

**THE EFFECTIVENESS OF MONOPOLY BOARD GAMES ON ENGLISH
SPEAKING CONFIDENCE IN ENGLISH INTENSIVE COURSE CLASS**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

2024

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SPEAKING CONFIDENCE IN ENGLISH INTENSIVE COURSE CLASS**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of The Requirement of the Degree of English Language Teaching (S.Pd) in the
English Education Department*



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG**

2024

APPROVAL SHEET

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MOTTO

"Dare to be different, strive to be better."

THIS DEDICATION

I dedicate this thesis especially to my beloved family, my father Mr. Sampurno, my mother Mrs. Istiqomah, my two brothers Noor Iskandar Haq and Muhammad Arifin, my grandma Alm. Legima and also all of my family, who have supported, encouraged, motivated and prayed for me. I also extend my heartfelt gratitude to Nur Fitria Anggrisia, M.Pd., my thesis supervisor, for her invaluable guidance, assistance, and thoughtful suggestions that made completing this thesis possible. Last but not least, this thesis is dedicated to my dear friends, whose names I cannot list individually, for their constant support, motivation, and prayers, who stood by me during this tough but rewarding journey. And lastly, I dedicate this thesis to myself, who have persevered and successfully completed this thesis.

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LATIN ARABIC LITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows :

A. Words

أ = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = kh	ط = dh	و = w
خ = kho	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

أو = aw

أي = ay

أو = û

أي = î

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ABSTRAK

Arifah, Zannuba. 2024. Skripsi. *Efektivitas Permainan Papan Monopoly Terhadap Keterampilan Berbicara Bahasa Inggris Di Kelas Kursus Intensif Bahasa Inggris*. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia M.Pd.

Kata Kunci: Keefektivan, Game Monopoly, Keterampilan Berbicara.

Bahasa Inggris adalah bahasa penting untuk dipelajari di era modern saat ini karena berperan sebagai media komunikasi global internasional. Pentingnya bahasa ini mencakup berbagai bidang, termasuk sains, teknologi, pekerjaan, dan pendidikan. Komunikasi bahasa Inggris yang efektif sangat penting untuk bersaing secara global, yang menunjukkan peran utamanya dalam seluruh aspek kehidupan, terutama di bidang pendidikan. Oleh karena itu, banyak institusi memperkenalkan bahasa Inggris sejak usia dini, menjadikannya mata pelajaran inti mulai dari taman kanak-kanak hingga jenjang universitas.

Penelitian ini menggunakan desain kuasi-eksperimen kuantitatif untuk mengevaluasi efektivitas penggunaan permainan papan Monopoly dalam meningkatkan keterampilan berbicara siswa. Penelitian melibatkan dua kelompok: kelompok eksperimen yang diajarkan dengan permainan papan Monopoly dan kelompok kontrol yang diajarkan dengan metode konvensional. Data dikumpulkan melalui tes awal (pre-test) dan tes akhir (post-test) lisan. Kelompok eksperimen menunjukkan peningkatan yang signifikan, dengan skor rata-rata meningkat dari 54,23 menjadi 78,54, dibandingkan dengan kelompok kontrol yang hanya meningkat sedikit dari 52,23 menjadi 58,11. Analisis statistik menggunakan uji Wilcoxon menunjukkan nilai Asymp. Sig. (2-tailed) sebesar 0,001 ($<0,05$), yang menunjukkan efektivitas pendekatan berbasis permainan ini.

Selain itu, siswa dalam kelompok eksperimen menunjukkan keterlibatan dan motivasi yang lebih tinggi, secara aktif berpartisipasi dan bekerja sama dengan teman-temannya. Penelitian ini menegaskan pentingnya strategi pembelajaran interaktif berbasis kelompok, dengan menunjukkan bahwa permainan Monopoly dapat menjadi alternatif yang efektif dan menarik dibandingkan metode pengajaran tradisional untuk meningkatkan keterampilan berbicara dalam bahasa Inggris.

ABSTRACT

Arifah, Zannuba. 2024. *The Effectiveness of the Monopoly Board Game on English Speaking Confidence in Intensive English Class*. Thesis. English Education Department. Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Nur Fitria Anggrisia, M. Pd.

Keywords: Effectiveness, Monopoly board game, speaking skills.

English is an important language to learn in today's modern era, serving as a global medium for international communication. Its importance extends across various fields, including science, technology, work, and education. Emphasise that the effectiveness of English communication is crucial for competing globally, which underscores its role in all aspects of life, particularly in education. As a result, many institutions introduce English from an early age, making it a core subject from kindergarten to university levels.

This study employed a quantitative quasi-experimental design to evaluate the effectiveness of using the Monopoly board game in enhancing students' speaking skills. The research involved two groups: an experimental group taught with the Monopoly board game and a control group taught using conventional methods. Data were gathered through oral pre-tests and post-tests. The experimental group showed a notable improvement, with scores increasing from an average of 54.23 to 78.54, compared to the control group, which rose slightly from 52.23 to 58.11. Statistical analysis using the Wilcoxon test revealed a significant Asymp. Sig. (2-tailed) value of 0.001 (<0.05), indicating the effectiveness of the game-based approach.

Additionally, students in the experimental group demonstrated higher engagement and motivation, actively participating and collaborating with peers. This study highlights the importance of group-based interactive learning strategies, demonstrating that the Monopoly game can serve as an effective and engaging alternative to traditional teaching methods for improving English-speaking skills.

مستخلص البحث

عريفة، زنوبة. ٢٠٢٤. فعالية لعبة مونوبولي في تحسين مهارات التحدث باللغة الإنجليزية في صف اللغة الإنجليزية المكتف. أطروحة. قسم تعليم اللغة الإنجليزية. كلية التربية والتدريب للمعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانغ. المشرف: نور فطرية أنغريسيا، ماجستير في التربية.

الكلمات المفتاحية: الفعالية، لعبة مونوبولي، مهارات التحدث.

فعالية استخدام لعبة مونوبولي لتحسين مهارات التحدث باللغة الإنجليزية في صفوف الدورة المكثفة لتعليم اللغة الإنجليزية. اللغة الإنجليزية هي لغة مهمة يجب تعلمها في العصر الحديث، حيث تُعد وسيلة عالمية للتواصل الدولي. تتجلى أهمية اللغة الإنجليزية في مختلف المجالات، بما في ذلك العلوم، والتكنولوجيا، والعمل، والتعليم. ويؤكد الباحثون على أن إتقان التواصل باللغة الإنجليزية ضروري للمنافسة على المستوى العالمي، مما يبرز دورها في جميع جوانب الحياة، وخاصة في مجال التعليم. لذلك، تُدخل العديد من المؤسسات اللغة الإنجليزية من سن مبكرة، مما يجعلها مادة أساسية من رياض الأطفال إلى مستويات الجامعات.

اعتمدت هذه الدراسة تصميمًا شبه تجريبي كمي لتقييم فعالية استخدام لعبة مونوبولي في تحسين مهارات التحدث لدى الطلاب. شملت الدراسة مجموعتين: مجموعة تجريبية تم تعليمها باستخدام لعبة مونوبولي، ومجموعة ضابطة تم تعليمها باستخدام الأساليب التقليدية. تم جمع البيانات من خلال اختبارات شفوية قبل وبعد التدخل. أظهرت المجموعة التجريبية تحسنًا ملحوظًا، حيث ارتفعت درجاتها من متوسط ٥٤,٢٣ إلى ٧٨,٥٤، مقارنة بالمجموعة الضابطة التي زادت بشكل طفيف من ٥٢,٢٣ إلى ٥٨,١١. وأظهرت التحليلات الإحصائية باستخدام اختبار ويلكوكسون قيمة معنوية ((Asymp. Sig. (2-tailed) بلغت $0.05 <$)، مما يشير إلى فعالية الأسلوب المعتمد على الألعاب.

علاوة على ذلك، أظهر الطلاب في المجموعة التجريبية مشاركة وتحفيزًا أكبر، حيث شاركوا بنشاط وتعاونوا مع زملائهم. وتبرز هذه الدراسة أهمية استراتيجيات التعلم التفاعلي الجماعي، مما يثبت أن لعبة مونوبولي يمكن أن تكون بديلاً فعالاً وجذاباً عن الأساليب التقليدية في تحسين مهارات التحدث باللغة الإنجليزية.

CHAPTER I

INTRODUCTION

This chapter discussed topics related to the introduction, including the background of the study, research problem, research objective, research significance, scope and limitations of the study, and the definition of key terms.

