The Effectiveness of Monopoly Game as Media to Enhance 10th Graders Speaking in Descriptive Text

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Abstrak

Keterampilan berbicara adalah salah satu keterampilan berbahasa yang penting yang harus dikuasai oleh siswa. Itu karena keterampilan berbicara adalah keterampilan produktif yang di mana siswa harus berkomunikasi dalam bahasa Inggris secara lisan. Namun, ada beberapa masalah dalam pengajaran dan pembelajaran berbicara, seperti siswa bersikap pasif dan tidak memiliki motivasi untuk belajar, siswa kurang komunikatif dalam kelas, guru jarang menggunakan media di kelas, dll. Dengan demikian, penelitian ini bertujuan untuk mengetahui pengaruh permainan monopoli terhadap keterampilan berbicara siswa kelas sepuluh. Penelitian ini adalah penelitian eksperimental yang menggunakan quasi-eksperimental desain. Semua siswa kelas sepuluh dari salah satu sekolah islam di Surabaya sebagai populasi, sementara itu 63 siswa sebagai sampel dalam penelitian ini. 32 siswa dari kelas X SOCIAL 1 sebagai grup eksperimen dan 31 siswa dari kelas X SOCIAL 3 sebagai grup kontrol. Tes lisan sebagai instrumen penelitian, yaitu *pre-test dan post-test*. Hasil dari kedua tes tersebut adalah data dari penelitian ini yang dianalisis dengan menggunakan *Mann-Whitney U Test* untuk mengukur tingkat signifikasi dari hasil kedua tes. Hal itu karena hasil tes tidak terdistribusi normal. Hasil tes menunjukkan bahwa Asymp. Sig. (2-tailed) dari tes ini adalah .000 yang dimana kurang dari 0,050. Ini menunjukkan bahwa ada perbedaan yang signifikan antara grup kontrol dan grup eksperimen. Selain itu, terdapat perbedaan yang signifikan dari nilai rata-rata yaitu 42,34 dari grup eksperimen, sedangkan 21,32 dari grup kontrol. Dapat disimpulkan bahwa ada perbedaan yang signifikan dalam penggunaan permainan monopoli keterampilan berbicara siswa kelas sepuluh. Permainan ini memberikan efek terhadap keterampilan berbicara siswa. Selain itu, *the effect size* dari tes adalah 0,64, yang artinya memiliki permainan ini memiliki efek besar. Dengan Singkat, permainan monopoli memberikan efek terhadap keterampilan berbicara siswa kelas sepuluh dalam teks deskriptif. Dengan demikian, peneliti merekomendasikan kepada guru Bahasa Inggris untuk menerapkan permainan monopoli dalam mengajar keterampilan berbicara dan keterampilan lainnya.
Kata Kunci: Permainan Monopoli, Keterampilan Berbicara

Abstract

Speaking skill is one of important language skill that should be mastered by the students. It is because speaking skill is productive skill where the students must have communication in English orally. However, there are some problems in teaching and learning speaking, such as students are passive and have no motivation, students' less communicative in class, the teacher rarely use media in class, etc. Thus, this study aims to investigate the effect of monopoly game on tenth graders' speaking skill. This study is experimental research which apply quasi-experimental design. All tenth graders of one of Islamic school in Surabaya as the population while 63 students' as the sample in this study. There are 32 students in X SOCIAL 1 as experimental group and 31 students in X SOCIAL 3 as control group. Oral test as research instrument which are the pre-test and post-test. The result of those tests are the data of this study which are analysed by applying the *Mann-Whitney U Test* in order to measure the significant level of the score. It is because the result of the tests not normally distributed. The result of the test showed that Asymp. Sig. (2-tailed) of the test is .000 which less than .050. It indicated that there is significant difference between control and experimental group. Moreover, there are significant different from mean rank score which is 42.34 from experimental group, while 21.32 from control group. It can be concluded that s there is significant difference in the use of monopoly game of tenth graders' speaking skill. This game gives effect toward students' speaking skill. In addition, the effect size of the test is .64, which it means it has large effect. In short, the monopoly game gives an effect toward tenth graders' speaking skill in learning descriptive text. Thus, the researcher recommends to English teacher to apply monopoly game in teaching speaking and other skill.
Keywords: *Monopoly Game, Speaking Skill*

