ch.com/teacher/jocelyn/ASKingforandGIving.png
GIVING DIRECTION

Before we learn the phrases and sentences we can use to give direction to others, let’s learn to read signs first:

When you are about to show people direction, you usually say how long it takes to get there, as in the following examples:

- It’s about 10 minutes from here.
- It’s about 15 minutes if you go on foot.
- Go above 29 km again

However, giving direction should be more specific if the person who asks is new in the town. Followings are the specific instructions which can be used.
GIVING DIRECTIONS EXPRESSIONS

These are the examples of giving for direction expressions. Please, read carefully and a loud. Then, practice with your friends.

- Take the first on the left.
- Turn right at the crossroads.
- Keep going for another 800 meters.
- The cinema will be on your right.
- Go ahead at the T-junction.
- Go down there.
- Continue past the hospital and then go left.
- Go along through this way.
- Go back to the main street.
- Follow this path.
- Cross the street.
- Go through to the first intersection.

To avoid any confusion, we need to be able to explain the direction in a logical order using these words:

First, turn left at the T-junction. Go ahead then turn right at the next the junction. Keep on walking until you see the hotel on your right near the market.
Simple Conversation of Asking & Giving Directions

Here are the examples of short conversation of asking and giving directions. Please, read aloud with your partners. Then, try to find the difficult words and discuss with your friends.

1. **Guest**: Could you tell me how to get to the Spa?
   **Staff**: Take this *passageway* and *go down* the steps on your right. At the *bottom* of the steps, there is a *wooden bridge*. Go over the bridge and turn right. Follow the path until you get to the Spa. It’s about 40 meters from the bridge.

2. **Guest**: How do I find the Thai *restaurant*?
   **Staff**: Just follow the pathway to the left of the *reception desk* in the Andaman *lobby*. The pathway will take you *directly* to the Thai Restaurant.

3. **Guest**: Which way do I go to get to the *beach*?
   **Staff**: From the Bell Desk in the Andaman Lobby, turn left and follow the path on the right and go past the *pond* and up the steps. From there, walk straight across the beach road, the beach will be right in front of you.

4. **Guest**: *Pardon me*, I’m lost, how do I get to the gym?
   **Staff**: From the *main lobby*, walk away from the beach and take the first *staircase* on your right down. The staircase is next to the portrait center. The *gym* is on your right at the *bottom* of the stairs.

5. **Guest**: Which is the best *route* to the Phuket City?
   **Staff**: Get on the road to Patong and *drive* north on the 4233. At the end of the beach road in Patong, turn right on the 4029 and drive east. Take the 4029 about 4 kilometers and turn right on the 4020. That road will take you to Phuket city.

6. **Leni**: Excuse me, is there an Indomart near here?
   **Rudi**: Yes, there is.
   **Leni**: Can you tell me where it is?
   **Rudi**: It is on Jarwo Street.
   **Leni**: Can you tell me how to get there?
   **Rudi**: Sure, you just go straight on then turn right. Walk along the street for about one kilometer. The Indomart is on your right, beside Padang Restaurant.
   **Leni**: Thanks for helping me.
   **Rudi**: You’re welcome.
7. Dena : Excuse me, miss. Can you tell how to get the swimming pool from the Receptionist?

Erin : Sure, let me explain. From the Receptionist, you go straight to Oo Bakso Café. Then, you will find the T junction. After that, you turn left and go straight. Finally, you will find the swimming pool on the left.

Dena : Okay, thanks a lot. I would like to swim because it’s really hot today.

Erin : My pleasure. Enjoy your day!

A. Pre-learning activities

This is a map of Godean Region. You can see many places in the map. In this task, you should give the direction which is available below the map. Choose your partner and practice!
Could you show me how to get to the Golf Area from Bakery?

How do I get to My house from the Cinema?

B. Let’s Play the Game

Choose a partner. Then, decide a starting point and the destination point which are both in the Griya Persada Hotel. These points will be used for another pair to make a direction. Write the places in the box provided!

Good luck.

Start:..................................................

