

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides a comprehensive overview of the research results as well as an in-depth discussion regarding the emotional experiences of students in learning speaking skills through the Snakes and Ladders game, and the aspects of the Snakes and Ladders game that contribute to the development of students speaking skills. These findings were obtained through photo descriptions taken by the participants and interview data. The discussion of this chapter provides a more in depth explanation of the findings

A. Findings


This section presents the findings obtained from field data, which were collected through photos taken by the participants. These photos aim to help students express their emotions and understand the aspects of the Snake and Ladder game that support the development of speaking skills. Descriptions of each photo were obtained through interviews with the participants, conducted by the researcher to gain a deeper understanding. This provides insights into the emotions that arise at each stage of the game: planning, implementation, evaluation, and reflection. Through the interviews, the researcher gained a deeper understanding of how the Snake and Ladder game influences students emotional experiences in learning to speak English, as well as the aspects of the game that support the development of students speaking skills.

1. The student's emotional experiences in learning speaking using the

snakes and ladders game.

Student's emotional experiences in learning speaking using the snake and ladder game were analyzed through six images taken by students, which depicted their emotional experiences when playing the snake and ladder, game in learning speaking. These images are used to capture student's emotions and understand how the elements of the game contribute to the improvement of their speaking skills.

The researcher also analyzed interviews with six students in class 10B. From the pictures and interviews, it was found that student's emotions during play have an important role in the development of their speaking skills, as well as how snake and ladder games can support the development of students' speaking skills.

Photovoice of student 1			
Emotions of pictures taken by Student	Student Description	Steps	Previous Study Steps
	<p><i>I took this photo at school because I wanted to win the e-sports tournament. This photo represents my feelings during the e-sports tournament and reflects my emotions during the planning stage when I first heard about the Snakes and Ladders game. I felt excited but also a bit confused because the game was in English. This feeling was similar to the excitement I felt when I heard about the e-sports tournament at my school, although I was also uncertain about who would collaborate</i></p>	Context and Reason	Context and Reason
		Emotion in planning stage	Emotion in planning stage

with the team to represent the school in the tournament. During the implementation stage, <i>I felt happy</i> as I tried to understand the English words and asked my friends for help. They were very supportive in helping me practice speaking. This feeling of happiness was similar to the excitement I felt when I finally found a strong team and we worked hard to win the e-sports tournament. At the observation stage, <i>I felt more confident and comfortable</i> speaking in English while playing the game. I was able to communicate better with my friends. This feeling was similar to the confidence I experienced during the e-sports tournament, where I felt more assured and skilled in collaborating with the team.	Emotions in implementation stage	Emotions in implementation stage
	Emotions in observation stage	Emotions in observation stage
	-	Emotions in reflection stage

Figure 4.1 Photovoice of Student 1

The researcher aimed to understand the context and reasons behind the photo taken by S1. Based on the interview, S1 explained:

"I took this photo at school because I wanted to win the e-sports tournament."

- a. Based on S1 research findings, there are two emotional experiences that may arise, namely *positive or negative*, in each stage of learning to speak using the snakes and ladders game. At the planning stage, the positive emotion that arose in S1 was a sense of "excitement," while the negative emotional experience was "a little confused," as S1 said:


“I felt excited but also a bit confused because the game was in English.”

- b. At the implementation stage, the positive emotion that arose in S1 was a sense of "happiness," and there were no negative emotional experiences at this stage, as S1 said:

“I felt happy as I tried to understand the English words and asked my friends for help”.

- c. At the observation stage, the positive emotion that arose in Student 1 was a sense of "more confidence and comfort," and there were no negative emotional experiences at this stage, Student said:

“I felt more confident and comfortable speaking in English while playing the game. I was able to communicate better with my friends.”

Photovoice of student 2			
Emotions of pictures taken by Student	Student Description	Steps	Previous Study Steps
	<p><i>I took a photo of the Jaranan Buto at school because I wanted to introduce traditional culture, particularly Jaranan Buto, as a way for dancers to express themselves through dance. This photo represents my feelings during the planning stage when I first heard that we would learn English through the Snakes and Ladders game. I felt excited because I would be learning while playing Snakes and Ladders with my friends, but also a little nervous because each</i></p>	Context and Reason	Context and Reason
		Emotion in	Emotion in