INTRODUCTION

Speaking is one of important skill to human because it is the nature of human to communicate with others. 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 (Florez, 1999, p.1). As a line with Florez, 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. In education, speaking has a big role in students' successfulness in learning a language. When ESL/ EFL students can communicate effectively, they may consider successful in learning a language (Riggenbach & Lazaraton, 1991). Richards (2008) mentions that based on the functions of speaking, there are three styles in teaching speaking which are an interaction, a transaction, and a performance.

In learning English, second or foreign language students should learn twelve types of English text and one of them is descriptive text. Descriptive text is a type of text which aims to describe something, such as thing, person, place, activity, etc. to the reader. According to Depdiknas (2003), in descriptive text, the author should give a brief picture about the subject by using emotion (happiness, sadness, madness, etc.) and senses (smell, taste, sound, etc.) so the reader can imagine and understand through the visualization. There are three components of descriptive text according to Wildiati et al. (2017) which are a social function (describing a particular place and historical building), language features (words that relate to historical building and ecotourism destination noun phrase), and generic structure (identification and description)

Nowadays, there are still a lot of problems faced by students in teaching speaking skill, which are students' less communicative, students are passive and have no motivation, they afraid to make errors, also they have not opportunity to practice. The one cause of the first problem which students' less communicative during class is teacher rarely give speaking practice to learners. The second problem which students are passive and have no motivation to learn speaking skill caused by teacher rarely use learning media also only use English textbook to practice speaking. Next, they afraid to make errors because the other students will laugh when they made errors. Last, they are rarely given an opportunity by the teacher for them to practice speaking skill because of limited time. Here some previous studies who mention the problem in teaching speaking skill. According to Erlina & Rachmajanti (2013), found that the teaching

speaking in recount text is not communicative because the teacher who is talking most of the time, the teacher used an unattractive method which using the grammar-translation method when teaching English and rarely using media during class. In Flamboyan & Lestari (2014), it is found that the teacher did not find out yet the appropriate media that can give the opportunity to students for practice speaking without being pressured, also the students are afraid to speak because of they afraid to make mistake. Moreover, Lisa & Yusuf (2018, p.117) found that the students' rarely practiced speaking because only the textbook that the teacher used to help the students speaking practice.

To solve that problem that happens during teaching speaking, the teacher needs attractive media which is game. As Broughton, Brumfit, Flavell, & Pincas (1980) state, in order to make an enjoyable atmosphere during teaching and learning process, the teacher needs to add puzzle, games and songs activities in their teaching. In line with Broughton, Brumfit, Flavell, & Pincas, McDonough, Shaw, & Masuhara (2013, p. 171) state that games are one of the way to learners to speak English. One of famous speaking practice game is a monopoly.

Smaldino et al (2004:16) state that gaming is one of media which included in students-directed method. They said that game is a media that the students should play by following the rule and achieve the goal with joyful atmosphere. It is in line with Sadiman in Susanti (2017), who state that game is learning media which has rule because it is a structural activity to create joyful atmosphere and an educational tool. According to Smaldino et al (2004) state that game involve one student or group of students. Thus game is a structured activity that create joyful atmosphere and involve team and individual.

In addition, Sadiman in Kusuma & Irawati (2013) mention some of advantages of game as a media in learning process which are students are more active make the lesson more interesting, and game can improve students' cognitive ability by giving real experience. Moreover, Smaldino et al (2004) also mention four advantages of game as media which are students can interest to repetitious task because game is fun activity, game can build students' interest in learning, game can create relaxed and pleasant atmosphere which suitable to students who have low achievement, and game is one of solution because game is fun for learning activities also suitable for adult and children learners.