Finish:..................................................
Appendix 8. The Teacher’s Handbook

PREFACE

THE SNAKES-and-LADDERS MEDIUM is an interactive medium. The medium helps students of Hotel Accommodation Department to improve their speaking skill. The medium applies the development of task-based language teaching as the basis of the speaking tasks. This medium also helps English teachers to have a various instructional learning media. Therefore, the students can learn English in an interesting way.
In the beginning of section of the snakes-and-ladders medium, teachers can introduce the topic about asking and giving direction which is related to a hotel environment by giving the handout and examples. In addition, the medium can be a review to other topics which are related to the hotel environment such as greetings, handling complains, offering things, and giving compliments, depending on the needs of the lesson. The snakes-and-ladders medium applies the principles of task-based language teaching as their guidelines to implement this medium in their class.
OBJECTIVES

In the snakes-and-ladders medium, students are able to:

1. 1st Stage: understanding vocabulary to ask and give directions.
2. 2nd Stage: expressing the asking and giving directions expressions in front of the class.
3. 3rd Stage: applying the expression of the asking and giving direction topic and then the students can give the direction from a map.
4. 4th Stage: producing a short conversation with a map.

INDICATORS

1. Students are able to understand vocabulary of asking and giving direction. (1st Stage)
2. Students are able to tell the expressions of the asking and giving directions correctly and properly. (2nd Stage)
3. Students are able to apply the expression of the asking and giving direction and give the direction from a map clearly and correctly. (3rd Stage)
4. Students are able to produce a short conversation with their partners correctly and fluently. (4th Stage)
5. Students actively participate while doing the medium. (during the playing the medium)
6. Students can reflect what they have learned through this medium. (In the end of playing the medium)
The Snakes-and-Ladders Medium

It is a place where the students can use to learn English. The students need to jump from one square to another square to finish all of the stages. (2 x 1.8 meters)

First Stage (Task Dependency Principle)
The task: Producing simple utterance which is vocabulary. Receptive to Productive activity.

Second Stage (Recycling Principle)
The task: Telling the Expressions of asking and giving direction. Using the previous knowledge to answer in the different environment of tasks.

Third Stage (Integration Principle)
The task: Expressing the giving direction with the map. Making the clear relationship between linguistics form and semantic meaning.

Fourth Stage (Reproduction to Creation Principle)
The task: Make a short conversation with their partner. Creating the new product is the goal of this medium.
The Dice of Snakes-and-Ladders
Medium
It determines the number of steps they have to do.
The Tasks of Snakes-and-Ladders Medium

It helps the teachers to teach asking and giving direction topic.

1st STAGE (Task Dependency)

2nd STAGE (Recycling)

The rules:
1. Give each one example of giving direction and asking direction!
2. There are eleven examples of asking direction and many examples of giving direction!!
3. You cannot use the same examples from others.
4. Take your turn!!
The rules:
1. Take small piece of paper which has two places.
2. You cannot use the same places with others.
3. Look at the map of Griya Persada Hotel
4. Then, please give the direction by using the map.
5. Take your turn!!

Musholla - Green House
Silver Shop - Musholla
Playground - Jatayu
Pool - Plawangan Terrace
Panel Engineer - Oo Bakso
Bird cage - Oo Bakso

3rd STAGE (Integration)
The rules:

1. Look at the map of Griya Persada Hotel.
2. Make your own role play with your partner.
3. You cannot use the same places with others.
4. Take your turn!!

4th STAGE (Reproduction to Creation)
HOW TO USE

The roles of the English teacher are to control, manage, and facilitate the students in the process of using snakes-and-ladders medium.