<p>square had instructions requiring me to speak in English. If I couldn't answer the question, I wouldn't be able to roll the dice to move to the next square. This feeling is similar to my excitement about becoming a Jaranan Buto dancer to represent my class, but also a little nervous because I had to perform in front of many people. During the implementation stage, <i>I felt pressured</i> because I had to speak in English with limited vocabulary, but the game was fun and made me <i>feel comfortable and enjoy it</i>. My friends were supportive, which helped me enjoy the game. This is similar to the pressure I felt when practicing dancing, but I enjoyed it and felt comfortable once I had memorized the movements. During the observation stage, <i>I felt happy</i> because I could remember some English words, since I frequently landed on the snake squares in the game, which caused me to go back to squares with instructions I had already passed. This feeling is similar to the happiness I felt when I successfully performed the Jaranan Buto dance at school with the movements I had already memorized.</p>	planning stage	planning stage
	Emotions in implementation stage	Emotions in implementation stage
	emotions in observation stage	Emotions in observation stage

		-	Emotions in reflection stage
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Figure 4.2 Photovoice of Student 2

The researcher aimed to understand the context and reasons behind the photo taken by (S2).

"I took a photo of Jaranan Buto at school because I wanted to introduce traditional culture, particularly Jaranan Buto, as a way for dancers to express themselves through dance."

- a. Based on S2 research findings, there are two emotional experiences that may arise, namely *positive or negative*, in each stage of learning to speak using the snakes and ladders game. At the planning stage, the positive emotion that arose in S2 was a sense of "*excitement*," while the negative emotional experience was "*A little nervous*," as S2 said:

"I felt excited because I would be learning while playing Snakes and Ladders with my friends, but also a little nervous because each square had instructions requiring me to speak in English."

- b. At Implementation stage, the positive emotion that arose in S2 was a sense of "*Comfortable and Enjoy*," while the negative emotional experience was "*Pressured* ", as S2 said:

"I felt pressured because I had to speak in English with limited vocabulary," (Negative emotion).


"The game was fun and made me feel comfortable and enjoy it," (Positive emotion).

- c. At Observation stage, the positive emotion that arose in S2 was a sense of "*happiness*," and there were no negative emotional experiences at this

stage, as S2 said:

“I felt happy because I could remember some English words.”

- d. Emotional experiences were not recorded during the reflection stage because this stage was not implemented in the classroom by the teacher. As a result, emotional responses related to this stage could not be observed or analyzed.

Photovoice of student 3			
Emotions of pictures taken by Student	Student Description	Steps	Previous Study Steps
	<p><i>I took this photo at school when my friends were rehearsing for a theater performance. This photo represents my experience during the learning process using the Snakes and Ladders game, which reminds me of my experience in theater rehearsal. At the planning stage, I felt very nervous when I learned that we would be using the Snakes and Ladders game as a learning activity. This feeling was similar to the nervousness I experienced when preparing for a theater performance, where I felt unsure but curious about what would happen whether I could climb up and reach the finish line ahead of my friend. At the implementation stage, I felt enthusiastic despite the challenges, such as speaking in English. My enthusiasm kept me motivated and helped me to keep trying. This was similar to my experience</i></p>	Context and Reason	Context and Reason
		Emotion in planning stage	Emotion in planning stage
		Emotions in implementation stage	Emotions in implementation stage

	<p>during theater rehearsals, where we remained enthusiastic despite facing obstacles, such as making mistakes during rehearsals. At the observation stage, I started to <i>feel more comfortable and began to enjoy</i> the learning process. Seeing my friends speak confidently motivated me to keep improving. It reminded me of moments during theater rehearsals when I felt more comfortable and enjoyed the collaborative process. Working together created a supportive atmosphere, energizing us to overcome challenges as a team.</p>	Emotions in observation stage	Emotions in observation stage
		-	Emotions in reflection stage

Figure 4.3 Photovoice of Student 3

The researcher aimed to understand the context and reasons behind the photo taken by S3.

"I took this photo at school when my friends were rehearsing for a theater performance. This photo represents my experience during the learning process using the Snakes and Ladders game, which reminds me of my experience in theater rehearsal."

- a. Based on S3 research findings, there are two emotional experiences that may arise, namely *positive or negative* in each stage of learning to speak using the snakes and ladders game. At the planning stage, there were no positive emotional experiences at this stage, while the negative

emotional experience was “*nervous*,” as S3 said:

“I felt very nervous when I learned that we would be using the Snakes and Ladders game as a learning activity.”

“I felt excited because I would be learning while playing Snakes and Ladders with my friends, but also a little nervous because each square had instructions requiring me to speak in English.”