1.1 Background of the study

English is an important language that must be mastered in this modern era because it is an international language that is widely used for communication all over the world. In today's competitive globe, English is essential in science, technology, work, and of course, education. It is in line with Tang's et al., (2020) statement that to compete in the outside world or on a global scale, everyone must be able to speak English effectively. This, will help to promote the use of English as an international language and ensure that it plays a significant role in all aspects of life, particularly education. Therefore, it is not surprising that many people are actively learning English to achieve their own needs, like obtaining an occupation, making a business proposal, getting a good position in a company, attending college, and so on. As a result, many schools prepare their students to learn English at a very early age, starting from kindergarten, elementary school, junior and senior high school up to universities.

Basically, four skills must be mastered in English lessons; writing, reading listening, and speaking (Nurus Sufiyah Lailatul Hidayah et al., 2023). As we know,

speaking has an important role in communication in daily life, because everyone speaks every day. That is why speaking is a necessary skill to be developed at school. This aligns with Nunan (2003) stating that learning to speak and communicate is the main goal of learning English. Speaking is a method of conveying ideas that includes productive and interactive skills as well as the process of receiving, processing, and creating information (Florez, 1999). Speaking is intended to explain meanings so that other people can understand them (Cameron, 2005). In another way, speaking ability is necessary for interacting and communicating with people.

In this era, speaking is the most essential skill for effective interaction in the globalized world. Speaking is one of the linguistic abilities that learners need to improve. Speaking exercises that can be used in the teaching and learning process include interviews, speeches, and dialogues. Unfortunately, speaking English is not simple, and many students still struggle with it. Most of them struggle to speak English because they have a limited vocabulary, are afraid of making grammar mistakes or mispronouncing words, and are embarrassed and fearful of being judged by their friends. Indeed, they have studied English since elementary school and continue to do so at university. However, many students do not dare to speak English and are unable to understand others who do. Several problems faced by English language learners in learning speaking skills include low communicativeness, passivity, lack of enthusiasm, fear of making mistakes, and lack of opportunities to practice (Wahyudi, 2020).

However, even though students must master speaking skills, teachers should not forget to teach them the most important aspect of speaking: telling the truth. As we all know, honesty is becoming increasingly rare in today's world. It is not uncommon for people to take advantage of situations by lying for personal gain, which often leads to negative effects on others. Therefore, it is essential to teach students to be truthful, helping to shape their personalities into those of a moral and honest generation. This aligns with Allah's command in Surah Al-Ahzab, verse 70:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ۝ ٣٣

Oh, Believers! Be mindful of Allah, And say what is right. (Q.S. Al-Ahzab (33) : 70)

In this surah, we are commanded to remain devoted to Allah and speak the truth. According to Tafsir Ibnu Katsir (by Ibnu Abbas) and Tafsir An-Nafahat Al-Makiyyah (by Shaykh Muhammad bin Salih asy-Syawwi), this verse teaches us two key lessons: to be devoted to Allah and to always speak words that are good and truthful. The essence of telling the truth is to convey facts without lying, deception, or deviation. Additionally, speaking the truth also means offering advice that is beneficial and constructive. The existence of the verse indicates that telling the truth is so important that Allah mentions it specifically in the verses of the Qur'an.

While teaching the importance of truthfulness is essential, it's also crucial for educators to create an environment where students can actively practice speaking. This means providing engaging and interactive activities that not only enhance their speaking skills but also encourage them to use their voice with honesty. One effective way to achieve this is by incorporating game-based learning into the

classroom, which can both motivate and empower students in a fun, dynamic setting. The main cause of students' lack of speaking ability is teachers who do not provide exciting and interactive speaking practice activities (Hastunar et al., 2014). Because in reality, students sometimes feel bored while learning English. Teachers must figure out the best technique to make them happy and enthusiastic about learning English if they want to succeed in teaching speaking. Various techniques can be used by teachers to teach English speaking effectively. One of them is using game-based learning. Games are one type of media that can motivate learners to be interested in learning English. Games are believed to be more fun and effective to implement (Wahdini et al., 2022). According to (Kapp, 2012), a game is an interactive activity because players actively participate in inter-player interaction while also following the rules of the game and the context that is being presented at the time. One of the alternative game-learning media is game-based media or games called educational games, which are learning strategies that integrate games to improve attitudes and skills in fun situations.

Monopoly board games are educational games that can be applied to teaching and learning processes. Monopoly is a kind of real-estate board game. It can be played with two to six players. It has a square shape, divided into some rectangles to represent specific properties such as; the start, country, railroads, jail, opportunities and general funds, and various other places and events. Monopoly is an example of a board game that includes a board, a picture, a cue card, dice, pawns, and money. To win the game of Monopoly, the player must gather as much money as they can (Wahyudi, 2020). According to Carrol (2011), a monopoly game is a

type of game in which players must engage in various kinds of economic transactions to move around the board and win the game. Monopoly is an efficient and effective learning media because the teacher can add curriculum- and learning-related learning material to the game (Haqiqi, 2017).

Several previous studies related to this research, that use Monopoly board games as learning media are as follows, Wahyudi, (2020) conducted quasi-experimental research on “The Effectiveness of Monopoly Game as Media to Enhance 10th Graders' Speaking in Descriptive Text”. The findings of the study show that the Monopoly game is an effective medium for enhancing students’ speaking skills in descriptive text.

The following study by Hastunar et al., (2014) conducted “Research and Development on Modifying A Monopoly Game for Teaching Written Vocabulary for The Seventh Grades of Terang Bangsa Junior High School”. The study's findings proved that teaching English using the Gladden Monopoly board game increased students' vocabulary learning achievement. This media proved to help the students and teachers in English teaching and learning.

The third previous research by Rohmah (2014) entitled “The Effect of Monopoly Board Game On The Eight Grade Students’ Speaking Ability At SMP Muhammadiyah 1 Gresik”. This research Implemented a quasi-experimental research design. As in the prior study, the researcher also selected a junior high school as the sample and implemented the Monopoly game individually, requiring each student to earn money or points independently. The research findings

demonstrated a substantial difference in learning between students who used the Monopoly game as a teaching tool and those who did not.

From several previous studies that have been obtained, the researcher found that most of them used conventional class as a research subject. The Monopoly board game has never been used in research focused on intensive English courses class. Additionally, all the previous studies implemented the game individually. In contrast, this study utilized the game within a group-based learning approach and integrated the Wordwall application to display Dare and Question cards. Based on the explanation above, the researcher is interested in conducting research entitled "The Effectiveness of the Monopoly Board Game on English Speaking Confidence in Intensive English Class".

1.2 Research Problem

Based on the background above, researchers conducted this research to determine the effectiveness of the Monopoly board game for teaching speaking to ninth-grade junior high school students in Intensive English Course Classes. The research question is formulated as follows;

1. Is the Monopoly board game effective as a learning medium for the speaking skills of ninth-grade junior high school students in an intensive English course class using the grouping method?

1.3 Research Objective

This research aims at determining whether the Monopoly board game is effective as a medium for teaching speaking skills to ninth-grade junior high school students in intensive English courses class using the grouping method.

1.4 Scope and Limitation of the Study

The scope of this research is using the Monopoly board game as a medium to enhance the speaking skills of ninth-grade students. To maintain focus and avoid complications, the researcher has established clear limitations for the study. This study investigates the effectiveness of the Monopoly board game as a medium to enhance the speaking skills of ninth-grade students at MTsN 1 Malang. It also examines students' speaking abilities while using the app, focusing on 2024/2025 academic year students in classes 9D and 9E. Class 9D (26 female and 8 male students) acts as the experimental group, while class 9E (23 female and 11 male students) is the control group. The study evaluates students' performance and records researcher observations using the Monopoly board game. The study focused on MIEC (Masanega Intensive Course Class), especially on speaking ability.

1.5 Significance of the Research

Research significance will be obtained if the research objectives can be achieved. The researcher hopes this study can provide benefits in the future. The benefits of this study are as follows:

- **Theoretical significance**

Theoretical significance is addressed to further researchers or teachers in the English education field or institutions who need insight into using the Monopoly board game for teaching speaking.

- **Practical significance**

- a. Student

Hopefully, this research could help implement speaking learning and teaching. Because this media (Monopoly board game) makes students more enthusiastic about learning. Moreover, this is an interesting learning method that makes them speak actively. They also feel enthusiastic because they feel like they are playing during the teaching and learning process. It will make students understand the lesson quickly, and students can immediately practice speaking in a fun way.

- b. Teacher

This research increases teachers' knowledge about media, especially the Monopoly board game which is good for application in speaking classes or English classes in general. Apart from that, this media can also be used for other subjects, just by changing the topic on the Question Card and Dare Card.