The snakes-and-ladders medium provides a manual instruction in order to help the English teacher and the students in using the medium.
1. The class is divided into four big groups. Each group will represent one of the hotels in Jogjakarta.
   *Kelas dibagi menjadi empat kelompok besar. Setiap kelompok akan mewakili salah satu hotel di Jogjakarta.*
2. Each group has to send one member to be a token.
   *Setiap group harus mengirimkan satu perwakilan untuk menjadi bidaknya.*
3. All of the tokens stand on the snakes and ladders media. Then, the others sit down on their chairs and help the token if he/she needs help.
   *Semua bidak berdiri pada media ular tangga. Lalu, yang lainnya duduk ditempat masing-masing dan membantu teman yang menjadi bidak ketika membutuhkan bantuan.*
4. All of the tokens begin in the first square.
   *Semua bidak memulai dari kotak pertama.*
5. The first token rolls the dice.
   *Pemain pertama melemparkan dadu dahulu.*
6. After rolling the dice, the token has to mention the number on the dice clearly.
   *Setelah melemparkan dadu, bidak harus menyebutkan nomor pada dadu secara jelas.*
7. Then, the token has to step from the first square to another square based on the number on the dice.
   *Selanjutnya, bidak tersebut harus melangkah dari kotak pertama ke kotak yang lainnya sesuai dengan nomor pada dadu.*
8. The token has to take one instruction inside the square. After that, the token has to answer and follow the instruction. The token has to finish the four stages of the snakes and ladders media.
   *Bidak tersebut harus mengambil satu instruksi yang ada dalam kotak. Setelah itu, bidak harus menjawab dan melakukan instruksi yang ada. Bidak harus menyelesaikan keempat tingkatan dari media ular dan tangga.*
9. When the token steps on the ladder, the token has to go up to the top of the ladder.
   *Ketika bidak tersebut melangkah ke kotak dengan gambar tangga, bidak tersebut harus naik hingga ujung tangga.*
10. When the token steps on the head of the snake, the token has to go down to the tail of the snake.
   *Ketika bidak tersebut melangkah ke kotak dengan gambar ular, bidak tersebut harus turun hingga ke ujung buntut ular.*
11. The first token who completes the fourth stage is the winner.

Bidak pertama yang bisa mencapai ke tingkat empat dari media ular tangga, dialah pemenangnya.
THE TASKS OF SNAKES-and-LADDERS MEDIUM

A. STAGE 1 = “Task Dependency Principle”
Direction: The students take a vocabulary card and define the words/pictures on the card.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Garden" /></td>
<td><img src="image2" alt="Restaurant" /></td>
</tr>
<tr>
<td><strong>What is that?</strong></td>
<td><strong>What is that?</strong></td>
</tr>
<tr>
<td><strong>GARDEN</strong></td>
<td><strong>RESTAURANT</strong></td>
</tr>
<tr>
<td>What is it in Bahasa Indonesia?</td>
<td>What is it in Bahasa Indonesia?</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Man" /></td>
<td><img src="image4" alt="Orange Picture" /></td>
</tr>
<tr>
<td><strong>What is the man doing?</strong></td>
<td><strong>What does the orange picture mean?</strong></td>
</tr>
<tr>
<td><strong>RECEPTION DESK</strong></td>
<td><strong>RESTROOM</strong></td>
</tr>
<tr>
<td>What is it in Bahasa Indonesia?</td>
<td>What is it in Bahasa Indonesia?</td>
</tr>
<tr>
<td>Picture</td>
<td>English Meaning</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td><img src="image1.png" alt="Traffic Sign" /></td>
<td>PERPUSTAKAAN</td>
</tr>
<tr>
<td><img src="image2.png" alt="Parking Sign" /></td>
<td>PARKING</td>
</tr>
<tr>
<td><img src="image3.png" alt="Bridge" /></td>
<td>MENGATAKAN</td>
</tr>
<tr>
<td><img src="image4.png" alt="Stairway" /></td>
<td>ARAH</td>
</tr>
</tbody>
</table>