- b. At Implementation stage, the positive emotion that arose in S3 was a sense of “*enthusiastic*,” there were no negative emotional experiences at this stage, as S3 said:

“I felt enthusiastic despite the challenges, such as speaking in English. My enthusiasm kept me motivated and helped me to keep trying”

- c. At Observation stage, the positive emotion that arose in S3 was a sense of “*comfortable and enjoy*”, and there were no negative emotional experiences at this stage, as S3 said:

“I started to feel more comfortable and began to enjoy the learning process. Seeing my friends speak confidently motivated me to keep improving.”

- d. Emotional experiences were not recorded during the reflection stage because this stage was not implemented in the classroom by the teacher. As a result, emotional responses related to this stage could not be observed or analyzed.

Photovoice of student 4			
Emotions of pictures taken by Student	Student Description	Steps	Previous Study Steps
	<i>I took this photo at school during an English lesson, and it represents my emotional journey during the Snakes and Ladders</i>	Context and Reason	Context and Reason
		Emotion in planning stage	Emotion in

	<p>game. In the planning stage, <i>I felt anxious</i> about speaking in English. I had to prepare myself for the challenges and questions based on the instructions in the Snakes and Ladders game. To calm myself down from the anxiety, I drank water, as I thought it would help relieve my nerves before facing the challenges. During the implementation stage, I started to <i>feel a little more confident</i>. I began to speak, even though <i>I still felt nervous</i>. Throughout the game, the support from my friends made me feel more comfortable and encouraged me to keep going. Their support acted as a safety net, boosting my confidence in speaking English, even though I made mistakes. At the observation stage, <i>I felt relaxed and gained confidence</i> in speaking English. The water bottle in the photo serves to symbolize my feeling of confidence, and the support from my friends helped reduce my anxiety.</p>		planning stage
		Emotions in implementation stage	Emotions in implementation stage
		Emotions in observation stage	Emotions in observation stage
		-	Emotions in reflection stage

Figure 4.4 Photovoice of Student 4

The researcher aimed to understand the context and reasons behind the photo taken by S4:

“I took this photo at school during an English lesson, and it represents

my emotional journey during the Snakes and Ladders game.”

- a. Based on S4 research findings, there are two emotional experiences that may arise, namely *positive or negative*, in each stage of learning to speak using the snakes and ladders game. At the planning stage, there were no positive emotional experiences at this stage. While the negative emotional experience was “*anxious*,” as S4 said:

“I felt anxious about speaking in English. I had to prepare myself for the challenges and questions based on the instructions in the Snakes and Ladders game.”

- b. At Implementation stage, the positive emotion that arose in S4 was a sense of “*A little more confident*”, while the negative emotional experience was “*nervous*,” as S4 said:


“I started to feel a little more confident. I began to speak, even though I still felt nervous.”

- c. At Observation stage, the positive emotion that arose in S4 was a sense of “*relaxed and confidence*”, and there were no negative emotional experiences at this stage, as S4 said:

“I felt relaxed and gained confidence in speaking English”

- d. Emotional experiences were not recorded during the reflection stage because this stage was not implemented in the classroom by the teacher. As a result, emotional responses related to this stage could not be observed or analyzed.

Photovoice of student 5			
Emotions of pictures taken by Student	Student Description	Steps	Previous Study Steps
	<i>I took this photo while</i>	Context and	Context and

	<p><i>relaxing with friends in the afternoon. I captured this moment to preserve the meaningful togetherness, where the warm and relaxed atmosphere complemented the beauty of the sunset.</i> And it reminds me of the planning stage. At that moment, <i>I felt calm and comfortable</i>, when I started learning through the Snakes and Ladders game. However, when I found out that the game would be played in English, <i>I felt worried</i>. During the implementation stage, I was asked several questions in English. <i>I felt uncomfortable</i> because I hadn't mastered the language yet, and I often couldn't answer the questions well. To cope with this, I asked my friends for help. <i>I was afraid</i> of misinterpreting things when speaking in English, but I kept trying to understand the questions and make an effort to answer them. This discomfort and fear were similar to the feeling I get when I'm about to watch the sunset, knowing that night and darkness are approaching. During the observation stage, <i>I felt satisfied</i> because I made small progress in recognizing vocabulary, even though it wasn't perfect. This was because I frequently landed on the snake squares and had to go</p>	Reason	Reason
		Emotion in planning stage	Emotion in planning stage
Emotions in implementation stage	Emotions in implementation stage		

	back to a square I had already passed, where I encountered the same English questions. This feeling was like watching the sunset, where, although it may not be perfect, I could still appreciate the small progress and look forward to the next step with hope.	Emotions in observation stage	Emotions in observation stage
		-	Emotions in reflection stage

Figure 4.5 Photovoice of Student 5

The researcher wants to understand the context and reasons behind the photo taken by S5:

"I took this photo while relaxing with friends in the afternoon. I captured this moment to preserve the meaningful togetherness, where the warm and relaxed atmosphere complemented the beauty of the sunset."