- c. Other Researcher

This research can be a reference for other researchers who are conducting research in the field of Monopoly board game media. Researchers can

develop this media with more complex challenges. Furthermore, it can inspire other researchers to write a thesis or research.

1.6 Definition of Key Terms

There are several key terms provided in this study, they are;

- **Monopoly Board Game**

The Monopoly Board Game is one of the learning media with a square shape, which has a start, jail, some dare, and some questions about that day's material. Every student who could pass the dare gets some dollars (points) from the bank, but if they can not do the dare or question, they must pay some dollars as a tax (punishment) to the bank.

- **Speaking skills**

Speaking skills are a person's ability to speak and convey their opinions to others in a language that is easy for others to understand and accept. Speaking aims to spread the ideas that he wants to convey so that the person he is talking to can understand and provide appropriate feedback to the speaker.

- **Intensive English Course**

Intensive English course class is one of the MTsN 1 Malang programs that aims to make students more courageous in speaking English. This program already exists in the first academic year 2023-2024. Because this course is relatively new, it is only available for 8th and 9th grades as a trial for the next level grade. This class has 3 meetings a week for 9th grade, and one meeting for 8th grade.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explains theories that are relevant to the research as supporting material for discussion of the research data that was collected. These theories include the definition of speaking, the aspect of speaking, the function of speaking, and the goals of speaking, the definition of learning media, the function of learning media, the benefit of learning media Monopoly board games, as well as the strengths and weaknesses.

2.1 Speaking Skills

Speaking is the ability of a speaker to convey ideas or expressions to listeners so that they can understand each other and provide appropriate responses. It is a line with Efrizal (2012) stated, that speaking is one method of expressing ideas and messages orally. Speaking is an essential component of communication. Delivering an opinion or thought that the speaker and listener can both understand is one way to use it (Rohmah, 2014). According to Wahyudi (2020), Speaking is an interactive communication technique that connects speakers and listeners to share ideas and information.

In education, speaking is one of the abilities that must be mastered by students. Teaching speaking can be challenging for teachers because students need to be able to communicate in English. According to Rebecca (2006), speaking is the main way of learning a language for children, it is a daily activity for a lot of people, and it is the first motor of language change.

In sum, Speaking is the capacity or ability to convey ideas orally in front of an audience of one, two, or more people who are both engaged in the conversation or speaking in a monologue and who can understand what is being said.

2.2 Speaking Confidence

Speaking confidence is the self-assurance a person feels when expressing their thoughts, ideas, or opinions verbally. It involves believing in your ability to communicate effectively, even in challenging situations or when addressing unfamiliar audiences. Confidence in speaking often reflects clarity in thought, appropriate tone, and body language, which enhance communication.

Speaking confidence is a critical component of effective communication, as it directly influences how the audience perceives a message. Lucas (2020) explains that confidence not only enhances clarity and delivery but also impacts the speaker's credibility. A confident speaker is more likely to hold the audience's attention and convey their ideas persuasively. This confidence often stems from thorough preparation, understanding the subject matter, and practising delivery techniques. Strategies such as rehearsing in front of a mirror, recording practice sessions, or seeking feedback from peers can help build familiarity with the content, which reduces anxiety and boosts self-assurance. Furthermore, understanding the audience's needs and expectations enables the speaker to tailor their message effectively, making it more relatable and impactful.

Tian and Mahmud (2018) also highlight the psychological benefits of speaking confidence, particularly its role in reducing public speaking anxiety. They note that self-confidence acts as a buffer against negative self-perception, which often leads to performance anxiety. Confidence allows speakers to focus on their message rather than their fear of judgment. Techniques such as visualisation, where speakers imagine a successful presentation and deep-breathing exercises to calm nerves can further enhance confidence. Ultimately, speaking confidence is not just about eliminating fear but about fostering a mindset of growth and adaptability, enabling individuals to navigate challenging speaking situations with poise and authenticity.

2.1.1 The Function of Speaking

According to Brown (2001), He mentioned that the function of speaking is classified into three; speaking as interaction, speaking as performance, and speaking as transaction. These speech exercises all have very different forms and purposes, necessitating various methods of instruction. The explanations of speaking's purposes are provided below:

a. Speaking as an interaction

Speaking as interaction provides as communication between people in daily life, whether they convey information or thoughts to one person, two people, or more. Therefore, Speaking is an essential skill that is needed for effective communication and information transfer. Speaking is the process of making a social connection and focusing on how others will understand a message.

b. Speaking as performance

In this context, it refers to public speaking. That is, to convey information in front of an audience, like speeches, public announcements, and reading news. So in this case, monologue will be used more often than dialogue. Examples of speaking as performance in class are; demonstrating the procedure text, presentation, speech, and so on.

c. Speaking as a transaction

Speaking as a transaction is mostly about communicating ideas or information to other people in a way that makes sure they understand it completely and accurately. For example, students and teachers often focus on understanding their conversation rather than engaging in social interaction.

2.2 Learning Media in Teaching Speaking

Jannah (2009) states that media is a tool to convey or deliver messages of learning. Media is any form of mediator humans use to convey or spread ideas, thoughts, or opinions so that the ideas put forward can reach the intended audience. In other way, learning media is everything that can be used to convey messages (learning material), so that it can stimulate students' attention, interest, students' thoughts, and feelings in learning activities to achieve certain learning goals.

2.2.1 Benefits of Learning Media

The main function of learning media is for purposes instructional, where the information contained in the media must engage students both mentally and

physically in real activities so that learning can occur (Jannah, 2009). In addition to inspiring students to participate in learning activities and generate motivation, interest, or action, lecturing in front of a group of students or individuals can also serve informational purposes. Jannah (2009) also mentions that Levie (1975) proposed four media functions in teaching, especially visual media, namely; attention function, affective function, cognitive function, and compensatory function.

- a. Visual media plays an important role in grabbing and focusing students' attention, making lessons more interesting and easier to follow. For example, using images displayed through a projector can help students stay focused and understand the material better. This makes it easier for them to remember and recall the information later.
- b. The emotional impact of visual media can be seen in how much students enjoy learning or reading a text with pictures. Images or visual symbols can influence students' feelings and attitudes, especially when they deal with topics like social or racial issues.
- c. The supportive role of learning media is evident in how visual media helps students understand the text by providing context. It's especially helpful for students who struggle with reading, as it helps them organize and remember information. In simple terms, learning media makes it easier for slower learners to grasp lessons presented through text or spoken explanations.

- d. Learning will attract more attention from students so it can grow students' learning motivation. This increased interest not only makes lessons more enjoyable but also boosts their motivation to participate and learn actively. When students are motivated, they are more likely to focus, ask questions, and explore topics further, which leads to a deeper understanding and better retention of the material. Using interactive tools, visual aids, or relatable examples can enhance this effect by making the learning experience more dynamic and relevant to their interests.
- e. The meaning of the teaching material will be clearer so that it can be understood by the learner and make it possible to master and achieve learning goals.

2.2.3 Kinds of Learning Media in Teaching Speaking

Learning media is a tool used to help convey things related to the teaching and learning process (Hasan et al., 2021). With learning media, the material will reach the students who participate in the teaching and learning process, and they can easily understand the material. In this era, there are many types and variations of learning media in line with the times and advances in knowledge and technology. There are many kinds of learning media that can excite students to learn English, especially in speaking learning.

a. Graphic Media

Graphic media are visual tools that convey facts, ideas, or concepts using words, numbers, and images (Jannah, 2009). They attract attention, clarify ideas, and illustrate facts to make learning engaging and memorable.

Common types include graphs, diagrams, charts, posters, and photographs. Graphic media simplify and accelerate students' understanding by providing clear visuals of the subject. In teaching, they are often used as demonstration aids to help presenters deliver straightforward and understandable explanations.

b. Slide Media

Slide media is a visual tool projected using a slide projector. It helps create strong memories of the material, captures students' interest, and is easy to update and store (Hasan et al., 2021). Many schools now provide projectors to support teaching, allowing teachers to present lessons and students to showcase their work.

c. Audio

Audio refers to tools that produce sound and serve as aural aids (Big Indonesian Dictionary, 2018). Audio teaching materials are non-printed resources that use sound signals to help educators and students master specific skills. In teaching speaking skills, audio is commonly used to help students adapt to English. Teachers often utilize podcasts, songs, and conversations with native speakers to improve students' listening comprehension.

d. Web and Application Media

In today's rapidly advancing technological era, teachers and students can easily access the Internet anytime and anywhere with a stable

connection. AI (Artificial Intelligence) has further enhanced learning by making it more accessible and personalised. Students can specify the skills they want to learn, and various applications will support their needs. For instance, the ELSA app analyses English-speaking abilities, assessing grammar, pronunciation, and vocabulary. Similarly, Grammarly corrects grammatical errors. Other AI-powered tools like ChatGPT, Duolingo, Cake, Wordwall, EWA, and Babbel also aid in developing various skills effectively.

e. Video Learning

Recently, video-based social media platforms have gained popularity, significantly impacting education. Platforms like YouTube and TikTok are widely used, offering not only entertainment but also diverse educational content, including science, social studies, and language learning.

f. Interactive media

This medium facilitates two-way interactions between students and teachers or peers (Hasan et al., 2021). It encourages students to engage actively, not just passively observe. Many of these tools employ game-based learning to boost participation in the teaching process. Examples include three-dimensional tools, applications, and software like board games, and flashcards.