What does the picture mean? What does the picture mean? What is it in English? What is it in English?
<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the picture mean?</td>
<td>What does the picture mean?</td>
</tr>
<tr>
<td><strong>EXPLAIN</strong></td>
<td><strong>MY PLEASURE</strong></td>
</tr>
<tr>
<td>What does it mean in Bahasa Indonesia?</td>
<td>What does it mean in Bahasa Indonesia?</td>
</tr>
<tr>
<td><strong>CROSSROADS</strong></td>
<td><strong>JALAN BESAR/UTAMA</strong></td>
</tr>
<tr>
<td>What does it mean in Bahasa Indonesia?</td>
<td>What does it mean in English?</td>
</tr>
<tr>
<td>BEST WAY</td>
<td>HELP</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>What does it mean in Bahasa</td>
<td>What does it mean in Bahasa</td>
</tr>
<tr>
<td>Indonesia?</td>
<td>Indonesia?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEEP GOING</th>
<th>GO THROUGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it mean in Bahasa</td>
<td>What does it mean in Bahasa</td>
</tr>
<tr>
<td>Indonesia?</td>
<td>Indonesia?</td>
</tr>
<tr>
<td>What does the picture mean?</td>
<td>What does the picture mean?</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>DI SEBERANG</strong></td>
<td><strong>DI DEPAN</strong></td>
</tr>
<tr>
<td>What does it mean in English?</td>
<td>What does it mean in English?</td>
</tr>
<tr>
<td><strong>IKUTI SEPANJANG JALAN INI</strong></td>
<td><strong>DI SEBELAHNYA</strong></td>
</tr>
<tr>
<td>What does it mean in English?</td>
<td>What does it mean in English?</td>
</tr>
<tr>
<td>GO ABOVE</td>
<td>CONTINUE</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>[\text{The black square is ... two blue squares.}]</td>
<td>[\text{The blue square is ... yellow square.}]</td>
</tr>
<tr>
<td>[\text{What does it mean in Bahasa Indonesia?}]</td>
<td>[\text{What does it mean in Bahasa Indonesia?}]</td>
</tr>
<tr>
<td>[\text{KEEP GOING} ]</td>
<td>[\text{WALK ALONG} ]</td>
</tr>
<tr>
<td>[\text{The black square is ... the intersection.}]</td>
<td>[\text{The black square is... the blue square.}]</td>
</tr>
<tr>
<td>[\text{What does it mean in Bahasa Indonesia?}]</td>
<td>[\text{What does it mean in Bahasa Indonesia?}]</td>
</tr>
</tbody>
</table>
B. STAGE 2 = “Recycling Principle”

*Telling Expressions of Asking and Giving Directions*

The tasks:

1. Give one example of expression to give direction and one expression of asking direction!
2. There are eleven examples of asking direction and many examples of giving direction.
3. You are not allowed to mention expressions that have been mentioned by other students

1. The Examples of Asking Directions

**Asking for Directions**

1. Could you tell me how to get to ...?
2. How do I find ...?
3. Pardon me, I'm lost, how do I get to ...?
4. Which is the best way to ...?
5. Could you direct me to ...?
6. Which way do I go to get to ...?
7. How do I get to ...?
8. What's the best way to ...?
9. Where is ...?
10. Excuse me, How can I go to ...?
11. Can you tell me the way to ...?
2. The Examples of Giving Directions

Take the first on the left.

Turn right at the crossroads.

Keep going for another 800 meters.

The cinema will be on your right.

Go ahead at the T-junction.

Go down there.

Continue past the hospital and then go left.

Go along through this way

Go back to the main street

Follow this path

Cross the street

Go through to the first intersection
C. STAGE 3 = “Integration Principle”

Applying Expressions of Giving Directions by looking at the map.

The tasks:
1. Take a small piece of paper inside the square.
2. Look at the map of Griya Persada Hotel
3. Then, please give the direction to the destination place according to the map
4. Take your turn!!

The point of departure and the destination place at Griya Persada Hotel

Receptionist – Villa Fransisca
Musholla – Green House

Playground- Jatayu
Bird cage- Oo Bakso

Pool – Plawangan Terrace
Silver Shop – Musholla
<table>
<thead>
<tr>
<th>Panel Engineer – Oo Bakso</th>
<th>Turgo Resto- Mini Garden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library – Receptionist</td>
<td>President Suite –receptionist</td>
</tr>
<tr>
<td>Jatayu – Malliawan Pandopo</td>
<td>Plawangan terrace – Iguana cage</td>
</tr>
<tr>
<td>Pool – Garuda hall</td>
<td>Rama Sinta – Iguana Cage</td>
</tr>
<tr>
<td>Villa Fransisca – Turgo Resto</td>
<td>Villa Anastasia – Anjani &amp; family medium</td>
</tr>
</tbody>
</table>
The Map
D. STAGE 4 = Reproduction to Creation Principle

*Producing a Short Conversation of Asking and Giving Directions with their partner.*

**The tasks:**

1. Look at the map of Griya Persada Hotel.
2. Make your own role play of asking and giving directions with your partner.
3. You cannot take the same places with others.

**The Map**
Appendix 9. The Blueprint and Result of Experts’ Validation

A. The Blueprint of Questionnaire in the Experts’ Validation

EVALUATION SHEET of THE SNAKES & LADDERS MEDIUM

Data of the respondent
Name: ...............................................................................................
Age: ...............................................................................................
Education: □ S1 □ S2 □ S3 □ others
Teaching experience: .....................years.

This questionnaire aims to obtain the data from the respondents to get feedback as an evaluation for the design snakes and ladders medium.