Monopoly game is one of example board games that have board, picture, cue card, dice, pawn, and money. In the monopoly game, the player should collect money as much as they can in order to win the game. As Carroll (2011, p. 23—32) says, Monopoly game is a

game that apply several economic activities in order to win the game by moving around the board based on the dice. She also said that money was used in a variety of ways to do payments and expenditures. According to Azmi (2018), monopoly game can be played in any level of students. Haqiqi &Suprayitno (2017) state that the monopoly is effective and efficient learning media because the teacher can modify the game creatively by adding learning material based on curriculum and learning objective.

There are some advantages of monopoly game in teaching English according to previous study. Erlina & Rachmajanti (2013) mention some advantages of monopoly game which are students are more active and motivated, they are know how to play the game because they are familiar with the conventional monopoly game, they can easily speak in English because the game gives a fun atmosphere, they are listening and trying to learn from others, teacher can apply based on the material that students need and the skill that they need to improve, and teacher can modify the rule, bonus, time, the amount of fine, and question depending class situation. Then Flamboyan & Lestari (2014) also mention that the game help the students' more active in speaking, they can produce better utterance in performing recount text, and the students can arrange good text. Thus, reasons why the researcher uses the game as learning media to teach speaking descriptive text are all students familiar to this game and they know how to play the game, this game can be played by students from beginner to advance level, the game can improve their motivation to learn because this game can make them be more competitive, the game can be designed in any English skill and material based on the curriculum and learning objective, also this game is one of the ways to make students more active in speaking English and more understand about the material.

There are some previous studies that apply monopoly game as learning media in teaching speaking. According to previous studies which implemented monopoly game in classroom activity agreed that monopoly game can improve students' speaking skill (Erlina & Rachmajanti, 2013; Flamboyan & Lestari, 2014; Lisa & Yusuf, 2018, p. 117). Not only in speaking, monopoly game also gives relax and joyful atmosphere during class (Flamboyan & Lestari, 2014; Lisa & Yusuf, 2018, p. 117). Moreover, monopoly game can improve students' fluency, confident and pronunciation (Erlina & Rachmajanti, 2013).

Most of the studies above used monopoly game in speaking descriptive text, recount text and expression (greeting, opinion, introducing, etc.). Most of subjects of those studies are students of junior high and vocational school. Yet, only a few studies who investigate the

effectiveness of monopoly game in teaching speaking descriptive text for senior high school students. Therefore, in this research the researcher aims to examine the effectiveness of monopoly game in enhacing 10th graders' speaking skill.

Based on the background of the study, the researcher seeks answers to one research questions as follow: Is there any significant difference between students' speaking skill after the treatment? There are two hypotheses in this study which are null hypothesis (Ho) and alternative hypothesis (Ha). The null hypothesis (Ho) is stated that there is no a significant difference in the students' speaking skill between students who are taught the speaking skill in the descriptive text by applying monopoly game as media and those who are not taught by using monopoly game. Meanwhile, the alternate hypothesis (Ha) is stated that there is a significant difference of students' speaking skill between students who are taught the speaking skill in the descriptive text by applying monopoly game as media and those who are not taught by using monopoly game.

RESEARCH METHODOLGY

The research is an experimental research which is designed by applying the quantitative approach. The design of this research is quasi experimental. According to Ary, Jacobs, Sorensen, & Razavieh (2010), experimental research is a study which aims to find out the effect of one manipulation variable to another variable. They also explain that there are some types of research design in experimental research and one of them is quasi experimental design. One of the criteria of quasi experimental research design is nonrandomized subject. Therefore, the researcher examined the significant effect of the use of monopoly game to enhance ten graders speaking skill in descriptive text which was assigned subject by applying specific criteria such as students' English level.

The researcher used two classes, control group and experimental group. In this study, the researcher conducted two types of test to experimental and control groups. The first was pre-test which aimed to assign students' speaking skill before the treatment. Then, the researcher was taught descriptive text in the experimental group by applying monopoly game as treatment meanwhile applying a conventional method to teach descriptive text in the control group. This treatment has been implemented twice which were in second and third meetings. After the treatment, she conducted the second test that was post-test which aimed to assign students' speaking skill after the treatment.

