

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Among the four language skills, speaking is often considered one of the most complex to master. Valette & Harris (1970) stated that speaking is the most difficult language skill because it involves several components that must be attended to simultaneously during a conversation. Speaking skills also require effective interaction between the speaker and the listener. Newton (2014) states that speaking is a way for a person to express ideas, messages, and emotions verbally, while Hughes (2013) emphasizes that speaking involves a complex process of shaping meaning through oral communication that demands mastery of various elements such as fluency, accuracy, pronunciation, and discourse structure management to ensure that meaning is conveyed consistently. Therefore, speaking ability can be understood as a flexible and contextual skill that connects individual mental processes—such as articulation and vocabulary selection—with social communication skills like turn-taking and pragmatic adjustments.

In the context of classroom learning, this complexity often becomes a barrier for students. Based on general observations, even within the same class, students' speaking abilities are often uneven. Some students appear confident in speaking, while others still feel hesitant or afraid to express their opinions in English. This condition is caused by several factors, such as lack of practice opportunities, embarrassment, fear of making mistakes, and less engaging learning media (Harmer, 2007). Therefore, teachers need to create a fun learning atmosphere and provide learning media that can help students practice speaking without pressure, using topics close to everyday life, such as hobbies, favorite activities, or personal experiences.

In facing these challenges, innovation in teaching methods and media becomes an essential need. Learning media is one of the components that can help teachers deliver material effectively. Palazon (2000) states that media can function as a learning resource capable of stimulating discussion, analysis, and the development of new perspectives within a communicative learning system. Along with that, Kozma (1991) emphasizes that the involvement of media in the learning process can influence students' ways of thinking, learning styles, and reasoning abilities. Therefore, the use of media is not just a complement but an important element in supporting the success of language learning.

One of the potential and interesting forms of learning media to implement is game-based learning media. Games can create an interactive, enjoyable, and competitive learning atmosphere, which ultimately increases students' motivation to learn. Takeuchi and Vaala (2014) explain that games such as trivia, puzzles, and drills have been widely used by teachers to help students achieve learning objectives. Koster (2005) even defines games as activities that stimulate the brain to solve problems and develop creativity.

However, the effectiveness of games as a learning media does not happen automatically. Mayer (2016) explains that the effectiveness of games in learning increases when students are involved in verbal activities such as giving instructions, actively interacting, and engaging in structured exercises. Farber, as cited in Mehra (2020), also emphasizes that games can be used as a learning tool that channels students' experiences and knowledge, while also building critical thinking and collaborative skills. Through games, students can learn in a more relaxed atmosphere, reduce anxiety, and become more motivated to participate in learning. One type of game that is popular and can be modified for learning purposes is a board game, such as Monopoly. Board games have the advantage of being familiar to students, easy to play, and can be combined with relevant lesson material. Harmer (2007) states that teachers can modify board games according to the learning theme to improve students' language skills. D'Astous and Gagnon (2007) found that games like Monopoly and

Scrabble can train cooperation and healthy competition among players. Recent research by Prameswari et al. (2024) also shows that using Monopoly as a learning media for teaching English is proven to be effective in improving language skills, especially speaking skills.

Based on observations at one high school in Bandung, it was found that English language learning is still limited to the use of conventional media such as textbooks and worksheets. The time allocated for speaking practice is also very minimal, so students do not have enough opportunities to actively practice oral communication. This indicates a gap between students' need to practice speaking and the learning media available at the school. Therefore, this research was conducted to offer a solution through the use of Monopoly as a learning media that has been modified to improve the speaking skills of eleventh-grade students. This game was chosen because of its familiar and engaging nature, so it is expected to create an active and interactive learning atmosphere. Through Monopoly as a learning media, students not only play but also practice using English naturally and contextually through question cards, game rules, and interactions between players.

Thus, this research is expected to contribute to enriching the variety of English language learning media, especially in teaching speaking skills. This study also aims to bridge the gap between theory and practice in learning, while emphasizing the importance of implementing interactive learning media that are relevant to the characteristics of today's students.

## **B. Research Questions**

1. What is the students' score before using monopoly as a learning media to improve students' speaking skills?
2. What is the students' score after using monopoly as a learning media to improve students' speaking skills?
3. Is there a significant difference in the results of the pre-test and post-test in using monopoly as a learning media?

