

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Many people in the world study English since it becomes a global language. English used by people in the world in many fields such as in education, science, international trade, politics, tourism and others (Pinandhita, 2013). Schmitt & Marsden (2006) say that English is involved in a large part of the communication taking place in the world every day. Talking about communication, it includes on communicative skill in other word is speaking skill. Speaking is one of skill that should be mastered for students besides reading, writing and listening. Ur (1996: 120) stated that from the whole skill (listening, speaking, reading, and writing), speaking is the most important skill that should be mastered by the students in order to be able to communicate in English fluently. Chaney in Kayih (2006) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Rebecca (2006:144) states that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change.

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). Learners need practice using English language because when they often practice and share their idea through English

they will be a better speaker, but it is not easy for students to achieve the aim of speaking to be communicative because there are some components of speaking skill that should be mastered by students. Brown (2004:157) states that the speaking skill consists of six components: grammar, vocabulary, fluency, comprehension, pronunciation and task.

In this case, learners need to practice their English by speaking. Davidson and Dowson (2003:107) say that pupils need opportunities to speak and listen in a wide variety of context and for a wide range of purpose, in order to increase their thinking ability, to develop their powers of communication and to provide examples of language in use through which to develop their explicit knowledge about speaking and listening. 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).

Hadfield (1984:23) said games are "an activity with rules, a goal and an element of fun". That is why games can be played in order to entertain or to break from long activities. Games also can be applied in learning as one of activity that can make students active in the class.

Since children like to play game, it can be developed in teaching become educational game. Latorre and Baeza (1975) mention that games have been long accepted in English language teaching because it can avoid students from stress in studying, from work that need high concentration and attention, and to remember things faster and better. It means that learning through games can make students

enjoy in learning and decrease the stress from lesson. Where the game implies entertainment and relaxation, even by playing game in learning include the material that the learners can study indirectly. There are many games that can use in teaching such as board game, hangman, bingo etc, which it can play 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. Clarke says that the game can be used across disciplines, age groups and educational levels but has been specifically designed for use in an undergraduate built environment setting. Game is an effective way in improving students' communicative skill (Susanti and Amri, 2013). Celce and Murcia (2001:34) say that game is an organized language activity that has a particular task and objective and a set of rules which involve an element of competition between players.

Board game is one of game that can apply in teaching English, one of the games is monopoly game. Moursund (2007:112) said that in some of the games, each player plays as an individual, competing against other individuals playing the game. This is typical in board games. Treher (2011) states that board games are an important tool to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects.

Treher (2011) added that not only do well-designed games create an engaging atmosphere, they also provide a non-threatening, playful, yet competitive environment in which to focus on content and reinforce and apply learning. Mistakes are useful and point out what we need to learn. The board itself provides a visual metaphor to help connect information. Game elements,

discussions, and problem solving with fellow team members about the content are vehicles for learning. Subtle redundancy to reinforce learning and insure retention should be incorporated into the game design. Good questions, problems to solve, and situations to consider allow players to think through and apply what they learn. That is why monopoly can be called as board game. According to Moursund (2007) monopoly has a square board, with each side having 10 squares on which a player's piece can land. Each player has a marker to mark his or her position of the board. A player rolls a pair of dice and moves the total of the two dice. Randomness is also involved in the two shuffled decks of cards called Chance and Community Chest.

From the result of the preliminary study at SMP Muhammadiyah 1 Gresik, it was known that games are rarely used by teacher in teaching especially in teaching speaking. Teacher usually uses conversation in the class or just use media like picture to promote students' speaking to share their idea. In this study the researcher will modify monopoly game which can be played in speaking skill to promote students' speaking ability.

Based on curriculum 2013 for junior high school, in standard competence that students are expected to be able to arranging short and simple spoken and written descriptive text about person, animal and thing by observing the purpose, generic structure, language use correctly and based on the content. One of the text that use in junior high school is descriptive text. That is why the researcher modified monopoly game to know the effect of monopoly game in students' speaking ability on descriptive text. The topics that the researcher will use in monopoly game are about person, animal and thing. In order students can describe

them in oral communication which students can share their idea through describing something in certain particular.

Based on the problem above, the researcher conducts a research entitled *“The Effect of Monopoly Game on the Eighth Grade Students’ Speaking Ability at SMP Muhammadiyah 1 Gresik”*.

1.2 Statement of the Problem

Based on the background of the study, the researcher formulates the problem as follow: does the monopoly game have significant effect on the eighth grade students’ speaking ability at SMP Muhammadiyah 1 Gresik?

1.3 Objective of the Study

The objective of this study is to know the effect of monopoly game on the eighth grade students’ speaking ability at SMP Muhammadiyah 1 Gresik.

1.4 Significance of the Study

The result of the study is hoped to give some benefits both theoretical and practical in the English teaching learning, especially in teaching speaking.

1. Theoretical Significance

Monopoly game can be used for all level which designed as the appropriate material of each level and can be used as one of the effectiveness in teaching speaking on descriptive text to improve students’ speaking ability.

2. Practical Significance

The result of the study is expected to give significant input to:

a. Students

For students, it is hoped that it can help students in learning English especially to improve students' speaking ability and enjoy in learning through games such as monopoly game.

b. Teacher

By knowing the effect of monopoly game in students' speaking ability, the teacher considers to use it as media to promote students' speaking ability.

c. The next researcher

For the next researcher, this study can be useful to know the significant effect of monopoly game in students' speaking ability and motivate to do research by using another games.

1.5 Scope and Limitation

In this study, the researcher will limit on the effect of monopoly game on the eighth grade students' speaking ability at SMP Muhammadiyah 1 Gresik.

The scope of speaking ability is students' speaking ability on descriptive text which students can describe about person, animal and thing orally.

Meanwhile the scope of monopoly game is students speak orally as the instructions on the cards after rolling a dice. The instructions on the cards are about describing person, animal and thing.

1.6 Hypothesis

Based on the problem presented above, the hypothesis is formulated as follow: there is significant effect of the use of monopoly game can improve students' speaking ability for the eighth grade of SMP Muhammadiyah 1 Gresik.

1.7 Definition of Key Terms

Here the researcher will present the explanation of key words to avoid misinterpretation and the key words that are necessary to be defined in this research are:

Speaking Ability

Speaking ability is a students' ability to speak English in order to communicate or to express their opinion, thought or suggestion where students can describe certain objects orally like describing person, animal and thing.

Monopoly Game

Monopoly game is one kind of board game which can be played by some players. There are some instructions stated on the cards as the rule of the player to play after rolling a dice and a pawn to mark the position of the player. The instructions on the cards are about describing person, animal and thing. In order this game will give effect to promote students' speaking ability on descriptive text.