

ABSTRACT

Rohmah, Muflichatur. 2014. *The Effect of Monopoly Game on the Eighth Grade Students' Speaking Ability at SMP Muhammadiyah 1 Gresik*. English Language Education Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisor I: Dr. Yudhi arifani, M.Pd., advisor II: Rohmy Husniah, S.S, M.Pd.

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Speaking is one of skill that should be mastered for students besides reading, writing and listening. Even Speaking has been taught since elementary school but speaking is a complex skill which involves an interaction between the speaker and the listener in an active process (Susanti, Amri. 2013). In this case, learners need to practice their English by speaking. In developing students' speaking skill, teachers need to encourage interactive discourse and self-expression. Classroom activities such as games increase student-talk and promote interaction among students for communicative purposes (Ibrahim, 2012). There are many games that can use in teaching such as board game, hangman, bingo etc, which it can be played by small group or big group. In spite of making students active in the class, enjoying in learning, games also can build students' discipline by the rule that include in the game. That is why the researcher interest to test the effect of monopoly game on the eighth grade students' speaking ability at SMP Muhammadiyah 1 Gresik. This study was conducted in SMP Muhammadiyah 1 Gresik. This study aimed to know whether the use of monopoly game significantly influence on students' speaking ability or not between students who were taught by monopoly game and the students who were not taught by monopoly game. The design of this study was quasi experimental. The data was collected from pre-test and post-test as the instrument. After getting the data, the researcher analyzed the data by using SPSS 17.00. The research finding showed that there was significant difference between students who were taught by using monopoly game and students who were not taught by using monopoly game. The researcher found that the probability value of both groups was 0,002. It was less than the level of significance 0,05 ($0,002 < 0,05$). It indicated that monopoly game could significantly influence students' speaking ability. It was proved that the game could be effective and influence students' speaking ability. The last, the researcher suggests to the English teacher to apply the variation of games or media to promote the activities in teaching English to make the learning process more fun and enjoy, so the students do not feel bored.