### **C. Research Purposes**

Based on the description of the problem formulation above, the aim of this research is:

1. To know the students' score before using monopoly as a learning media to improve speaking skills
2. To know the students' score after using monopoly as a learning media to improve speaking skills
3. To determine whether there is a significant difference between students' speaking skills before and after the implementation of Monopoly as a learning media.

### **D. Research Significant**

1. Theoretical Benefit
  - a. This research will enrich the existing literature on game-based learning, particularly in the context of using Monopoly as a learning media for Narrative text learning. It can provide a deeper understanding of how printed media can be used to improve students' speaking skills.
  - b. This research can contribute to the development of speaking skill theory by showing how interactive and monopoly as a learning media can influence students' speaking skills. The findings can serve as a reference for other researchers interested in the same field.

#### **2. Practical Benefit**

##### **a. For Teachers**

The development of learning media using Monopoly as a learning media can help teachers in presenting narrative text material in a more interesting and interactive way, which in turn can improve students' speaking skills.

##### **b. For Students**

By using Monopoly as a learning media, students can engage in a more enjoyable and new learning process, thus improving their speaking skills. Students who learn English through games tend to be more

motivated, more active, and excited about the learning. Monopoly as a learning media allows students to access learning materials anytime and anywhere. This provides students with the flexibility to learn at their own pace and on their own time.

c. Other researchers

This research is expected to provide input for other researchers to explore further related to Monopoly as a learning media to improve students' speaking skills dan focus more on the material of narrative text.

### **E. Research Scope**

This research provides limitations in the use of the materials listed. Not only that, but another limitation is that because this game is based on monopoly, which does not contain many pieces, and switching the pieces cannot be predicted from numbers 1 - 6, there is a possibility that students do not get equal shares.

Another lack is that because it was only used in one class, the results of the monopoly as a learning media in other classes are unknown and does not give much focus to the narrative text material. Furthermore, the use of printed media on the board and playing cards makes it feel less modern in this digital age.

### **F. Research Hypothesis**

The research hypothesis focused on the use of monopoly as a learning media to improve the speaking skills of grade 11<sup>th</sup> students. There are two types of hypotheses, as follows:

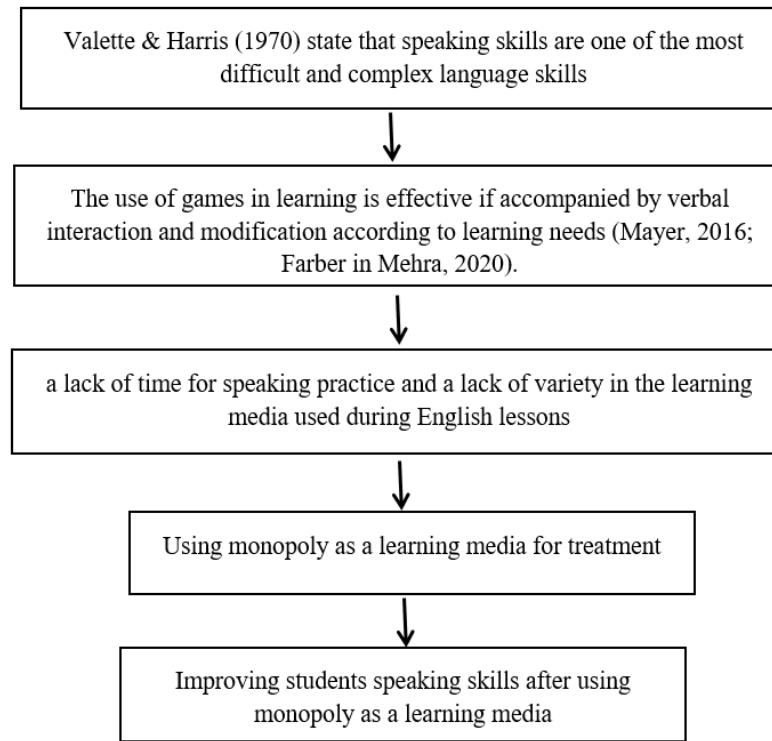
1. Null Hypothesis (H<sub>0</sub>)

The null hypothesis stated that there is no improvement in the speaking skills of grade 11 students

2. Alternative Hypothesis (H<sub>a</sub>)

The alternative hypothesis stated that there is an improvement in the speaking skills of grade 11 students

## G. Conceptual Framework



**Figure 0.1 Conceptual Framework**

The framework of this study explains the logical flow used to prove whether the Monopoly as a learning media is effective in training students' speaking skills. This study began with a problem: students' lack of time for speaking practice and the lack of diverse learning media available during learning, especially during speaking practice. Because of this, many students find it difficult and lack confidence in speaking English because the learning methods are often monotonous and uninteresting. Valette & Harris (1970) stated that speaking skill is one of the difficult and complex language skills. This is because speaking skill has several components that need attention when conducting a conversation. Therefore, the phenomenon found makes the use of English in speaking practice something that needs more attention, especially in terms of how various media are used during the learning process.