2.3 Monopoly Board Games

Rohmah (2014) describes the game as an organized activity that typically consists of the following elements: a specific goal or objective, a set of rules, player competition, and player communication through written or spoken language.

Monopoly is a familiar game that is usually played by five or seven people. According to Moursond (2007), Monopoly has a square board, with each side having 10 squares on which a player's piece can land.

Monopoly Board Game for teaching is a learning medium with a rectangular shape that can be used as learning media, where each side contains seven small rectangles containing different discussions. Like monopoly games in general, this media also requires rules, pawns, two dice, and play money for each player. However, there are differences in change, general funds, and the island because these parts are replaced with questions, dares, and the material being studied. As explained in the previous chapter, this media was used to help students train or improve their speaking skills. It can be played in pairs or groups, but in this study, the game is applied with a group-based learning method. so each student or player must dare to challenge or answer the questions they get, and other players must also give a good response to the player. That way, all players get the opportunity to speak without being afraid of grammar mistakes because they enjoy the game. This research modified the Monopoly medium used in the previous study. So, this Monopoly board game is not a new finding. The researcher only modified existing research to help students improve their English speaking skills and find out

whether this media will be effective or not to be applied in the 9th grade English Intensive course.

2.3.1 The Strengths of Monopoly Board Games in Simulating Speaking Skills

According to a previous study by Wahyudi (2020), some strengths of Monopoly Board Games in enhancing learning are highlighted. The following points summarize the findings:

- a. The game enhances students' motivation and engagement in class.
- b. Students become more actively engaged in speaking during class.
- c. The Monopoly board game medium is versatile, allowing it to be used for various learning materials and improving students' abilities.
- d. It is adjustable to different materials, rules, points, time, and the number of players, depending on the class situation.
- e. Monopoly Board Games serve as a fun way to review material.

Building on the strengths highlighted in previous research, this study reveals further insights into the effectiveness of Monopoly Board Games in improving speaking skills:

- a. Using this media allows students to speak English more easily, as they feel fearless about making mistakes due to the fun atmosphere.
- b. Students report feeling more confident and less anxious when practising their speaking skills.
- c. Applying this media in the teaching and learning process helps reduce students' stress.

- d. Students become more interested in listening and learning from their peers during the game.

2.3.2 The Weaknesses of Monopoly Board Games

Meanwhile, according to Wahdini et al., (2022), states that the Monopoly Board Game has several weaknesses. The items on the list are as follows;

- a. Even though learning through play is more enjoyable, winning can result in extremely intense competition. So, it can make students overly concerned about material possessions money-oriented not the purpose of learning.
- b. It is possible for some players to become very bored while playing the game.
- c. Limited speaking time, although the game allows interaction, the duration of the game might be too short to provide sufficient speaking opportunities for all students, especially in larger classes

2.3.4 The Procedure of Monopoly Board Games

Monopoly Board Game is a game-based learning media that is easy to use. However, some rules and procedures must be followed while playing this game. Below are the procedures for using the Monopoly board game;

- a. This game can be played by all the students in the class. To play this game, the researcher divided students into four groups. All players in the group should join and play the game one by one. The teacher acts as a controller for the students so that the game runs well.

- b. The teacher should explain the rules and procedures of the game clearly and mention some additional instructions related to playing the game. The procedure is as follows;
- 1) Before starting the game, the researcher shares the money for each team in the same amount.



Picture 2. 1 Monopoly money for points

- 2) To start the game, students can determine who will be the first player on the team.



Picture 2. 2 Dice

- 3) Students must shake the dice and move the pawn as a number they get in the dice. If they get the number “six” in the dice, they should shake the dice again and move their pawn.
- 4) After one of the team members has finished shaking the dice and moving their pawn, the next game begins with students from another group shaking the dice and moving their pawn. And so on, both teams took turns shaking the dice and moving the pawn.

5) Because in this game there are six different places/squares, So they receive different instructions based on the place they occupy. The square uses are explained in the following points;

- a) When a student lands on the *Question Square*, they must click the "Deal" button on Wordwall to get the question. The players must answer the questions according to the questions they have. Every correct answer earns points based on difficulty: hard questions award 20 points, medium questions 10 points, and easy questions 5 points. If they cannot answer the question, they must pay a tax as a penalty.



Picture 2. 3 The Question of The Wordwall Application

- b) If a student lands on *Dare Square*, they must click the "Deal" button on the Wordwall application similar to the "Question Square" mechanic. Successful completion of the dare is rewarded with points, while failure leads to a tax deduction.



Picture 2. 4 The Dare of The Wordwall Application

- c) If they stop at the “Free Entry” square, they are free from the order, dare, or question. So they did not receive money or punishment in this square.
- d) If they stop In the "order" square. They have to carry out orders in the square. Then they get money if they can pass it, and if they cannot do the order, they must pay tax and get punishment, for example, having the student's face smeared with powder by all opponent group members.
- e) If they stop in jail square, then they cannot play their pawn until the player gets the number “six” in the dice. So, if they are locked up in jail, they cannot get points or money.

- f) The last is the "Free Tax" square. If the player stops at this square, they will get money from taxes paid by players who cannot do their tasks.



Picture 2. 5 Monopoly board games

- 6) This game features square transactions, similar to the real Monopoly game. So, after one round, teams can purchase the square they are currently occupying for three times the price shown on that square, then the square becomes the property of the purchasing team. If another team approaches the square, they must answer a question or do whatever the team that owns the square tells them to do, or pay twice the price stated.
- 7) The question cards are created to include questions relevant to the material being taught, with scores assigned based on their difficulty: 20 points for hard questions, 10 points for medium questions, and 5 points for easy questions. Students earn points or money for correct answers, but if they answer incorrectly, they must pay taxes to the bank. These cards are adaptable and can be customised for any

topic/material. In this study, the researcher used topics related to the simple past tense in *recount text* and present tense in *daily activities*. To apply this method to other topics, teachers only need to update the questions on the cards. In this study, the cards were implemented through the Wordwall application displayed on the projector screen, so that other students can also find out the questions the player is getting. When students land on a question square, they click a button to receive a question, which they must then answer as displayed in the screen.

- 8) Students who receive the Dare card must complete the challenge it presents. The challenge can be customised to fit the lesson and class needs. Similar to the Question card, the Dare card offers a reward for successful completion and a consequence (pay tax and get punishment) if they can not do the challenge. This card is also utilized through the Wordwall application, projected onto a screen to help other students stay engaged and focused on the game.