- a. Based on S5 research findings, there are two emotional experiences that may arise, namely *positive or negative*, in each stage of learning to speak using the snakes and ladders game. At the planning stage, the positive emotion that arose in S5 was a sense of "*calm and comfortable*," while the negative emotional experience was "*worried*," as S5 said:

"I felt calm and comfortable, when I started learning through the Snakes and Ladders game," (Positive emotion).

"When I found out that the game would be played in English, I felt worried," (Negative emotional).

- b. At Implementation stage, there were no positive emotional experiences at this stage. While the negative emotional experience was

“Uncomfortable and Afraid,” as S5 said:


“I felt uncomfortable because I hadn’t mastered the language yet, and I often couldn’t answer the questions well.”

“I was afraid of misinterpreting things when speaking in English.”

- c. At Observation stage, the positive emotion that arose in S5 was a sense of *“satisfied,”* and there were no negative emotional experiences at this stage, as S5 said:

“I felt satisfied because I made small progress in recognizing vocabulary, even though it wasn’t perfect.”

- d. Emotional experiences were not recorded during the reflection stage because this stage was not implemented in the classroom by the teacher. As a result, emotional responses related to this stage could not be observed or analyzed.

Photovoice of student 6			
Emotions of pictures taken by Student	Student Description	Steps	Previous Study Steps
	<p><i>I took this photo in class because holding a book and pen helped me feel calm and collect my thoughts.</i> During the planning stage, when I first learned that the lesson would involve playing Snakes and Ladders in English, <i>I felt a mix of excitement and nervousness.</i> The idea of using English in the game felt like a challenge, but it also made me eager to try something new. Although I wasn’t sure if I would fully understand the game, I was</p>	Context and Reason	Context and Reason
		Emotion in planning stage	Emotion in planning stage

<p><i>very excited</i> to give it a try. This feeling was similar to the excitement and nervousness I felt when writing sentences in my notebook. During the implementation stage, <i>I felt anxious and confused</i> when asked questions in English. Speaking in English was difficult for me, and I wasn't sure if I could answer correctly. However, I still tried to answer the questions while <i>enjoying the fun of the game</i>. The support from my friends made me feel more comfortable. This feeling was similar to when I expressed sentences in my notebook, even though I still felt nervous. At the observation stage, I <i>felt more confident</i> because the game helped me think quickly and use vocabulary that I already knew. Although <i>I was still nervous</i>, my anxiety decreased thanks to the help of my friends and my success in answering the questions. This feeling was similar to when I wrote in my notebook, where, even though it wasn't perfect, I felt satisfied with the progress I had made.</p>		
	Emotions in implementation stage	Emotions in implementation stage
	Emotions in observation stage	Emotions in observation stage
	-	Emotions in reflection stage

Figure 4.6 Photovoice of Student 6

The researcher wants to understand the context and reasons behind the photo taken by S6:

"I took this photo in class because holding a book and pen helped me feel calm and collect my thoughts"

- a. Based on S6 research findings, there are two emotional experiences that may arise, namely *Positive or Negative*, in each stage of learning to speak using the snakes and ladders game. At the planning stage, the positive emotion that arose in S6 was a sense of “*Excitement*,” while the negative emotional experience was “*Nervousness*,” as S6 said:

“I felt a mix of excitement and nervousness. The idea of using English in the game felt like a challenge, but it also made me eager to try something new. Although I wasn’t sure if I would fully understand the game, I was very excited to give it a try.”

- b. At Implementation stage, the positive emotion that arose in S6 was a sense of “*Enjoy*,” While the negative emotional experience was “*anxious and confused*”, as S6 said:

“I felt anxious and confused when asked questions in English. Speaking in English was difficult for me, and I wasn’t sure if I could answer correctly. However, I still tried to answer the questions while enjoying the fun of the game”.

- c. At Observation stage, the positive emotion that arose in S5 was a sense of “*confident*”, While the negative emotional experience was “*nervous*,” as S6 said:

“I felt more confident because the game helped me think quickly and use vocabulary that I already knew. Although I was still nervous.”