Games become more effective in learning when students are actively verbal, such as giving instructions, interacting, and following structured exercises (Mayer, 2016). Farber in Mehra (2020) adds that games can give students experiences and knowledge as well as develop critical thinking and collaborative skills. Based on this, the study proposes the use of Monopoly as a learning media for language lessons to create a fun learning atmosphere and encourage students to speak more actively without pressure. To measure its effectiveness, a pre-experimental method is used, starting with a pre-test of students' speaking skills, followed by the implementation of Monopoly as a learning media for several sessions, and ending with a post-test to assess the improvement in students' speaking abilities.

The final step taken by the researcher was to test the pre-test and post-test results using statistical tests and compare the results. If the students' post-test scores were significantly higher on average, it could be concluded that this media was successful in improving their speaking skills. Thus, this framework hypothesizes that learning while playing Monopoly as a learning media can be an effective way to improve students' speaking skills.

## **H. Previous Study**

Previous studies show that a number of other researchers have conducted similar studies with equally interesting findings. The study conducted by the author in this paper is closely related to previous research. Regarding this topic, a number of previous studies have discussed the following:

Pittayanantakul & Phusawisot (2024) with the research title "The Effect of Boardgames on Speaking Skills of Thai EFL Primary Students" through a quasi-experimental design. The study aimed to determine the effect of board games on the speaking skills of elementary EFL students in Thailand and examine their perceptions of the use of board games in improving speaking skills. Among 86 students divided into an experimental class and a control class, a significant increase in speaking scores was found in the group taught with



board games compared to the control class, accompanied by positive student perceptions of the learning atmosphere. In addition, the interview data was analyzed by looking for main themes. The results showed that students who learned with board games scored higher in speaking than students who did not. There was a significant difference between the two groups at a confidence level of 0.05. In addition, participants felt that instruction through board games made the classroom atmosphere more enjoyable and provided emotional and practical benefits.

These findings are in line with research from Tiing & Yunus (2021) entitled “Board games in improving pupils' speaking skills: a systematic review,” which concluded that board games, including variants of Monopoly, consistently improve pronunciation, fluency, and grammar, as well as motivation and interaction among students. Tiing & Yunus (2021) conducted this research to examine students' perceptions of the use of board games in learning and speaking, as well as the usefulness of board games in improving their speaking skills. This study, which used a systematic-based method, reviewed and analyzed articles and journals sourced from Google Scholar, ERIC, and SAGE Journals from 2017 to 2021. It can be concluded that the final results of the study Tiing & Yunus (2021) show that the use of board games can have an impact on a person's speaking ability.

The research conducted by Huda et al., (2023) focused on developing game-based learning media to improve the speaking skills of high school students. In this study, the Monopoly game was modified as a tool for learning English, specifically for practicing speaking skills. The development process followed the Research and Development (R&D) approach using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. Data were collected through observation, interviews, and student satisfaction questionnaires. The validation results showed a very high level of validity: 90.6% for the material aspect, 82.5% for the media aspect, and 82.6% for student satisfaction in the trial. These findings



indicate that the modified Monopoly game can be an effective and feasible media for teaching English speaking skills at the high school level.

Based on a literature review, previous studies have proven the general effectiveness of board games in improving English speaking skills and creating positive perceptions among students Pittayanantakul & Phusawisot, (2024); Tiing & Yunus (2021). In addition, a study by Huda et al. (2023) has successfully developed and validated a modified monopoly game for speaking learning at the high school level. However, there are research gaps that this study aims to fill. The three studies have not provided quantitative evidence obtained through pre-experimental methods that specifically measure the effectiveness of monopoly as a learning media in a more focused context, namely to improve the speaking skills of 11th grade students using narrative text as the selected learning material.