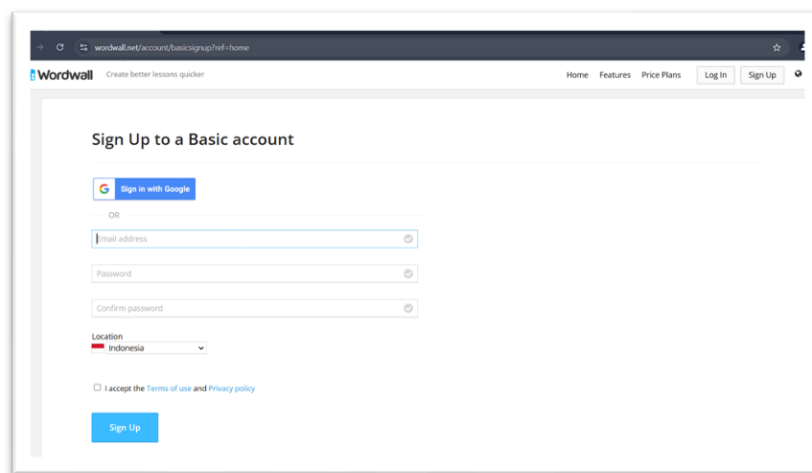
2.4 The Procedure of Wordwall Application

In this study, the researcher used the Wordwall application to utilise the question-and-dare card, because the game was applied using group-based learning. Wordwall is a game-based learning media that is easy to use. Wordwall can be accessed via the web, without installing the application. The Wordwall application is a versatile online platform for creating interactive quizzes, educational games,

and teaching materials. Here is a step-by-step guide to effectively utilise Wordwall for academic purposes:

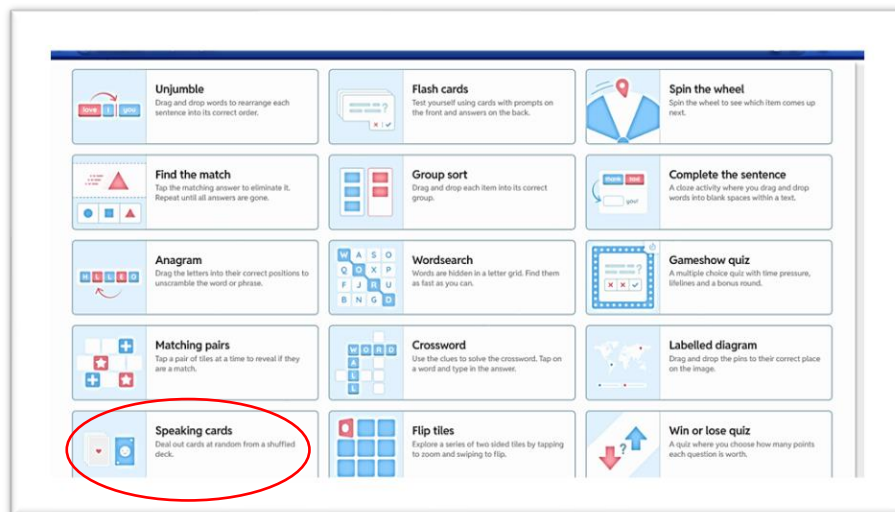
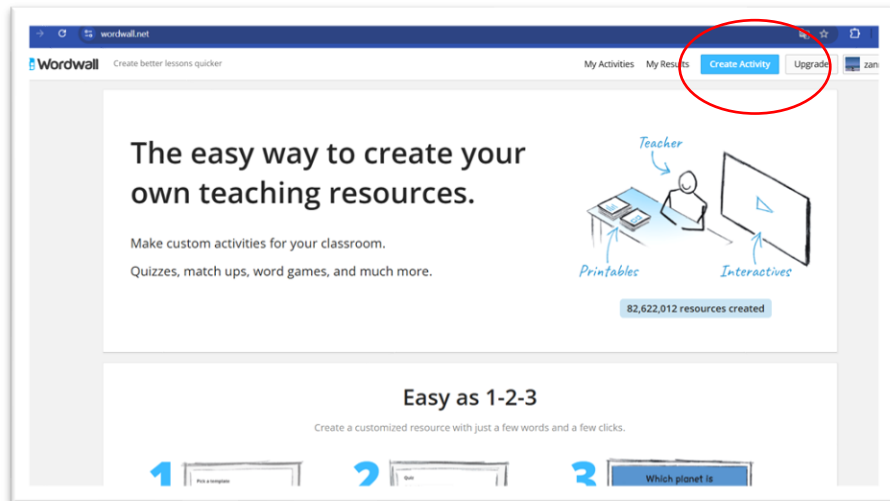
1. Register an account

To begin using Wordwall, go to the official website at wordwall.net. New users need to create an account by clicking the Sign Up button and entering their email address and password. If there's already an account, simply log in with the email account and password.



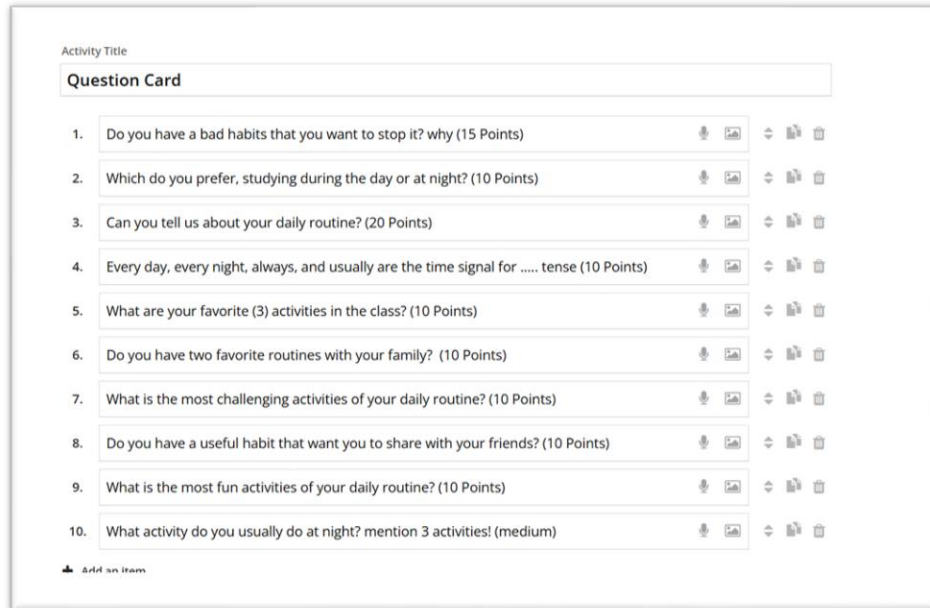
2. Select an activity

Once logged in, you will be directed to your dashboard, where you can start creating activities by clicking on the "Create Activity" button. The Wordwall offers a variety of templates designed for different types of educational purposes. Each template serves different learning objectives, such as testing knowledge, reinforcing concepts, or building vocabulary. In this study, the researcher used a template "speaking card" to carry out the content of the question and dare card.



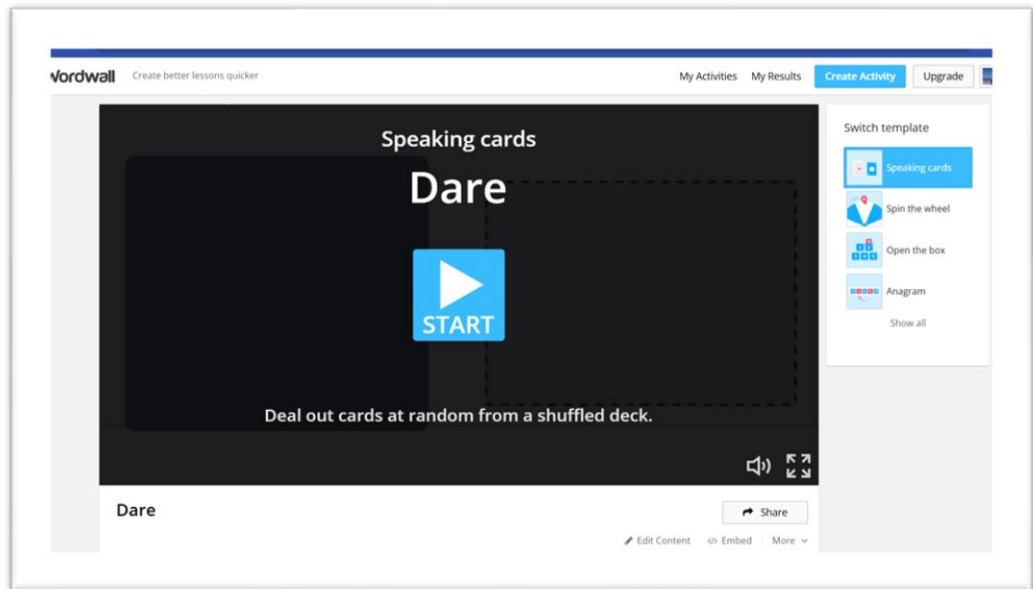
3. Input the material

After selecting a template, add the content (question or dare) for the activity. Additionally, you can categorize questions or provide additional instructions to guide participants. Make sure your content is accurate and clear to maximize learning outcomes.



4. Save and share

After adding the content to the template activity, click the "Done" button to save it. The platform provides you with a unique link that can be shared with others. This link ensures that participants can access the activity directly, whether for individual use, classroom implementation, or remote learning environments. However for this study, the researcher conducted the activity in a single class, so this activity was displayed on the LCD projector. Be sure to test the activity before sharing to confirm that it works as intended. The activity is ready for use.