The respondent of this research is expected to:

A. Give his/her evaluation towards the design of the snakes and ladders medium by putting (√) to the number which represents his/her agreement. The degree of agreement expressed in number can be formulated as follows:
1= I strongly disagree with the statement.
2= I disagree with the statement.
3= I neither agree nor disagree with the statement.
4= I agree with the statement.
5= I strongly agree with the statement.

B. Write his/her opinion about the strengths and weaknesses of the designed snakes and ladders medium in the provided space.

<table>
<thead>
<tr>
<th>No</th>
<th>The Statements</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1</td>
<td>The snakes and ladders medium provides clear and colorful pictures.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The medium is appropriate for the students of Hotel Accommodation Department.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The medium is interesting for the students of Hotel Accommodation Department.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The medium supports the students in learning English.</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>The Statements</td>
<td>Degree of Agreement</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>5</td>
<td>The medium can stimulate the students’ ability in speaking English.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The medium can help the students to convey the messages of the topic.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The medium can arouse the students’ feeling in learning English, especially</td>
<td></td>
</tr>
<tr>
<td></td>
<td>speaking ability.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The medium can arouse students’ interest in learning English, especially</td>
<td></td>
</tr>
<tr>
<td></td>
<td>speaking ability.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The medium can arouse students’ thought in learning English, especially</td>
<td></td>
</tr>
<tr>
<td></td>
<td>speaking ability.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The instructions in the snakes and ladders medium are clear for the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of Hotel Accommodation Department.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The medium gives chances to the students to practice speaking English.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The medium has instructions or tasks that involve the students in the real</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communication.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The medium promotes the development of scaffolding.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The medium promotes the development of task dependency.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The medium promotes the development of recycling.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>The medium promotes the development of active learning.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The medium promotes the development of integration.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The medium promotes the development of reproduction to creation</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The medium gives a chance to do a reflection of what the students have done.</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The topic of the snakes and ladders medium is interesting and relevant for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hotel Accommodation students.</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The snakes and ladders medium is well-developed.</td>
<td></td>
</tr>
</tbody>
</table>
22. The strengths of the snakes and ladders medium.

23. The weaknesses of the snakes and ladders medium.

24. Suggestions for the improvement of the snakes and ladders medium.
B. The Result of Questionnaire in the Experts’ Validation

1. English Teacher of SMK N 1 Pengasih Kulonprogo

EVALUATION SHEET of THE SNAKES & LADDERS MEDIA

Data of the respondent
Name: Expert A
Age: 49
Education: ☑ S1 ☐ S2 ☑ S3 ☐ others
Teaching experience: 2.2 .... years.

This questionnaire aims to obtain the data from the respondents to get feedback as an evaluation for the design snakes and ladders media.

The respondent of this research is expected to:
A. Give his/her evaluation towards the design of the snakes and ladders media by putting (✓) to the number which represents his/her agreement. The degree of agreement expressed in number can be formulated as follows:
1= I strongly disagree with the statement,
2= I disagree with the statement,
3= I neither agree nor disagree with the statement,
4= I agree with the statement,
5= I strongly agree with the statement.

B. Write his/her opinion about the strengths and weaknesses of the designed snakes and ladders media in the provided space.

<table>
<thead>
<tr>
<th>No</th>
<th>The Statements</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>The snakes and ladders media provide clear and colorful pictures.</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>The media are appropriate for the students of Hotel Accommodation Department.</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>The media are interesting for the students of Hotel Accommodation Department.</td>
<td>✓</td>
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<td>4</td>
<td>The media support the students in learning English.</td>
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<tr>
<td>5</td>
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<td>✓</td>
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</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>23</td>
<td>The media promote the development of reflection.</td>
<td>✓</td>
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<td>24</td>
<td>The topic of the snakes and ladders media is interesting and relevant for Hotel Accommodation students.</td>
<td>✓</td>
</tr>
<tr>
<td>25</td>
<td>The snakes and ladders media are well-developed.</td>
<td>✓</td>
</tr>
</tbody>
</table>

26. The strengths of the snakes and ladders media.

The media have clear instructions.

The media support the students to learn English.

27. The weaknesses of the snakes and ladders media.

The media need more topics.