There were two classes of tenth grader that were chosen by researcher as the subject of this study. They

are students from one Islamic school in Surabaya. There were 32 students of X SOCIAL 1 as experimental group and the X SOCIAL 3 which had 31 students as control group. These group were chosen based on their equal speaking skill which proved by pre-test mean score. The mean score of experimental group is 33 and control group is 30. The class meeting is twice a week which on Thursday and Friday. The meeting for X SOCIAL 1 is every Thursday on 5th and 6th period while X SOCIAL 3 is every Friday on 7th and 9th period group.

The researcher was collected the data by using two tests as instrument that were given to both the experimental and control group which were pre-test and post-test.

The pre-test was conducted to measure whether control group and experimental group are equivalent. This test is an oral test that has been given before the treatment. In the pre-test, the researcher gave 4 place and clue of the place. Then, the students instructed to make a descriptive text in their own word from one of the place. After that, they were asked to describe the place that they have made in 2-5 minutes and recorded by the researcher as an audio.

The post-test was conducted to know the different of experimental group' and control group' speaking skill before and after obtained the treatment. The test was similar to pre-test, the researcher gave 4 place and clue of the place, then the students instructed to make a descriptive text in their own word from one of the place (see appendix 3). After that, they were asked to describe the place that they have made in 2-5 minutes and recorded by the researcher as an audio. However, in the post-test, the researcher gave different place from the pre-test. Thus, the place was dissimilar.

In measuring students' speaking skill, the test was assessed by using adopted speaking rubric from Testing English as a Second Language by David P. Harris McGraw (see appendix 4).

In order to measure the validity of the test, the researcher used a validator by following several stages below:

1) The researcher designed the test based on a basic competence 3.4 and 4.4 in 2013 curriculum for senior high school which about the descriptive text of tourist destination and historical building.

2) The researcher was asked an expert as validator to judge the tests and used the expert's judgment in order to know whether the tests were appropriate or not. The validator is Mrs. Sunarminingsih,S.Pd, she is English Teacher of ten grade who has experienced teaching English for 5 years. Therefore, the teacher knows the abilities of social class students.

3) After validator approved the tests, then the researcher continued to measure the reliability of the test.

The researcher used equivalent form to measure the reliability. In this method, the researcher gave two set the similar test in same day, which are the pre-test and post-test for control and experimental group. In this case, the researcher conducted the try out to five students of X SOCIAL 2 which were not control and experimental group. The result of students' speaking test will analyze by using *Pearson Correlation* on IBM SPSS for windows release 24.

Table 1. Correlations

		Pre-test Score	Post-test Score
Pre-test Score	Pearson Correlation	1	.218
	Sig. (2-tailed)		.724
	N	5	5
Post-test Score	Pearson Correlation	.218	1
	Sig. (2-tailed)	.724	
	N	5	5

Based on the table above, the result showed the reliability of the test was r = 0.724. According to scale and level of reliability from Bartz (1976), it can be indicated that the tryout test was reliable. therefore, the td for pre-test and post-test.

Table 2. Level of Reliability

Scale	Level of Reliability
.80 - 1.00	Very Reliable
.60 - .799	Reliable
.40 - .599	Reliable enough
.20 - .399	Less reliable
.00 - .199	Not reliable

After measuring the reliability, the researcher collected the data using test. The process of collecting data was conducted by the following steps:

a. First, on August 27th, 2019, the researcher went go to school and did observation to all tenth graders.

b. Second, on September 2nd ,2019, the researcher gave permission letter to the headmaster of the school.

c. Third, the researcher was conducted the tryout to five students from X SOCIAL 2. This tryout test was given on September 9th 2019.

d. Fourth, the researcher was conducted the pre-test in form of speaking test to both groups before the treatment. The test was given on September 12th for experimental group and September 13th for control group.

e. The researcher the researcher applied some took four meetings. In implementing the game, steps:

- In first meeting which was on September 26th 2019, the researcher began with brainstorming. Then, she gave a descriptive text and the students identified three components of descriptive text by answering some questions. After that, the students and the researcher had discussion of the text by doing question and answer session. In the last session of the meeting, they did exercise in pair and discussed it together.

