

CHAPTER II

THEORETICAL REVIEW

A. Modified Monopoly Game

1. Definition of Modified Monopoly Game

Before we jump in talking about what Modified Monopoly Game is, let's discuss about the monopoly game itself. Monopoly is a board game in which players take part in simulated property and financial dealings using imitation money. It was invented in the US and the name was coined by Charles Darrow c. 1935. Mufiddah and Rachmajanti (2012: 2), stated that Monopoly is a popular game and most people can play it.

Larasati, (2015: 13) said that monopoly is a trending game in the world that famous among the children. Not only the children, adults start to play the monopoly game since the game introduced with one of the media socials in smart phones.

Based on those definitions above, we can conclude that monopoly is a simulation board game where the players dealing with imitation money and use it to collect property that is popular and can be played by all people, from children, teenager, even an adult.

The Modified Monopoly Game itself is a simulation board game where the properties and dealing have been changed with words or vocabularies that the creator, in this case the teacher,

want to teach and the dealings will no longer use money but their ability of speaking in a full sentences based on the “properties” that they got. The sentence will use the material that they are learning for example they are learning descriptive text about things around us, so they have to describe their properties in order to “buy” the property.

2. Advantages and Disadvantages of Modified Monopoly Game

a. Advantages of Modified Monopoly Game

According to Brewster (2003: 12) there are some advantages about using monopoly game as a media of teaching, they are as follows:

- 1) Children enjoy constructive plays and games. It could be a good start, as I explained before that the students will learn with less pressure because they enjoyed it.
- 2) They are not only motivated and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar, and four language skills.

b. Disadvantages of Modified Monopoly Game

There are also disadvantages using monopoly game in teaching. Like Muddifah and Rachmajanti said that since the game applies some rules, the students should know

exactly what to do by understanding the booklet; unless, there is a guide who can explain the rules clearly. The guide here can be an English teacher or person who is expert in English. The guide is also needed to check whether the students pronounce the words correctly. Thus, the product is inappropriate for self-study. In addition, the product is only a printed medium so the users should keep it carefully if they want to use it next time.

B. Speaking

1. Definition of speaking

Speaking is one of four language skills in English and there are so many definitions about Speaking. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

On the other hand, Nunan (2003) also stated that speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning. Furthermore, Larasati, (2015) explained that there are so many ideas can be represented in every people's speaking. It can be concluded that speaking skill is very important in daily life because people stated their idea and show what they want to by speaking.

We can conclude from those definitions that mentioned before that speaking is one of the important to help people state their ideas to others with symbols, whether it is directly or indirectly. Speaking also a media for people to represent their thought and convey their meaning.

2. Kind of Activity

Iqbal (2016) said that there are three kinds of speaking activity that the teacher can use in the class, they are as follows:

a. Interactive Speaking

Interactive is one of the speaking activities that are done with the interaction between speaker and listener either directly or indirectly. Examples; Face to face conversation, Daily dialogue, and Telephone calls.

In the classroom teacher can ask students to listen and speak each other, asking each other for clarification, repetition, or slower speech from partners or conversation pairs.

b. Partially Interactive Speaking

Partially interactive speaking is one of speaking where there is a person or people speak dominantly in the conversation. Example; giving a speech to a live audience and sharing a presentation.

In the classroom, this activity can be done by asking one of the students to give a speech in front of the class, while others listen and observe the speakers. Listener was also asked to respond to speeches delivered when the speech was over.

c. Non-Interactive Speaking

Non-Interactive speaking is one of speaking activities that there is no interaction in activity itself, speakers only need to practice the pronunciation and the fluency of the words issued. Example; when recording a speech for a radio broadcast, performing in a play, reciting a poem, singing.

In the class teacher can ask students to do the work at home by asking them to record their own voice in English. It aims to practice their fluency in their speaking with the precision of pronunciation.

3. Assessing Speaking Activity

According to Carlson and Smith-Howell (2009: 87) there are some aspects should be considered in giving score to the students' speaking those are:

a. Completion of task

Completion of task refers to how much information that they give in the speaking activity, was the information provided inadequate, limited, adequate, or extensive.

b. Grammatical

Grammatical refers to grammar accuracy in the students' speaking ability, was there multiple mistakes that change the meaning, frequent mistakes that somewhat make it difficult to understand, some mistakes that do not interfere with the meaning, or very accurate, view mistakes.

c. Pronunciation

Pronunciation refers to how good the students can pronoun their words or sentences, it assess where they very incomprehensible, somehow difficult to understand, easy to understand, or sounds like a native speaker.

d. Fluency

Fluency refers to how their speaking flows, does it not flow, frequent pauses, occasional pauses, or natural pattern of speech.

C. Basic Assumption

There are many ways that can be used to develop students' speaking skill. Some teaching aids can be used to reach the goal of the teaching learning process. The teacher should have the ability to choose and make a good media of teaching and implement it in the teaching learning process. Modified Monopoly Game is used in teaching speaking because it makes the students learning in a fun way and they enjoy the teaching learning process. Moreover, Modified Monopoly Game leads the students in practicing their grammar, vocabulary, pronunciation, and fluency. Therefore, Modified Monopoly Game can be an effective and interesting way in teaching speaking.

D. Hypothesis

From the basic assumption above, the hypothesis of the research is Modified Monopoly Game is effective for teaching speaking or not.