- d. Emotional experiences were not recorded during the reflection stage because this stage was not implemented in the classroom by the teacher. As a result, emotional responses related to this stage could not be observed or analyzed.

Based on the interviews with 6 students, the emotions that emerged at each stage of the game are as follows: In the planning stage, two students (students 3 and 4) did not show any positive emotions, but they did show negative emotions. Meanwhile, the other four students (students 1, 2, 5, and 6) displayed a combination of positive and negative emotions. This stage tended to evoke excitement in some students, but equally, it was accompanied by feelings of nervousness, confusion, or even worry in others.

At the implementation stage, the emotions were more or less balanced between positive and negative. Students 1 and 3 showed only positive emotions without showing any negative ones, while students 2, 4, and 6 showed the presence of both positive and negative emotions. Student 5 did not indicate a positive emotion but revealed negative emotions. This stage represented a movement away from the uncertainty at the planning stage into more active engagement with the game, where confidence had increased for some, although some continued to feel anxious or under pressure.

In the observation stage, all students (students 1, 2, 3, 4, 5, and 6) showed positive emotions, such as confidence and satisfaction with the learning they had undergone. However, only student 6 displayed negative emotions at this stage, while the other students did not experience any negative emotions.

These findings indicated that each stage of the game presented different emotional dynamics. The early stage (planning) tended to evoke

more negative emotions, while the implementation stage showed a balance between positive and negative emotions. In the final stage (observation), positive emotions were more dominant, reflecting students' sense of achievement and satisfaction after going through the entire game process.

2. Aspects of the Snake and Ladders Game That Contribute to Students Speaking Skill Development

In this research, the aspects of the Snakes and Ladders game that contributed to the development of students' speaking skills were explained by the researcher in order to gain a deeper understanding of how the game helped in developing students' speaking skills. The interview results were presented to describe in detail these aspects of the game and how these aspects contributed to supporting the development of students' speaking skills.

a. Rule of the game

The rule of the Snakes and Ladders game required players to communicate in English based on the clues provided at each location. Each game presented speaking challenges, such as using words or phrases that aligned with the learning material. Players could collaborate to understand the instructions and overcome challenges, providing students with an opportunity to engage in active learning within a supportive environment. One student explained:

“If I couldn't answer the question, I wouldn't be able to roll the dice to move to the next square”. (S2)

This student statement reflected that in the Snakes and Ladders game,

students had to answer the questions correctly in order to move to the next square. If students failed to answer, they would not be able to proceed. This emphasized the game's rule, which encouraged active communication in English to continue playing.

b. Social Interaction

Social interaction in the Snakes and Ladders game played a crucial role in creating a collaborative learning environment and supporting the development of students' speaking skills. During the game, students were faced with situations where they had to communicate with their peers to answer questions or overcome challenges. This encouraged students to actively engage with their classmates, both in the form of discussions to find correct answers and providing constructive feedback. Social interaction in this game offered students the opportunity to learn through verbal communication in a relaxed and informal atmosphere. Additionally, students were trained to collaborate in groups, enriching their learning experience by introducing social dynamics that involved joint decision-making. This process boosted students' confidence, as they received support from their peers and had the chance to speak without fear of making mistakes. Students explained:

“I felt more confident and comfortable speaking in English while playing the game. I was able to communicate better with my friends”. (S1)

“I felt pressured because I had to speak in English with limited vocabulary, but the game was fun and made me feel comfortable and

enjoy it, my friends were supportive, which helped me enjoy the game". (S2)

"I started to feel more comfortable and began to enjoy the learning process. Seeing my friends speak confidently motivated me to keep improving". (S3)

"The support from my friends helped reduce my anxiety". (S4)

"I felt uncomfortable because I hadn't mastered the language yet, and I often couldn't answer the questions well. To cope with this, I asked my friends for help". (S5)

"Speaking in English was difficult for me, and I wasn't sure if I could answer correctly. However, I still tried to answer the questions while enjoying the fun of the game. The support from my friends made me feel more comfortable". (S6)

These student statements provided clear evidence of the importance of Social Interaction in the Snake and Ladders game. The mutual support, encouragement, and collaboration among students were key factors that contributed to a positive learning experience, ultimately enhancing their speaking skills in English.

c. Involvement in the Learning Process

Involvement in the learning process referred to the level of active participation of students in learning activities. In the context of the Snake and Ladders game, this involvement was evident in how students interacted with the game and their peers to achieve the goal of improving speaking skills. This involvement encompassed not only physical participation but also mental engagement, where students actively thought, spoke, and interacted with their peers to reach the desired outcome. Students explained:

"Seeing my friends speak confidently motivated me to keep

improving". (S3)

"The support from my friends made me feel more comfortable and encouraged me to keep going". (S4)

Importing in the learning process through game-based learning created a practical and enjoyable way for students to develop their language skills, particularly speaking, in a social context. Through both personal motivation (seeing peers speak confidently) and social support (feeling encouraged by friends), students were able to reinforce and expand their language abilities in a more organic way.