2.5 Previous Studies

To support this study, the researcher found several previous studies related to this research that use Monopoly board games as learning media; Wahyudi (2020) regarding quasi-experimental research on “The Effectiveness of Monopoly Games as Media to Enhance 10th Graders” Speaking in Descriptive Text. This study aims to examine how the Monopoly game affects the speaking abilities of tenth graders. In this study, the researcher used a senior high school as the sample and implemented the Monopoly game on an individual basis, requiring each student to earn money or points independently. The results revealed that the Monopoly game is an effective tool for improving students' speaking skills in descriptive text. According to these research findings, using Monopoly game media can significantly enhance students' speaking abilities in descriptive text.

The second research was conducted by Hastunar et al., (2014) regarding the Research and Development design method, under the title Modifying A Monopoly Game for Teaching Written Vocabulary for The Seventh Grades of Terang Bangsa Junior High School. The main aim of this study is to explain the effectiveness of the Gladden Monopoly game in teaching vocabulary to seventh graders. Similar to the earlier study, the Monopoly game in this research was used on an individual basis. The findings confirmed that the Gladden Monopoly board game effectively improved students' vocabulary achievement, as reflected in pre- and post-test results. This media demonstrated significant support for both teachers and students in English education.

The last previous research by Rohmah (2014) entitled The Effect of Monopoly Board Game On The Eight Grade Students' Speaking Ability At SMP Muhammadiyah 1 Gresik. This research conducted a quasi-experimental research design with the Quantitative method. The purpose of this study is to figure out whether playing the Monopoly game significantly affects students' speaking skills. Similar to the previous study, the researcher chose a junior high school as the sample and applied the Monopoly game individually, where each student was responsible for earning money or points on their own. The findings revealed a significant improvement in learning outcomes among students who used the Monopoly game compared to those who did not.

Based on several prior studies reviewed by Dewanggi Putri Wahyudi conducted a study involving 10th-grade high school students. Another study modified the Monopoly Game for use with 7th-grade students at Terang Bangsa

Middle School. Additionally, Muflichatur Rohmah's research targeted 8th-grade students at SMP Muhammadiyah 1 Gresik. In all these studies, the game or media was played individually, requiring students to work independently to achieve high scores. However, this study introduces a group-based approach, where students must collaborate to earn the highest score and outperform other groups.

Previous research involved participants from regular English classes following the standard government curriculum. In contrast, this study centres on the Intensive English course program, with a specific emphasis on speaking skills. Additionally, the Monopoly Game media in this research has been uniquely customized by the researcher, setting it apart from prior studies. While earlier studies implemented the game on an individual basis, this study adopts a group-based learning approach. Furthermore, the Monopoly board game is integrated with the Wordwall Application, which serves as a tool for displaying question and dare cards. The primary objective of this research is to examine *“The Effectiveness of the Monopoly Board Game on English Speaking Confidence in Intensive English Course Classes.”*

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, time and setting of the research, research variable, population and sample, the data and sources, research instruments, the validity and reliability of instruments, data collection techniques, and data analysis.

3.1 Research Design

This research used a quantitative methodology, which means this research contains numbers and analysis using statistics. This method of investigating problems can be gathered through data determination and variable measurement. Sugiyono (2013) stated that the term "experimental research method" refers to a research strategy that is used to analyse, under carefully controlled conditions, how different people respond to the treatment.

In this study, the researcher used a Quasi-Experimental design. A Quasi-experimental design is a type of experimental design developed from True-Experimental, which has 2 design forms: a Times-Series Design and a Nonequivalent Control Group Design (Sugiyono, 2013). In this Quasi-Experimental Design, the groups used for research must not be chosen randomly. Still, they must go through a group equalization test, which be used as a control and dependent variable, to determine the stability and clarity of the group's condition before treatment.

Table 3. 1 Pre-Test and Post-Test Experiment Design

Group	Pre-Test	Treatment	Post-Test
Experiment	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

Explanation:

Y₁ : Pre-Test given before treatment

X : The Treatment

Y₂ : Post-test given after treatment

From the table above, it can be seen that the researcher used two groups for the experiment. Namely, the experimental group was given treatment using Monopoly board game media, and the control group was not treated. The use of the pre-test is to compare results with the post-test taken after the treatment. This comparison helps identify any changes in students' scores before and after the treatment. Furthermore, the pre-test is also used to assess the heterogeneity of the sample, ensuring that the findings of the research can be applied broadly, beyond just this institution.

3.2 Time and Setting of The Research

This research was conducted at the MTsN 1 Malang, located in Basuki Rachmat St., Number 194, Gondanglegi sub-district, Malang Regency, East Java. This study was carried out in the second semester of the 2024/2025 school year, specifically in August.

The researcher chose this subject of the study because there are intensive English course classes specifically for training students' speaking skills. The Masanega intensive English course class, or *MIEC*, is a program from MTsN 1 Malang that aims to train students' speaking skills so that they are students, can compete and not be left behind when they are at a higher level. As we know, in this modern era, every individual is required to master English, especially speaking skills. Therefore, this program is needed for students, and it could be a reference for other schools so that students can be better prepared and stay caught up in English language skills, especially speaking skills. However, because this program is relatively new, there are still adjustments to the curriculum, modules, and learning techniques. Apart from that, teachers also need more appropriate learning teaching references to encourage their speaking skills, so when they need ideas for speaking activities, they often use lecture methods that are irrelevant to the learning objectives, namely making students active and proficient in speaking.

Table 3. 2 The Schedule of the Research

No.	Activity	Date
1.	Pre-Test	1 st – 2 nd , August 2024
2.	Treatment 1	6 th , August 2024
3.	Treatment 2	13 th , August 2024
4.	Treatment 3	14 th , August 2024
5.	Post-Test	28 th - 29 th , August 2024

3.3 Research Variable

Sugiyono (2013) defines a variable as a value or characteristic of a person, object, or activity that varies or has certain variations, which is determined by the researcher to be studied and conclusions drawn. Variables have several kinds. The Independent Variable (X) is the stimulus variable or variable that influences the dependent variable. In this study, the independent variable chosen is Monopoly Board Games. While the Dependent Variable (Y) is the output variable, which is influenced by the independent variable, speaking ability is the research dependent variable in this variable.

3.4 Population and Sample

Sugiyono (2013), defined Population or research subject as a generalization area determined by researchers in the form of objects/subjects that have certain qualities and characteristics to be analyzed and conclusions drawn. So, population is not just the number of subjects but also includes the characteristics of the subjects.

The research subjects to be examined were the 9th-grade students of the Intensive English course program at MTsN 1 Malang. The sample for this study was taken from Classes 9D and 9E, each with 32 students. Class 9D, serving as the experimental group, consisted of 24 female students and 8 male students, while Class 9E, designated as the control group, included 16 female students and 15 male students.

Researchers chose 9th grade at MTsN 1 Malang as a population and sample because, based on the observation, Monopoly board game media has never

been applied as a learning medium for English lessons. Besides, the teacher also suggested choosing classes 9D and 9E, because these classes are considered and have intermediate level of English.

3.5 Data Sources

Data collection is a crucial component of the research since gathering data is the main objective of the study (Sugiyono, 2013). In this research, the data source was collected from the pre-test and post-test to obtain the information needed as a complement to achieve the aims of the study. After giving the pre-test and post-test, the result was analyzed by using the Microsoft Excel program to know the effectiveness of using Monopoly board games on students' speaking skills.

3.6 Research Instrument

Research instruments are tools used to measure the nature and type of occurrences to be observed. Instruments are crucial components of research because they are used to obtain data. To determine the outcomes of this study, the researcher used two tests, namely pre-test and post-test. The use of a pre-test is to assess students' ability before the research treatment and to measure equality of student abilities. Apart from measuring student knowledge, the pre-test also determines sample heterogeneity so that the benefits of this research can be applied in general. Then the second was the post-test, the post-test was applied after giving treatment in the experimental class. Both pre-test and post-test instruments were applied to control and experimental classes using an oral test because this research aims to determine students' speaking skills. The test was given to each student are 3 short

questions. Each student has 5 minutes to answer the questions (The question list for the pre-test and post-test are attached in Appendix 1). The researcher used several criteria to assess the student's speaking skills namely the scoring rubric. These rubrics are based on Harris's (1969) framework, combined with Weir's (2005) theory. Harris suggested a 1–5 point oral English rating for each assessment aspect. The table that follows;

Table 3. 3 Scoring Rubric

No.	Name	Category	Score					Total (x5)
			1	2	3	4	5	
1.		Confidence						
		Vocabulary						
		Fluency						
		Grammar						
		Comprehension						

In the rubric above, In the rubric assessment, students were assessed in five aspects: confidence, vocabulary, grammar, fluency, and comprehension. Each aspect must be fulfilled with a checklist. Each aspect has a score of 1-5 according to the student's abilities. All aspects of the assessment were added up and then multiplied by 4, and total of the score was 100 points. The way to determine whether a student gets a score of 1, 2, 3, 4, or 5 is based on the following criteria:

The first is confidence, where students were assessed based on their level of self-assurance during the speaking test. This includes how comfortable they are speaking, whether they can express their ideas clearly without hesitation, and whether they appear confident in their responses and interactions. Students who demonstrate strong confidence will receive a higher score, while those who seem

unsure or hesitant will receive a lower score. In the vocabulary aspect, it was assessed how rich the student's vocabulary was during the speaking test. If they used a limited range of vocabulary, they would receive a lower score. In the grammar aspect, students were assessed on the structure of their sentences, whether they could use correct grammar, and how many grammatical errors they made. The fluency aspect was measured by how smoothly students spoke, with a high score given to those who spoke fluently, a medium score for those who hesitated, and the lowest score for those who frequently hesitated and left several sentences unfinished. The last aspect is comprehension, where students were assessed based on how well they understood and responded to the sentences they produced, as well as how they engaged in the conversation during the test.