- Second meeting which held on October 10th 2019, the researcher began the class by reviewing previous learning material, then students practiced speaking by playing monopoly game that relates to three components of descriptive text also similarities and differences of text in the group for 40 minutes. After playing, the researcher gave a text and the students answered questions of reading comprehension.

- Third meeting which occurred on October 17th 2019, the students did an exercise of reading comprehension and made summary of a text, then they practiced speaking in the group by playing monopoly game that relates to students' comprehension of the descriptive text for 45 minutes.

- Forth meeting which was on September 24th 2019, students did pair work to rearrange jumble sentence about a tourist destination. Finally, students made their own descriptive text and students presented it orally.

f. Sixth, both groups were given the post-test on October 31st for experimental group and November 1st 2019 for control group. The test is similar with pre-test but in this test, there was 4 different places. This test was in form of speaking test which aimed to collect the final result after the treatment.

After collecting all the data through test, the researcher analyzed the data to find out the answer to the research question. The researcher was compared the pre-test and post-test of both control and experimental group

by using *Mann-Whitney U Test* to find out significant differences between of both groups. The researcher used IBM SPSS for Windows release 24. The stages are as follows:

1. Arranging the result of the pre-test and post-test of both groups.
2. Assessing the homogeneity of data by using *homogeneity of variance test* to check whether the data is homogeny or not.
3. Calculating the normality of data by using *shapiro-wilk* test of normality.
4. in order to show both of pre-test score were equal, the researcher computing a *Mann-Whitney U Test* to compare the means score of pre-test of both groups.
5. Compute a *Mann-Whitney U Test* to compare the means score of post-test of both groups in order to find the significant difference.
6. Measure the effect size by calculating eta-squared. Here is the formula to measure eta-squared:

$$r = \frac{Z}{\sqrt{N}}$$

RESULTS AND DISCUSSION
Results
The Result of Pre-test

The pre-test was conducted by the researcher to both groups before the researcher applied the treatment to experimental group. This test aimed to know whether the two groups are academically comparable. Pre-test results of both group were calculated trough *homogeneity of variance test* in order to confirm that the data is homogeny. According to Pallant (2010), the data is homogeny if the significance level of the score is more than 0.05, while the data is not homogeny if the significance level is less than 0.50. Here is the result:

Table 3. Homogeneity of Variances

Pre-test Score			
Levene Statistic	df1	df2	Sig.
.029	1	61	.865

According to the result above, the significance levels is showed as Sig, it can be known that the significance levels of pre-test score from both groups is .865, which is more than 0.05. It can be concluded that the data of pre-test score is homogeny. Therefore, the researcher may continue to next stages to analyze the normality.

After analyzing the homogeneity of the data, the pre-test score used by the researcher as the data to analyze the

normality of the data. Because the participants in each groups less than 50 students, the researcher used *Shapiro-wilk* to assess the normality of data. Pallant (2010) states that the data is not normally distributed if the significance level is less than 0.50, on the other hand, the data is normally distributed if the significance level is more than 0.50. Here is the result:

Table 4. Normality

		Shapiro-Wilk		
		Statistic	df	Sig.
Pre-test Score	X SOCIAL 1	.629	32	.000
	X SOCIAL 3	.661	31	.000

Based on the result above, the significant level which was given as Sig. could be known that the value of Sig. for X SOCIAL 1 was .000 and the value of Sig. for X SOCIAL 3 was .000, which indicate that the value Sig. of both groups was less than .005. Thus, it could be concluded that the pre-test score of both groups was not normally distributed.