A. Discussion

The researcher provides a detailed explanation of the results from the data collection and analysis procedure in the discussion section. This section serves to interpret the findings and relate them to the research objectives. The primary goal of the discussion is to address both the general and specific research questions that were formulated within the context of this study, offering insights into how the results align with the initial hypotheses or expectations. Furthermore, the researcher examines the implications of these findings and considers their relevance to the broader field of study.

The researcher focuses on the following research questions when explaining the findings:

1. What are the emotional experiences of student's in learning speaking using the snake and ladder game?
2. What are the aspects of the snake and ladders game that contribute to

students speaking skill development?

Some significant themes and categories that emerged from data collection and analysis are used as a core concept in connecting these research findings with previous theories. The following description goes over each research issue addressed in this study:

1. Emotional Experiences of Students in Learning Speaking Using the Snake and Ladders Game

The steps of using the snakes and ladders game media are described in the journal by Priyasturi et al. (2020).

a. Students emotions in planning stage

In the planning stage, it was found that most of the students showed negative emotions. All participants reported negative feelings, such as "a little confused" (S1), "a little nervous" (S2), "nervous" (S3), "anxious" (S4), "worried" (S5), and "nervousness" (S6). On the other hand, positive emotions also appeared, though less frequently. S1, S2, and S6 reported feeling excited, while student S5 felt calm and comfortable. However, students 3 and 4 did not mention any positive emotions students felt. These results show that negative emotions were more dominant during the planning stage. Of the 6 participants, all reported negative emotions, while only 4 students mentioned positive emotions.

Based on Trisnani et al. (2024), negative emotions such as anxiety, restlessness, or worry arise because students feel uncertain

about their abilities, especially when facing new tasks. At the planning stage, students are faced with the need to plan their steps in the game, which often triggers feelings of stress and a sense of unpreparedness. This can make students feel hindered, or as if there is a "locked door," making it difficult for them to progress in the learning process. These findings indicate that most students experience negative emotions that hinder them at the planning stage, these findings support the theory of Trisnani et al. (2024), which explains that feelings of anxiety and worry can obstruct students' learning progress. All students reported negative feelings, meaning students feel forced and doubt their capability to plan the next steps. These findings point out how students should be assisted during the planning stage to get rid of their negative feelings. The teacher can give clearer instructions, support students to feel more confident, and give concrete examples of how to plan effective steps. In this way, students can reduce the anxiety and worry felt by students.

b. Students emotions in implementation stage

At the implementation stage, it was found that students emotional experiences in learning speaking skills using the snake and ladder game showed a balance between positive and negative emotions. Some students reported positive feelings, while others expressed negative emotions. Some students reported positive emotions, which include happiness, comfort, enthusiasm, and

confidence. S1 felt happiness, S2 felt comfortable and enjoyed the game, S3 felt enthusiastic, S4 felt a bit more confident, and S6 felt happy. These findings support the theory of Wang and Guan (2020), which states that positive emotions include feelings such as affection, joy, calmness, cheerfulness, love, courage, confidence, enthusiasm, certainty, and situational sensitivity. Based on Sudiartini et al. (2024) also state that positive emotions contribute to the long-term increase in personal happiness. Overall, positive emotions help enhance student engagement in learning, provide positive energy to face challenges, and motivate them to participate more actively in speaking activities. Some students also reported negative emotions, which include feelings of stress, anxiety, nervousness, discomfort, fear, and confusion. S2 reported stress, S4 felt nervous, S5 felt uncomfortable and afraid, and S6 felt anxious and confused. In line with that Trisnani et al. (2024) negative emotions, such as anxiety, can make students feel hindered, as if students are facing a "locked door" in the learning process. This makes them lose their self-confidence and therefore they avoid challenges, reducing the development of speaking skills. In a snake and ladder game, students who feel anxiety or nervousness may not participate in speaking fully or take risks to speak in front of friends, and that hampers their speaking skills development.