3.7 The Validity and Reliability of Instruments

The instrument served as a test tool to help implement this research. The validity and reliability tests were examined to evaluate the accuracy and dependability of the research tool.

3.7.1 Validity

A validity test evaluates an instrument's accuracy or precision in gathering data. Validity and reliability tests, which verify the validity of the questionnaire and other instruments, must be conducted to support the regression analysis. It helps determine which statements and questions are appropriate to include or whether any should be removed. Usually, validity tests are tested via SPSS or Microsoft Excel, and this study used SPSS.21 to check the instrument's validity. The researcher used

the following formula to test the correlation of the product moments technique in SPSS for the validity and reliability tests:

$$R_{xy} : \frac{N \sum xy - (\sum x)(\sum y)}{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}$$

Description:

R_{xy} = Correlation coefficient between variable

N = Number of Respondents

$\sum x$ = Total score of the items

$\sum y$ = Sum of the total scores

$\sum x^2$ = Sum of the squared scores of the items

$\sum y^2$ = Sum of the total scores for the squares of the items

Value of r count $\geq r$ table in sig. 0,05 with db: $n-2$ then the item is valid.

In this study, the researcher used speaking test questions as the instrument. A total of 20 questions were given to 9th-grade students in the IX Bilingual class. After a try-out, an analysis conducted using SPSS.21 revealed that 11 questions were valid. The valid questions were numbers 1, 3, 4, 6, 7, 10, 13, 14, 15, 16, and 19. A single asterisk (*) denotes a valid correlation coefficient with a significance level of 1%, while two asterisks (**) represent a significance level of 5%. Therefore, it was concluded that 11 questions met the validity criteria. The result of the validity test can be seen in Appendix 5.

3.7.2 Reliability

Reliability is a concept that helps determine how much trust one can put in a measurement's findings. In other words, an instrument's reliability can be

defined as its ability to consistently produce the same result across multiple testing sessions or raters. To check the reliability of the test, the researcher used the Cronbach Formula, and the result of the reliability calculation was assessed using the criteria of the Alpha Cronbach. To calculate reliability, it was divided into 2, namely:

1. Scale Reliability

The following Cronbach's Alpha formula could be used to assess the reliability of a scale or questionnaire:

$$R_{tt} : \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_1^2}{S_t^2} \right]$$

Description:

R_{tt} = Instrument reliability coefficient (total test)

k = Number of valid questions

$\sum S_1^2$ = Number of item variants

S_t^2 = Variant of the total score

Value of r count $>$ r table 5 %, then the item is accepted.

2. Test Reliability

To set the reliability of the test using the formula KR -20. because the test is dichotomous, namely the correct answer is given a score of 1 and the wrong answer is given a score of 0. The KR-20 formula is as follows:

$$R_{tt} : \left[\frac{k}{k-1} \right] \left[\frac{V_t - \sum pq}{V_t} \right]$$

Description:

R_{tt} = Test reliability

k = Number of valid items

V_t = Variance Total

p = Proportion of subjects who answered the questions correctly

q = Proportion of subjects who answered the questions incorrectly

$\sum pq$ = Number of multiplication results between p and q

The value of r count > r table is 5 %, and then the item is accepted.

If the calculated r-value from the research data is higher than the critical r-value from the table at the 5% significance level, it means the question or statement in the questionnaire is reliable and consistent. It means the item is valid, good, and can be used for further analysis in the research.

In this study, all items were assessed for validity (see Table 3.4) before a reliability test was conducted. After a valid value was determined for the initial 20 questions, they were reduced to 9 valid items, and their reliability was then examined. Cronbach's Alpha was used to assess reliability after the data from these 9 questions was entered into SPSS.21 The findings are shown below.

Table 3. 4 Result of the Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.733	10

According to Table 3.4, the reliability value for the 9 question items is 0.733, which based on the Interpretation of the Correlation Coefficient Value,

indicates high reliability. Thus, it can be concluded that these 9 question items are reliable and suitable for use as research instruments.

3.8 Data Collection Technique

Data for this study were obtained through an experiment involving two sample groups, namely the experimental and control classes. The experimental class utilized the Monopoly board game for learning, while the control class employed conventional teaching methods. The effectiveness of these media was evaluated using pre-test and post-test assessments conducted before and after the experiment.

3.8.1 Pre-Test

The pre-test is a test to assess students' ability before the research treatment. Apart from measuring student knowledge, the pre-test is also utilised to compare with the post-test results administered following the treatment, this allows for identifying any differences in students' scores before and after the treatment. In addition, the pre-test also determines sample heterogeneity so that the benefits of this research can be applied to the general public, not only to this institution. This test was given on 1-2 August 2024. The pre-test was given to the control and experimental classes and tested before treatment. The type of test is an oral test.

First, the examiner called out each student's name according to the attendance list. Each student then received two rolled sheets of paper with questions. After choosing one, they were instructed to answer the questions based on the syllabus (see Appendix 1 for the list of questions). The students had a maximum of 5 minutes to complete their responses. The pre-test questions were

taken and adjusted to the syllabus (KI and KD can be seen in Appendix 2). Each student was assessed for their ability to answer the questions given by the examiner. The assessment includes five aspects: pronunciation, vocabulary, fluency, accuracy, and confidence (the assessment rubric is attached in Appendix 3). Then, the score obtained is multiplied by 4 to get a maximum score of 100. The pre-test was conducted over two days because each Intensive Course class has a duration of 45 minutes. Therefore, administering the test to 34 students required two sessions.

3.8.2 Treatment

After administering the pre-test, the experimental group received treatment using the Monopoly board game, while the control group was taught using conventional teaching methods. This section was conducted on 6th, 13th, and 14th August 2024. The treatment for the experimental group was conducted across three sessions, each designed to optimise the effectiveness of the Monopoly board game as a learning medium. During the first session, the treatment was completed in a single day. However, since not all students had the opportunity to play the Monopoly board game, the second session was extended to two meetings to ensure every student had a chance to participate. The learning process followed these steps:

- a) The researcher explained the learning material to the students.
- b) The researcher and students prepared the classroom with laptops, a projector, and the Monopoly board game.
- c) The researcher explained the rules and mechanics of the Monopoly game to the students.

- d) Students were divided into four groups and gave them a set amount of game money.
- e) Representatives from each group were called to determine the order of gameplay among the groups.
- f) The game proceeded until all students had the opportunity to play, respond to questions, complete tasks, or accept dares.
- g) Each player performed their tasks or answered questions in front of the class, ensuring active engagement. Mistakes made during gameplay were corrected immediately by the researcher to facilitate learning for all students.
- h) The winning group was determined by the highest amount of money collected. Conversely, the group with the least money faced a playful punishment where the members were smeared with powder by the other team.
- i) In the final part of the session, the researcher led a reflection on the lesson topics. Together, the researcher and students summarized their learning before concluding the lesson.

In the first treatment, the lesson was about daily activities, and the learning process went well. However, the game couldn't accommodate all the students due to time limitations, so only some of the students in the class had the chance to play. To address this issue, the second treatment was conducted over two sessions, ensuring that every student got a turn to play and answer questions. During the activity, some students made mistakes, but this was completely normal. Then they

made errors like incorrect grammar, pronunciation, or missing vocabulary, the researcher corrected them right away. This helped the other students learn from those mistakes and made the game more useful for all of the students.