Next stage, *Mann-Whitney U Test* was used by the researcher for assessing the pre-test score to determine the significant difference of both groups. The data was assessed by using IBM SPSS for Windows release 24. Here is the significance difference level of both groups before obtaining the treatment:

Table 5. Test Statistic of Pre-test

	Pre-test Score
Mann-Whitney U	462.000
Wilcoxon W	958.000
Z	-.549
Asymp. Sig. (2-tailed)	.583

a. Grouping Variable: Group

According to table of *Mann-Whitney U Test*, the significance level of pre-test score for both groups can be informed. As Asymp. Sig. (2-tailed) showed that the significance level of pre-test is .583, which means there is no significant difference between both groups since the p-value is > .050. Therefore, it can be concluded that speaking skill of both groups was equal. Then, the researcher continued to next stage which were applied the treatment for experimental group, and conventional method for control group. It was given for four meetings. Lastly, the researcher conducted post-test for both groups in order to know the significant difference.

The Result of Post-test

The post-test was given after control and experimental groups obtained the treatment. This test aimed to know whether the treatment gave effect to students' speaking skill or not. In order to know the significant difference of post-test from both group, the researcher used the *Mann-Whitney U Test* in IBM SPSS for Windows version 24 to calculate the medians score. Here is the significant difference of both groups after being applied the treatment:

Table 6. Ranks

	The Classes	N	Mean Rank	Sum of Ranks
Post-test Score	X SOCIAL 1	32	42.34	1355.00
	X SOCIAL 3	31	21.32	661.00
	Total	63		

Table 7. Test Statistic of Post-test

	Post-test Score
Mann-Whitney U	165.000
Wilcoxon W	661.000
Z	-5.135
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Groups

Based on table of *Mann-Whitney U Test*, the significance level of the post-test score for both groups can be informed. As Asymp. Sig. (2-tailed) showed that the significance level of the post-test is .000. Pallant (2010:229) states that the result would be concluded as no significance if the p-value was equal or not less than to .05. As Pallant's explanations above, there was a significant difference in the post-test score of both groups. Moreover, it can conclude that by giving monopoly game as treatment could improve student's speaking skill ability. Therefore, the research question which was mentioned in the first chapter can be answered. There was an effect of using monopoly game toward tenth-grade students' speaking skill. Thus, the researcher could continue to next stage which was calculating effect size of the treatment.

Effect Size

In order to find the level of effect from the treatments which was applied by the researcher, it is necessary to calculate the effect size from the *Mann-Whitney U Test*. Pallant (2010) states that the value of *'Z'* in the result of the *Mann-Whitney U Test* (see table 7) can be used to measure standard deviation which was

equivalent in *t-test*. It used to find the effect size of the treatment from the experimental group. If the result of the post-test scores showed a significant difference, the effect size would be known:

Here is the formula of effect size which was mentioned by Pallant (2010):

$$r = \frac{Z}{\sqrt{N}}$$

In this study, a guideline which is purposed by Cohen in Pallant (2010) used to interpret the *Eta Square*. The following table is the list of the scale.

Table 8. Scale of *Eta Square*

The Criteria	The Description
.14	Large effect
.06	Moderate effect
.01	Small effect

Then, here is the calculation of Eta Square to find the effect size from *Mann-Whitney U Test*:

$$r = \frac{-5.136}{\sqrt{63}}$$

$$r = \frac{-5.136}{7.937}$$

$$r = .647095 \approx .64$$

According to the calculation above, the Eta Square value is .64. Based on the guideline, .64 is more than .14. Thus it can be concluded that the effect size given by treatment has large effect.

In the first chapter, the researcher has one alternate hypothesis (Ha) which stated there is a significant enhancement of the students' speaking skill in descriptive text after being taught by applying monopoly game as media.

According to the post-test result that have been examined using *Mann-Whitney U Test* which it showed that there is significant enhancement toward students' speaking skill after being taught using monopoly game as media. In addition, the effect size of the post-test is large effect which is .64. Thus, it can be concluded that alternate hypothesis (Ha) is accepted.

Discussion

Applying Monopoly game can enhance speaking skill. It was showed by the result of the *Mann- Whitney U Test* in Table 7. According to the table, Asymp. Sig. (2-tailed) or the significance level of the post-test is .000 which is equal or less than .05. Pallant (2010) states that there is significant difference if the p-valiue is less than .05 and there is no significant difference if the p-valiue is equal or not less than .05. Therefore, there is a significant difference of both groups in the post-test score.