Students who do not express positive/negative emotions S5

is the only one who did not express the positive emotions S5 felt, S1 and S3 do not report negative emotions. As it is seen, though for most students either positive or negative emotions are present, there also exist students that do not report strong emotional experiences, be students either positive or negative. It may be explained by their neutrality of feelings or their ignorance about how to express feelings in that situation. Generally, it has been deduced that snake and ladder could provide impacts on students' emotional condition when performing speaking skills.

While positive emotions support students in their engagement in and motivation to speak, negative ones become barriers to reduce their participation and progress. It is, therefore, necessary that the teacher create a supporting atmosphere, give clear instructions, and help students overcome anxiety or fear feelings to make students more active in speaking lessons. The snake and ladder game can be an effective tool to improve speaking skills by understanding and managing the emotions of the students. It can be given space for them to manage their feelings while in the process of learning. Based on Kusuma (2023), emotion is a natural response because of interaction with people and environment.

Imbalance, especially with the dominance of negative emotions, can disrupt psychological well-being and hinder optimal functioning, including in learning. The presence of both positive and

negative emotions during the learning process reflects a dynamic emotional experience that can influence students' motivation, engagement, and overall learning outcomes. This balance shows that both positive emotions, such as excitement and pleasure, and negative emotions, such as anxiety or frustration, play a role in the learning process, affecting students' behavior, participation, and academic development.

c. Students emotions in observation stage

At the observation stage, it was found that students' emotional experiences were dominated by positive emotions. A total of 6 participants reported their positive feelings, while only 1 student expressed negative emotions (feeling nervous). This finding supports Wang and Guan's (2020) theory, which states that positive emotions include feelings such as affection, joy, calmness, cheerfulness, love, courage, confidence, enthusiasm, certainty, and situational sensitivity. Overall, positive emotions contribute to increased long-term personal happiness, as also expressed by Sudiartini et al. (2024). Positive emotions play an important role in increasing student motivation, courage, and engagement. Students who feel happy, confident or enthusiastic are more likely to actively participate in speaking activities. They feel more comfortable to speak in front of their peers without fear of mistakes, which allows them to better develop their speaking skills. In other words, positive feelings

encourage students to take risks in speaking, which is a major key in speaking learning.

This suggests that positive feelings can create a supportive environment for students to practice speaking, increase their engagement, and motivate them to be more active in the learning process. Based on Sudiartini et al. (2024) that positive emotions contribute to long-term personal happiness, which is directly related to the improvement of students' learning outcomes and speaking skills. The positive emotions of most students drive the development of speaking skills in a very positive way. With positive emotions, students show enthusiasm, happiness, and confidence in expressing themselves and thus are motivated with more courage to speak and thereby engage themselves well in learning. It is, therefore, the responsibility of the teacher to create a friendly and non-stressful atmosphere in the class for the students to evoke these positive feelings. This will allow students to learn speaking skills with more efficiency and fun while having a positive influence on the pupils' participation and speaking ability.

d. Students emotions in reflection stage

In the reflection stage, there is not emotional experiences of students were recorded because this stage was not implemented in the classroom by the teacher. Therefore, emotional responses with regard to this stage could neither be observed nor analyzed. A pity,

since the reflection stage of game-based learning can yield very interesting insights into how students react and process their learning experience after having gone through the activity.

Based on Daniel Goleman (in Hermin Syamsiah, 2023), the basic elements of emotion consist of psychological and biological states, specific feelings and thoughts, and tendencies to act. Learning-wise, students' psychological and biological states can be caused by experiences during the game: a racing heartbeat or cold sweat due to anxiety. Feelings and thoughts that arise, such as frustration or contentment, may serve as an important part of the reflection process in which students understand and work through experiences. On the other hand, acting tendencies reflect how students respond to their emotions. For example, a desire to participate more actively or, on the contrary, withdrawing due to insecurity.

Without the reflection stage, students cannot elaborate on or assess how their feelings-either positive or negative-affect engagement in learning. The reflection stage will allow students to reflect on their feelings and understand how these feelings may influence their learning outcomes. When the reflection stage is put into place, then students will have a better understanding of how emotions affect their actions and ultimately improve their speaking skills and participation in learning.