28. Suggestions for the improvement of the snakes and ladders media.

You need to add some topics in this media.
2. English Lecturer of Sanata Dharma University

EVALUATION SHEET of THE SNAKES & LADDERS MEDIA

Data of the respondent

<table>
<thead>
<tr>
<th>Name</th>
<th>Expert B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>2-8</td>
</tr>
<tr>
<td>Education</td>
<td>S1 S2 S3 others</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>3 years</td>
</tr>
</tbody>
</table>

This questionnaire aims to obtain the data from the respondents to get feedback as an evaluation for the design snakes and ladders media.

The respondent of this research is expected to:

A. Give his/her evaluation towards the design of the snakes and ladders media by putting (√) to the number which represents his/her agreement. The degree of agreement expressed in number can be formulated as follows:
   1 = 1 strongly disagree with the statement.
   2 = 1 disagree with the statement.
   3 = 1 neither agree nor disagree with the statement.
   4 = 1 agree with the statement.
   5 = 1 strongly agree with the statement.

B. Write his/her opinion about the strengths and weaknesses of the designed snakes and ladders media in the provided space.

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<td>22</td>
<td>The media promote the development of reproduction to creation</td>
<td>✓</td>
</tr>
</tbody>
</table>
23. The media promote the development of reflection.

24. The topic of the snakes and ladders media is interesting and relevant for Hotel Accommodation students.

25. The snakes and ladders media are well-developed.

26. The strengths of the snakes and ladders media:
   - Well-designed and developed
   - Instruction is clear
   - Instructions are various

27. The weaknesses of the snakes and ladders media.
   - Already good

28. Suggestions for the improvement of the snakes and ladders media.
   - Already good

3. English Lecturer of Sanata Dharma University

EVALUATION SHEET of THE SNAKES & LADDERS MEDIA

Data of the respondent
Name: Expert C
Age: 47
Education: ☒ S1 ☒ S2 ☒ S3 ☒ others
Teaching experience: 10 years.

This questionnaire aims to obtain the data from the respondents to get feedback as an evaluation for the design snakes and ladders media.

The respondent of this research is expected to:
A. Give his/her evaluation towards the design of the snakes and ladders media by putting (√) to the number which represents his/her agreement. The degree of agreement expressed in number can be formulated as follows:
1= I strongly disagree with the statement.
2= I disagree with the statement.
3= I neither agree nor disagree with the statement.
4= I agree with the statement.
5= I strongly agree with the statement.
B. Write his/her opinion about the strengths and weaknesses of the designed snakes and ladders media in the provided space.

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This statement is hard to fathom.
23. The media promote the development of reflection.

24. The topic of the snakes and ladders media is interesting and relevant for Hotel Accommodation students.

25. The snakes and ladders media are well-developed.

26. The strengths of the snakes and ladders media.
   - Interesting
   - Well-handled & instructive
   - humourously designed

27. The weaknesses of the snakes and ladders media.
   - There are many grammatical errors
   - The instructions are not elaborated
   - Some of the instructions are complicated
   - Some of the tasks are not equipped with multimedia tools

28. Suggestions for the improvement of the snakes and ladders media.
   1. Please accompany each task with a proper instruction.
   2. Check the grammatical errors and correct them.
   3. The proper English version is in Indonesian directly translated from the English.
4. English Lecturer of Sanata Dharma University

EVALUATION SHEET of THE SNAKES & LADDERS MEDIA

Data of the respondent

Name: Expert D

Age: .................................................................

Education: ☑ S1 ☑ S2 ☑ S3 ☑ others

Teaching experience: ............3.5 ............ years.

This questionnaire aims to obtain the data from the respondents to get feedback as an evaluation for the design snakes and ladders media.

The respondent of this research is expected to:

A. Give his/her evaluation towards the design of the snakes and ladders media by putting (☑) to the number which represents his/her agreement. The degree of agreement expressed in number can be formulated as follows:

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24. The topic of the snakes and ladders media is interesting and relevant for Hotel Accommodation students.

25. The snakes and ladders media are well-developed.

26. The strengths of the snakes and ladders media.
   - Different from other learning design products

27. The weaknesses of the snakes and ladders media.
   - The parts of the manual are not easily understood
   - A reader may not know the aims of the media

28. Suggestions for the improvement of the snakes and ladders media.
   - Improve the format of the manual
   - Make the manual more systematic
   - Explain the stages