In order to know the effect size of the treatment, the researcher also calculating the *Eta square* after calculating the *Mann- Whitney U Test*. The Eta square value is .64. In this study, a guideline which is purposed by Cohen in Pallant (2010) used to interpret the *Eta Square*. Based on the guideline, .64 is more than .14. Thus it can be concluded that the effect size given by treatment has large effect.

According to the analysis above it can be indicated that there is significant improvement to the students' speaking after applying monopoly game in teaching and learning process. One of the cause of this improvement are play game during the class. By applying game, students can encourage them to speak English. It is in line with Wright, Betteridge, Buckby (1994) who stated the game helps and encourages many learners to sustain their interest and work. This finding line with some previous studies. First is by Erlina & Rachmajanti (2013), they found that monopoly game was suitable media for teaching speaking and helpful for helping students to speak more English Another study about monopoly game which was in line with the researcher finding was also conducted by Flamboyan & Lestari (2014).They found that monopoly game gave positive effect to students' speaking skill and the game is appropriate media in teaching speaking.

By playing monopoly game, the Students can increase their speaking competence., e.g., grammar, pronunciation, vocabulary, fluency, etc., also their comprehension of descriptive text. It was line with previous study by Lisa & Yusuf (2018, p. 117). They found that monopoly game helped the students to speak more and improving their speaking skill. When students played the game trying to speak English and correcting each other when they were speaking. Not only in speaking, some students help their friends to understand the questions. The improvement could be reflected by their post-test score. The post-test score of control group got lower mean rank score than the experimental group, which are 21.32 for control group and 42.34 for experimental group (see table 6). It happened because the experimental group got the treatment that was monopoly game. It could be concluded that the experimental group had higher post-test score than control group according to table 6.

The alternate hypothesis (Ha) that monopoly game could enhance students' speaking skill in descriptive text after being taught by using monopoly game is accepted. Monopoly game is proven to be effective technique to improve students' ability in teaching learning process.

This finding is in line with the finding from some previous studies that was conducted by Lisa & Yusuf (2018), Flamboyan & Lestari (2014) and Erlina & Rachmajanti (2013). It can be concluded that monopoly game is proved as an effective learning media that the teacher can use to teach speaking for tenth graders.

CONCLUSION AND SUGGESTION
Conclusion

Based on the finding that has been explained in previous chapter, it can be concluded that monopoly game is effective media to enhance students' speaking skill in descriptive text. It was proved from the result of the *Mann-Whitney U Test*, it showed there is significant different of the post-test from control and experimental group. In the output of post-test, it showed the score of mean rank from experimental group is 42.34, while control group is 21.32. Moreover, Asymp. Sig. (2-tailed) of the test is .000 which less than .050. It indicated that monopoly game gives effect toward students' speaking skill. Furthermore, the effect size of the test is .64 which it is more than .14. According to guideline by Cohen in Pallant (2010), the effect size of this study is more than .14, so it concluded that the effect size of monopoly game is large effect.

In the previous explanation, the result of the post-test showed that there is significant improvement toward students' speaking skill which can be seen from the result of effect size. Thus, the alternative hypothesis (Ha) that the researcher stated in chapter one is accepted and the null hypothesis (H0) is rejected. In short, monopoly game is an effective media that can be applied by the teacher to enhance students' speaking skill in descriptive text.

Suggestion

The researcher would like to give some suggestion to reader who are involved in EFL, such as, English teacher and further researcher who want to conduct the research about monopoly game.

Now days, the teacher may face difficulty to teach English especially in speaking skill, they suggested to make the lesson more interesting and using student centered learning. Therefore, the researcher suggested this media to implemented in teaching and learning process. There are some advantages that teacher will be obtained by applying this media, the class's atmosphere is more joyful and the students are more motivated to learn English. In addition, the teacher can practice their creativity to make interesting game and this game can be applied based on students need also can be matched with curriculum and learning objective.

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. Moreover, a suggestion to complete the data which are not obtain in quantitative research by conducting a study in a qualitative research.

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