2. The Aspects of the Snake and Ladders Game that Contribute to

Students Speaking Skill Development

a. Rule of the game

The Snakes and Ladders game has proven effective in encouraging students to communicate actively in English. Based on Student 2 in the findings, the game rule, which require students to answer questions correctly before student can continue the game, create a speaking challenge that aligns with the learning material. This will encourage not only the students' greater engagement in speaking activities but also to improve their understanding of the material learned. These findings run concurrently with the theory of Zulfikri and Masnan (2022), who stated that through interactive games, skills are developed and students' knowledge is enhanced in a very entertaining way. Not being only for entertainment purposes, Snakes and Ladders is an interactive game that allows students to speak and collaborate in English.

Moreover, this game allows students to work in groups, understand the instructions from one another, and solve problems together. It will build their confidence in speaking English and make the atmosphere of learning very friendly and fun. Based on Hermawati (2019), which described how simple games with simple rules can entertain children in a positive way while at the same time developing their skills. Though simple, the Snakes and Ladders game will allow students to practice active communication and challenge

them by getting into completing the task provided.

b. Social Interaction

Based on Pavita (2022), in her research, explains that Snakes and Ladders provides a fun and positive learning activity and encourages students to be more active during the learning process. It confirms the finding that this game motivated students to discuss and collaborate with their friends in answering questions and hence helped them to strengthen speaking in English. Besides, this game helps friends assist students in reducing anxiety. The interviewed students stated that students were braver to talk because their friends would ask them to try it (S1, S4, and S6).

Furthermore, Zulfikri and Masnan (2022) emphasize that interactive games, such as Snakes and Ladders, aim to enhance students' skills in a fun and collaborative manner. In this case, the social interaction in this game allows students to collaborate, share knowledge, and support each other in achieving common goals. This is reflected in the findings that show students feel more comfortable speaking in English and are motivated to continue improving their skills, thanks to the collaboration they engage in with their friends during the game. (S2, S3). However, theory also highlights the importance of creating a safe and supportive environment, which allows students to collaborate without fear of judgment. This is reflected in the findings that state some students feel pressured due

to their limited vocabulary, but they feel more comfortable asking their friends for help. (S2, S5). This shows the importance of creating a supportive environment, as explained by Hermawati (2019), who stated that easy-to-understand rules and a relaxed atmosphere can provide positive reinforcement and enhance students' skills.

Social interaction in the Snakes and Ladders game plays a crucial role in developing students' speaking skills, boosting their confidence, and enhancing their learning motivation. This is supported by theories that show interactive games, with their collaborative and supportive nature, are very effective in improving language skills and building social relationships among students. A good learning environment, including the use of game media as explained by Hartiwi et al. (2022), greatly supports the improvement of students' speaking skills. This is in line with Wiyono 2003 (in Ismail & Yoestara, 2022) opinion that supportive facilities and environments can enhance the overall quality of learning.

c. Involvement in the Learning Process

Involvement in the learning process plays a very important role in improving students speaking skills, especially when using game-based learning methods. In the context of the Snakes and Ladders game, students not only participate physically but also engage mentally, where students think, speak, and collaborate with students peers to achieve the goal of improving speaking skills. This

physical and mental engagement helps maintain students' focus and motivation, which in turn strengthens their learning process.

Some student statements indicating that students feel motivated by friends who speak confidently (S3) and feel empowered by their friends' support (S4) highlight the importance of personal motivation and social support in encouraging active engagement. The social interactions that occur in this game play a significant role in boosting students' self-confidence and encouraging them to be more active in speaking lessons. These findings align with Afriantoni & Ibrahim (in Mutiyati, 2023), the authors also postulate that education plays a very important role in preparing students to face the challenges of the future. Game-based learning, like that occurring with the Snakes and Ladders game, not only develops students in speaking but helps students develop other important social life skills for the future.

Based on Daniel Goleman's theory of emotions, it is in the context that Hermin Syamsiah 2023 presents emotions, which "are a psychological and biological states, feelings, and tendencies to act." In game-based learning, positive emotions such as motivation and support from friends can lead students to enhance their studying and eventually to learning success. On the other hand, anxiety or lack of self-confidence hampers students' progress. It is, therefore, necessary to create a conducive environment where comfort and empowerment

are accorded to students to help overcome emotional barriers and increase student engagement.

Personal motivation, social support, and understanding of the role of emotions in the process of learning may lead to active students' participation in learning and improve the students' speaking skills for a better future. The snake and ladder game-based learning, in this regard, creates a very supportive and motivating environment that would help students break through psychological barrier and gain social skills and linguistic competencies. Thus, the game will not only serve the purpose of enhancing speaking competency among the students but also create an enjoyable atmosphere that reduces anxiety and increases student's self-confidence.