

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the problem**

Speaking is a skill that requires one or more person as a speaker and listener. Speaking is an important skill for humans because it is a way for the people communication with others. With good speaking skill, humans can express what they feel and want to convey to their conversation's partner. According to Florez, (1999) says in Wahyudi, (2020) "Speaking is a process of delivering the idea that involves receiving, processing information, and producing the idea that includes two components of skill, productive and interactive skill".

In English there are four aspects of skill that affect a person's ability to master English, namely: listening, speaking, reading and writing. The speaking aspect is one aspect of the four language skills that needs to be learned. According to Hidayat, (2022) in his journal says that by looking phenomena of mute English how the millions of students can read but cannot speak, because speaking skill is one of the skill that difficult to learn for student. To be a good speaker, they must master the pronunciation, vocabulary and grammar. Without mastering all of them, the student cannot express their own idea".

Beside pronunciation, vocabulary, and grammar that must be mastered by students, other supporting factors must also be an important attention for teachers, such as classroom activities. According to Cameron, (2001) in

Hidayat, (2022), mention that “Classroom activity can support student’s discourse skill development in the foreign language”. From the theory above, it is mean that the quality of classroom activity as a reason how the students develop their own foreign language mastery. When the students feel enjoy during classroom activity, the students would be easier to understand. The teacher must improve their own strategy on teaching and tries to use teaching media as a support.

Teaching speaking should be taught in communicative activities. There are many types of classroom speaking activities. As Harmer, (2007) says in Hidayat, (2022) states there are five classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires”. So, from the theory above, the researcher choose the communication games. According to Hidayat, (2022) Communication games aim to stimulate students to interact with each other and are based on the information gap principle. In these games, students have to talk to their partners to solve puzzles, draw pictures, put things in the right order, or find similarities and differences between pictures. There are also many television and radio games imported into the classroom that serve as great fluency activities.

Teacher has problem to teach their students, in teaching and learning proccess. Actually, teachers have used various methods and strategies in teaching English. However, there are still problems in learning English,

especially in students' speaking ability. So that when asked to speak English most students cannot do it.

When doing interview with one of the students at MTsN 1 South Solok, it is known that teachers still use monotonous and uninteresting learning methods and media, so that students are not excited and feel bored when learning in the classroom. The student also mentioned that teachers more often use modules and student worksheets. The use of projectors is only used to show power points in certain materials. In addition, the researcher also conducted an interview with one of the English teachers, who teaches in grade IX. She mentioned that the limited learning facilities at school, such as projectors, make the use of technology as a learning media cannot be given optimally to students, so teachers cannot create an interesting learning atmosphere and give the right learning methods or media to students. From the results of researchers' interviews with students and teachers above, it can be concluded that learning media has a big influence on the success of the learning process in the classroom. The use of inappropriate media usually results in boring teaching and learning activities for students, students do not enjoy learning in class and sometimes learning objectives are not achieved.

Beside that the inappropriate use of learning media, the researcher was also got an information that students were shy to practice English, especially speaking. The main factors that become a problem in their learning processes are the lowest their vocabulary and motivation to practice English, so that they are difficult to practice speaking English. They will practice English if

their teacher ask them to practice in front of the class. The problems that happen at MTsN 1 South Solok is the low motivation of students to learn and students' vocabulary, strategies or media used by teachers that are less interesting in the teaching and learning process. So that the media, strategies, techniques, which the teacher uses in teaching are not relevant with the characteristics of the students, then the student's speaking ability are not increasing.

From the phenomenon of the problem above, that's way the researcher interested to choose this topic and will conduct the research using monopoly game in teaching speaking. The researcher chose monopoly game because several reasons. First, the monopoly game can help students understand the material more easily. Secondly, the game is fun and interesting, and give them the opportunity to explore new ways to learn the material as they can play while learning. Lastly, using monopoly can make students more active in the class to do activities related to the material. In addition, monopoly game give advantages and positive impacts when use in teaching speaking. According to Erlina & Rachmajanti, (2013) say in Wahyudi, (2020) that "monopoly game can improve students' fluency, confident and pronunciation".

