

STUDENTS' SPEAKING ACHIEVEMENT THROUGH MONOPOLY GAME: NEW NORMAL ERA

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Received: March 31, 2023

Revised: April 15, 2023

Accepted: May 6, 2023

ABSTRACT

This research aimed to prove improvement towards students' speaking achievement through the Monopoly Game of the class X-5 students of ITP Surabaya in the year of study 2022/2023. Their poor speaking skills were the issue. Therefore, the researcher conducted a fun treatment during classroom activities in teaching speaking through Monopoly Game. The method of this study was Classroom Action Research.. The actions was done in two cycles. The data in this study was analyzed qualitatively and quantitatively. The results showed that Monopoly Game improved students' speaking skills and the improvement was shown in the test result. The percentage of students who passed the test on cycle 1 was 36% and the number of students who passed on cycle 2 rose to 84%. Observation finding showed that the students became more engaged and their activities dominate throughout the learning process. Also, the questionnaire showed students gave positive opinion that said Monopoly Game was made students enjoy during classroom activities. It indicated that through Monopoly Game, the students speaking achievement was improved.

Keywords: *Monopoly Game, speaking ability, speaking achievement, teaching speaking.*

INTRODUCTION

Acquiring proficiency in the English language as a non-native speaker necessitates developing four abilities for facilitating the study of English. Speaking is an essential skill in learning a language. According to Sterba, (in Kartikasari, 2018) the approach taken in teaching English for speaking skills emphasizes on precision, with the goal of eliminating mistakes and ensuring that generated utterances are right in all areas, including grammar, vocabulary, as well as pronunciations. After the COVID-19 Pandemic, teachers and students often face several obstacles. (Wirawati et al., 2022) The process of shifting teaching and learning from offline to online, and then back again, necessitates adaptation and modifications, known as the new normal era. (Munawaroh & Nurmalasari, 2021) As stated, alterations within educational institutions impact the comprehension of the procedure in various aspects, including the standard of graduates. (Rahayu & Bandjarjani, 2022) Teaching and learning are potent activities seen by the lecturer's approach to submitting materials while lecturing and the learning style.

The researcher examined students from Intensif Taruna Pembangunan (ITP) Senior High School, class X-5, and showed that students had difficulty speaking English appropriately and correctly. The main factors that caused the low speaking ability of students were the lack of vocabulary and the requirement for grammatical comprehension. The teacher's need for speaking practice was also a contributing factor. Subsequently, the researcher would conduct a study utilizing Monopoly Game while engaging in classroom tasks to augment the students' oral performance. The researcher selected the utilization of the Monopoly Game since it was believed that the employment of this game would aid the students in actively engaging in the classroom and enhancing their disposition towards acquiring speaking skills. As a result, the investigator anticipated that this approach would elevate their academic grades, particularly in speaking achievement.

Burns (2012, as cited in Wahyuni & Yulianti, 2021) claimed that speaking in the target language proves challenging for most students of second languages since learning to speak a foreign language takes more than determining grammatical and semantic norms. Harris (in Azlina et al., 2015), speaking skills have five components: comprehension, grammar, vocabulary, pronunciation, and fluency. Brown (in Kartikasari, 2018), there exist certain guidelines for designing speaking methods, namely: 1) Employ methods that cater to a variety of student requirements 2) Offer methods that are personally meaningful 3) Promote the use of natural language in communicative situations 4) Provide pertinent feedback and rectification. 5) Utilize the inherent connection between speaking and listening. 6) Allow students to initiate oral communication. 7) Foster the development of speaking tactics. It was clear how important it was to properly teach speaking skills in English classes.

Flamboyan & Lestari (in Wahyudi, 2020) found that the teacher needed to find the appropriate media to allow students to practice speaking without pressure. (Rahayu & Bhaskoro, 2022) Discovered interactive multimedia incorporated into the instructional and educational experience can prevent students from becoming disinterested. Moreover, To Su & Cheng, (Redjeki & Muhajir, 2021) Applying game design concepts and mechanics in quasi-game environments aims to involve individuals and resolve issues.. (Anisa et al., 2020) a gamification is a form of digital competence in which many levels of meaning are formed and processed through a playful application such as media.