With this study, the researcher hopes that use of monopoly game media can be an alternative for teachers in finding the right teaching media for students' speaking ability. In addition, the researcher also hopes that students can become more active and interested in learning English. In the

previous research, the researcher found the use of this media was only used on descriptive text, recount text and grammar material. So, in this study, the researcher will experiment teaching the monopoly game on procedure text. As the researcher quoted from one of the relevant study by Wahyudi, (2020), mentioned in the conclusion that “further researchers are suggested to conduct a research by implementing monopoly game to other language skill or other topic of text also implement this media to different school graders”.

To strengthen this research, There are some previous studies that apply monopoly game as learning media in teaching English which is included by the researcher in this background section: (Gede & Raharja, 2018), (Wahyudi, 2020: 96-97), (Syakur, 2020), (Dwiyana et al., 2021: 184-185), (Luarmasse et al., 2021: 50-51), (Andriani & Syarif Hermawati, 2021), (Hidayat, 2022: 88), (Faidah et al., 2022: 894), (Lubis & Rahayu Mastuti, 2023), (Garwan et al., 2023), (Prameswari et al., 2024), (Paramita et al., 2024).

Based on the background above, the researcher submits a thesis entitled **“The Effect of Monopoly Game towards Students’ Speaking Skill at MTsN 1 South Solok in Teaching Procedure Text”**.

## **B. Identification of the Problem**

Based on the description that has been explained in the background of the problem above, various problems can be identified, including:

1. Less interest media used by the teacher in teaching speaking.

2. Lack of students' skills in speaking English.
3. Students feel bored in learning.

### **C. Limitation of the Problem**

In this study the researcher limits the research only for speaking skill, using the Monopoly game as a learning media. In addition, the scope of speaking skill is student's speaking ability in procedure text which is students can explain "How to Use Something" or "How to Make Something" as the teaching material.

### **D. Formulation of the Problem**

The researcher focuses on the investigation of the effect of using modified monopoly games media towards teaching speaking. So the question of the research is "is monopoly game media effective for teaching speaking at class IX of MTsN 1 South Solok?"

### **E. Purpose of the Study**

Based on the research question above the purpose of study is to investigate the significant effect of using monopoly game as a media learning towards teaching speaking at class IX of MTsN 1 South Solok.

### **F. Significance of the Study**

#### **1. For Student**

With this study, the researcher hopes that students' speaking skills could be improved in learning English in the classroom in particular. The researcher also hopes that students can fluently in speaking English.

## **2. For Teacher**

The researcher hopes that this research will be useful for teachers in adding references related to speaking learning media, so that the learning process in the classroom is not boring. Beside that, the researcher also hopes that with the presence of this research teachers can develop their ability in teaching speaking.

## **3. For Reader**

The study is expected to be able to raise awareness of the importance of skill speaking in language learning, especially English. The researcher also hopes this study can also add readers insight related media learning speaking.

## **G. Definition of Key Terms**

### **1. Effect**

Effect is defined as the change or result produced by a particular cause or influence. According to Hornby, (2010) effect refers to “a change that something causes in someone or something else (a result).” In the context of this study, the term "effect" specifically relates to the measurable changes in students' speaking skills that occur as a result of the implementation of Monopoly Game Media in teaching procedure text.

### **2. Speaking**

According to Brown, (2001) defined speaking as an interactive process of constructing meaning that involves processing information, producing, the presence of speaker and listener and receiving the message.

Speaking is a form of communication, according to Burton state that the main feature of speaking is the way in which the talkers allow one another to have their say by series of signal, given by tone of voice and hand gesture or a facial expression.

### **3. Teaching Media**

Teaching media is everything that can convey messages through various channels, can stimulate students' thoughts, feelings, abilities so that they can encourage the creation of a learning process to add new information to students so that learning objectives can be achieved properly (Magledena, 2021).

Teaching media can be defined as a tool in the form of physical or non-physical which is deliberately used as an intermediary between educators and students in understanding learning material so that it is more effective and efficient. So that learning material is more quickly accepted by students as a whole and attracts students' interest in learning further (Nurfadhilla, 2021).

### **4. Game**

Game is an interesting, enjoyable and sometimes difficult activity where students engage and usually communicate with each other Wright et al., (2019).

### **5. Monopoly Game**

According to Carroll, (2011) says in Wahyudi, (2020) Monopoly is a game in which players use various economic activities to move across



the board based on the outcome of a dice roll. She mentioned that money was used in many ways for payments and expenses. According to Fithri, (2016) in Dwiwana et al., (2021) stated that board games are card games with multiple boards that contain clues and questions for each board.