Various games provide many benefits in a student's life. (Asiri, 2019) mentioned that using games in teaching works as a catalyst that increases the motivation of students to complete learning tasks and achieve more educational goals. Lestari & Ningrum (2022) mentioned that Aside from being entertaining, applying games as a medium for language acquisition is also extremely useful.. One game educational for kids is Monopoly Game. (Wahyudi, 2020), Monopoly is a board game containing a picture, a cue card, dice, a pawn, and money: the players must gather as much money as they can and traverse the game board based on the outcome of the set dice. Haqiqi & Suprayitno (2017) mentioned that teachers could add educational information based on the curriculum and learning objectives; Monopoly is an efficient learning tool. (Purwaningsih, 2018) stated that Monopoly keeps students active in groups and individually. Monopoly Game was an appropriate tool for enhancing speaking skills.

Studies have been conducted to use the Monopoly Game in teaching speaking. First, (Wahyudi, 2020). The study showed a significant difference in using the monopoly game of tenth graders' speaking skills. In addition, the effect size of the test is 64, which means it has a significant effect to tenth graders' speaking skills in learning descriptive text.

The second study was by Lisa & Yusuf (2018). The results showed that the monopoly game helped the students to speak more and improve their speaking skills, particularly for teaching Descriptive Text.

Briefly, this research aimed the use of monopoly game to improve students speaking achievement in 10th grade at ITP Senior High School.

MATERIALS AND METHOD

The researcher used Classroom Action Research (CAR) for the method. The researcher used the CAR model from Kurt Lewin (as cited in Juanda, 2016) and the model consists of four components, namely: a) planning, b) action, c) observation, and d) reflection. This article used Collaborative Classroom Action Research for the design.

The researcher took action for two cycles (two meetings) on November 4th and 11th, 2022. Each process consisted of four stages. Line with (Rahayu & Bandjarjani, 2021) mentioned that a mindset in Classroom Action Research is commonly known as the Cycle of Planning, Acting,

Preparing, and Reflecting. This research was at ITP High School, Dukuh Menanggal, Surabaya, East Java. The participants were the 10th-grade students in ITP High School from classes X-5, consisting of 25 students.

The instruments were observation, test, and questionnaire. The researcher used participant observatio, and the observation would be held every cycle for 90 minutes. In this study, the test was carried out twice; the first was at the end of cycle 1, and the second was carried out at the end of cycle 2. The test related to the announcement material taught and discussed in class at each cycle. The assessment of the test accorded to the speaking assessment rubric. The questionnaire in this research gave after the action stage, and the questionnaire used was close-ended. There were 15 items.

The data analysis techniques in this study were (1) Non-test: Observation and questionnaire explained in descriptive qualitative. The data from increased student learning observations would be analyzed with the collaborator (observer). (2) Test: Questionnaire and speaking test explained by a descriptive statistic. The form this test was a subjective test based on the assessment rubric. The data on student learning outcomes after correction and scoring would be analyzed based on Mastery Learning Implementation Guidelines, namely 78% of the total number of students who have achieved Minimum Completeness Criteria (KKM) 78 as student completeness in mastering the material provided. The results of the data would calculate using a descriptive percentage technique.

DISCUSSIONS AND RESULTS

Results

During the first cycle, held on 4th November 2022, the observer assisted the researcher in observing students and teachers. During the first cycle, five criteria were listed on the observation form. Consequently, the pupils showed keen interest in the educational sessions that employed Monopoly games. It was apparent that the first three criteria had been successfully met, as indicated by the ticks marked next to them. The fourth and fifth criteria were kept as 'sufficiently executed,' but there were still difficulties in classifying students into eight groups, disrupting the classroom. It caused the students to be unable to focus on the teacher, requiring further explanation on implementing the method. While the fourth and fifth

indicators ticked with 'sufficiently implemented' because there were still obstacles in dividing students into eight groups. It made the class noisy. Students could not concentrate with the teacher, so they needed clarification about applying the technique. When answering the question on the Monopoly board, the students were still reading the answers and were required to be fluent in English when answering questions. While the fifth indicator was because the duration of the learning time ended, and some students did not have time to make presentations in front of the class. They would continue at the next meeting.

Furthermore, when cycle 1 was applied, Post-test 1 was delivered. The test was conducted at the end of learning through paired dialogue texts related to the announcement material. The dialogue given was a gap dialogue where students were asked to complete it to make it perfect. Then students in pairs practiced the dialogue in front of the class. The following were the results of the tests conducted during cycle 1:

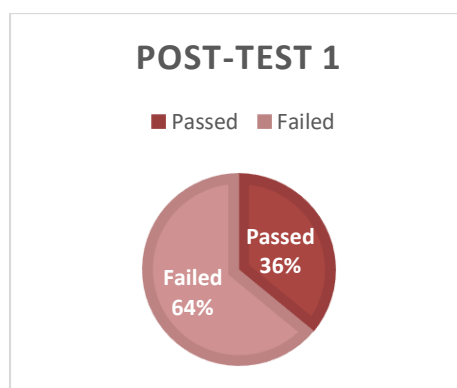


Figure 1. Summary of the assessment on Post-test 1 in pie-diagram

As per the findings of the first Post-test, merely 36% (nine pupils) were able to attain a score exceeding the minimum benchmark of mastery learning (KKM). Conversely, 64% (sixteen pupils) fell short of that standard. The evaluation indicated that nearly all the students in class X-5 at ITP Senior High School revealed poor speaking abilities.

Cycle 2, which applied on 11th November 2022. The observation manages for the second time at this time. For the second cycle, four indicators on the observation sheet had different indicators from the previous cycle. During the subsequent cycle, the examiner witnessed improved classroom circumstances. All of the indicators in this phase was marked as 'executed'. The teacher reduced the number of groups to resolve the previously-occurring noise. Students

were also increasingly interested in following the teacher's instructions and started learning in a fun way. Additionally, certain students appeared to be more involved in the educational process and were able to deliver brief announcements independently.

At this stage, the test was conducted for the last time in Cycle 2, namely Post-test 2. The test was carried out at the end of the learning process; the test was in the form of an assignment to make a video announcement individually. On Post-test 2, students scored better. The results were:

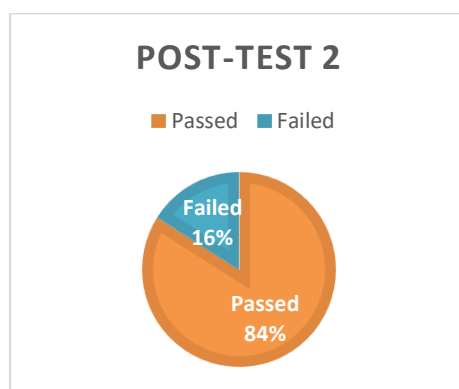


Figure 2. Summary of the assessment on Post-test 2 in pie-diagram

The outcomes of the Post-test 2 indicated that the highest percentage was from 36% to 84%. Out of 25 students, 21 students passed the minimum standard of mastery. In short, students' speaking achievement was improved through Monopoly Game. The following provided a summary increase in learning outcomes in Post-test 1 (Cycle1) and Post-test 2 (Cycle2):

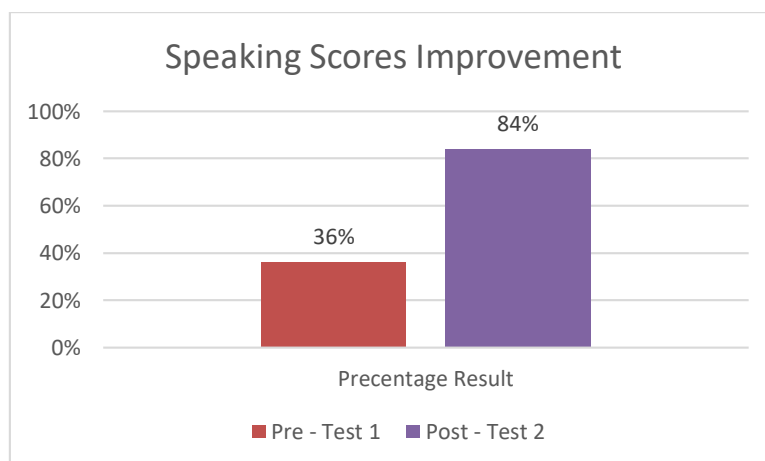


Figure 3. Speaking Scores Improvement

Based on Picture 4, the comparative graph of the results of the actions listed above, it concluded that the actions given during cycle 1 and cycle 2 showed a satisfactory increase. The result showed that using the Monopoly Game as a medium to support speaking practice in learning English increased students' speaking achievement. Apart from that, there was no need for changes to the design or learning design and its devices.

The questionnaire was delivered after implementing the first and second cycles of classroom action research. The questionnaire gave at the end of the meeting via a google form. The questionnaire results concluded that students enjoyed using the monopoly game as a learning medium in learning English. The questions related to improving their speaking skills also received positive responses

Discussion

Learning outcomes in learning using the Monopoly Game showed a significant increase. This increase could be seen from the teaching carried out in cycle 1 to cycle 2. The post-test results obtained in cycle 1 were that 36% of the students achieved the KKM score or slightly higher than the KKM, so out of 25 students, only 9 passed the test. In cycle 2 of the learning process, using the Monopoly Game as a medium to support speaking practice obtained satisfactory learning results. While the number of students who scored above the KKM was more than 80%, and there was an increasing score from 36% to 84%, and out of 25 students, 21 passed the test. Based on the achievement of learning completeness, referring to the learning completeness criterion having exceeded 78%, learning using the Monopoly Game was stopped in cycle 2.

The study's findings demonstrated that the Monopoly Game could enhance pupils' speaking achievement. This outcome corresponded with the results of an earlier investigation conducted by Wahyudi (2020) which also showcased that playing the Monopoly game could elevate the students' speaking abilities, encompassing grammar, pronunciation, vocabulary, fluency, and other related aspects. (Flamboyan & Lestari, 2014) also validated in their research that Monopoly games could stimulate students to communicate more actively and fluently in English. The students, furthermore, acknowledged that they could effortlessly produce recount

texts and had ample opportunities to practice speaking English by presenting them orally to their peers after the game.

To determine the magnitude of the treatment's impact, the researcher additionally conducted observations while classroom sessions were underway. The observation was used to know whether the implementation of the Monopoly Game was accomplished in its entirety. This was in line with Masyi'ah (2014) stated that valuable data concerning the teaching and learning process were collected through observations aimed at providing teaching assistance. The observations focused on the student's conversational skills, participation in the lesson, comprehension of the material, evaluation of teaching methods and techniques, and utilization of media for learning. The researcher saw that most pupils were engaged and eager throughout their participation in classroom. It implied monopoly games improved students' speaking and helped English teachers teach speaking. It also proved from the previous study (Hidayat, 2022) that the Monopoly Game was useful as a teaching tool.

The researcher provided questionnaires to the students. Line (Damayanti, 2019) stated that the questionnaire was for the teacher to evaluate the appropriateness of the game used in class. Students in their speaking learning process responded positively to the questionnaire distributed at the last meeting. The responses could be derived from the prior discussion's questionnaire results. Indeed, the result showed that 92% (twenty-three) of students enjoyed the teaching process after applying this technique.

Furthermore, 92% (twenty-three) of students thought that Monopoly Game made the studying process more interesting; they also said that Monopoly Game helped them increase their speaking skills and motivated them to study English. (Kuang et al., 2021) His result study showed that the Modified Monopoly game generally has more positive feedback than the other two learning approaches.

CONCLUSION

According to the research finding and discussion, the researcher concluded that Monopoly Game could improve students' speaking achievement. The actions consisted of using the Monopoly Game to teach speaking English during classroom activities. First, the approach towards education transformed into a more cooperative and engaging one. The student's

activeness on the observation sheet and their response to the questionnaire at the last meeting showed it. Following the application of this approach, the majority of pupils expressed their satisfaction with the learning experience, and the Monopoly Game was instrumental in boosting their speaking skills. Ultimately, the conclusions drawn from the earlier discussions and the statements above established that the 10th-grade students at ITP Senior High School made significant progress in their speaking achievement.

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How to Cite (APA style):

Lubis.,L.,A, &Rahayu.,E.,M. (2023,May). Students' Speaking Achievement Through Monopoly Game: New Normal Era. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 12(1), 115-124. <https://journal.unismuh.ac.id/index.php/exposure/article/view/10595>