3.8.3 Post-Test

A post-test is an assessment tool used to determine how well students have understood the material they have been given after applying treatment to a particular subject. This post-test is also the final determinant of this study, proving whether the Monopoly board game media is effective for teaching and learning speaking. The pre-test was conducted on 28th - 29th August 2024. The aim is to determine the final competency of students' mastery of learning material after the treatment. The test given at this stage is the same as the pre-test, namely the speaking test.

This test is carried out in multiple steps. First, the examiner called each student's name according to their attendance list. Each student then received two rolled sheets of paper with questions. After selecting one sheet, they were instructed to answer the questions provided. The questions are related to the materials adjusted to the syllabus (a list of questions can be seen in Appendix 1). The maximum duration for each student is 5 minutes. Similar to the pre-test, students were evaluated on five criteria: pronunciation, vocabulary, fluency, accuracy, and comprehension (refer to the scoring rubric in Appendix 3). The scores were based on the student's ability to respond to the examiner's questions, with a maximum score of 5 points and a minimum of 1 point. The total score was then multiplied by 4 to calculate a maximum possible score of 100. Due to the 45-minute duration of

each Intensive Course session, the post-test, like the pre-test, was conducted over two days and divided into two sessions to accommodate all 34 students.

3.9 Data Analysis

Data analysis applies sequence into basic patterns, categories, and descriptive units. The data is collected from the samples. Quantitative data was used in this research. This data comes from post-test students' results, analysed using SPSS 21 version. The students' post-test scores were revealed. It determined whether there was a difference in scores between the control class and the experimental class, which had received treatment using the Monopoly board game. This tested the hypothesis about the game's effectiveness in improving speaking skills. If the experimental class scored higher than the control class, the Monopoly board game was considered an effective teaching tool for speaking skills. However, if the experimental class scored lower than the control class, it meant that the Monopoly board game was not effective for teaching speaking.

3.9.1 The Normality Test

The data under analysis must have a normal distribution. This normality test is based on the pre-test data that was chosen. This study used SPSS.21 to perform normality, homogeneity, and hypothesis testing.

a. Hypothesis :

H_0 : Students' gain score data for the control class and experimental class come from normally distributed populations.

H_1 : Students' gain score data from populations that are not generally distributed are obtained for both the experimental and control

- b. Significance Level: $\alpha = 0.05$
- c. Statistical Test: Using Microsoft Excel
- d. Formula : $z = \frac{x-\bar{x}}{s}$
- e. Decision criteria : H_0 is rejected if L count \leq L Table

3.9.2 The Homogeneity Test

The Homogeneity test is intended to determine whether the variance of the data from the abilities contained in the control class and the experimental class is the same or not. In this study, the researcher used SPSS.21 to perform hypothesis, homogeneity, and normality testing.

- a. Hypothesis :

H_0 : The gain score data group comes from a population that has homogeneous variations.

H_1 :The gain score data group comes from a population that has non-homogeneous variations

- b. Significance Level: $\alpha = 0.05$
- c. Statistical Test: Using Microsoft Excel
- d. Decision criteria :

If Sig. F Table \leq F Count then homogeneous.

3.9.3 Hypothesis Test

Hypothesis testing is a part of inferential statistics that uses sample data to conclude a population. A statistical hypothesis involves assumptions about the conditions within a population. Through statistical tests, this hypothesis can either be accepted or rejected. In this study, SPSS 21 was utilised to conduct hypothesis testing. The Wilcoxon test, specifically a 2-sample test under equal conditions, was applied to analyse the hypothesis.

a. Hypothesis

H_0 (Null Hypothesis) : There is no significant difference (the median of the pre-test and post-test scores are equal, or the median of the experimental group is equal to the control group).

H_1 (Alternative Hypothesis) : There is a significant difference (the median of the pre-test and post-test scores are not equal, or the median of the experimental group is not equal to the control group).

b. Significance Level: $\alpha = 0.05$

c. Statistical Test: Using SPSS 21 Version

d. Decision criteria :

- H_0 is accepted if **Asymp. Sig. (2-tailed)** value is $\leq \alpha = 0.05$

It means there is an effect of using using the Monopoly board game media in improving students' speaking abilities or value $< \text{sig } \alpha = 0.05$. It means the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected.

- H_0 rejected is if **Asymp. Sig. (2-tailed)** value is $> \alpha = 0.05$.

It means there is no effect of using using the Monopoly board game media in improving students' speaking abilities or if value $> \text{sig } \alpha = 0.05$. It means the alternative hypothesis (H_a) is rejected, and the null hypothesis (H_0) is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the data description and research findings. This chapter describes the data that has been obtained from the research process, the results of the normality and homogeneity test, data analysis, and the results of hypothesis testing.

4.1 Finding

The finding is the specific result or outcome derived from the analysis of data collected during a research process. It serves as evidence that addresses the research questions or hypotheses, providing insights and contributing to the understanding of the studied phenomenon

4.1.1 Data Description

Data description aims to describe the data that has been collected from various field sources. This research aims to determine the effectiveness of Monopoly media board games for learning to speak English. The effectiveness of this media can be seen from the learning achievement of students speaking abilities of the experiment class. The sample of this research consisted of sixty-eight students taken from two classes, namely 9D as an experiment class and 9E as a control class. The experimental class learning utilises Monopoly board game media, while the control class follows a conventional teaching model. Pre- and post-test results provide the data for this study, which are then arranged into tables. Then the data was analysed and interpreted by the researcher to answer the research question

concerning the influence or efficacy of using the Monopoly board game media in improving students' speaking abilities. The results of data analysis and research findings are presented below, along with a table showing the oral test scores of each class's students.

1. Pre-Test

In this study pre-test activities were carried out from 1st to 2nd August 2024. The pre-test was conducted over two days because each meeting had a duration of 45 minutes. Therefore, because of the time limitation, the researcher administering the test to 34 students required two sessions. In this section, students were asked to answer three oral questions presented by the researcher.

The speaking test provided included several steps. First, the examiner called out each student's name according to the attendance list. Each student then received two rolled sheets of paper with questions. After choosing one, they were instructed to answer the questions based on the syllabus (see Appendix 1 for the list of questions). The students had a maximum of 5 minutes to complete their responses. Each student was assessed for their ability to answer the questions given by the examiner. The assessment includes five aspects: pronunciation, vocabulary, fluency, accuracy, and confidence (the assessment rubric is attached in Appendix 3). Each aspect has a value range of 1-5 depending on the ability of the students. Then, the score obtained is multiplied by 4 to get a maximum score of 100.

The pre-test was administered to both the experimental and control classes, each consisting of 34 students. The test was designed with the same difficulty level and number of questions for both groups. The purpose of this test was to evaluate

the students' speaking abilities before using the Monopoly board game as a teaching tool in the experimental class and to assess the speaking skills of the control class while learning through a conventional teaching model without the use of the media.

The results of the students' score pre-test are presented in Table 4.1 below:

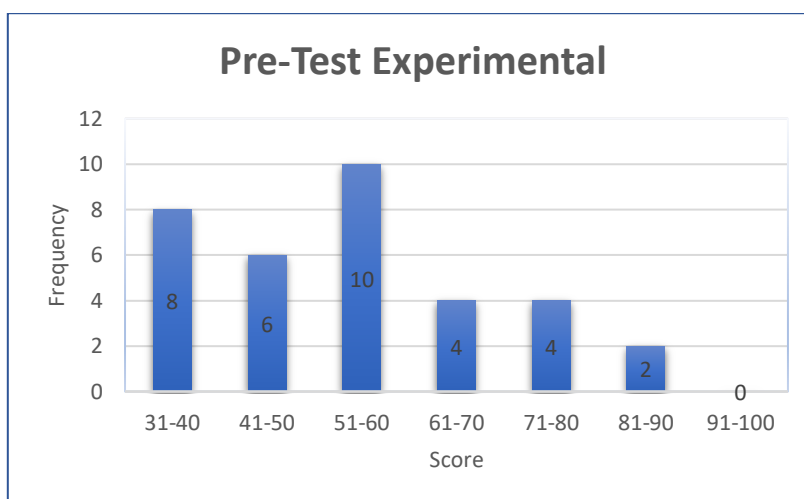
Table 4. 1 Experimental Class Pre-Test Score

No.	Initial Name	Score
1.	AFA	60
2.	AA	52
3.	AWA	64
4.	AKS	56
5.	ARP	44
6.	ADSR	48
7.	ASNS	72
8.	AKT	80
9.	ABS	40
10.	AK	56
11.	CES	40
12.	CZPA	48
13.	CAP	36
14.	DFF	44
15.	DSM	64
16.	KVEF	52
17.	MFSM	64
18.	MRM	48
19.	MVR	32
20.	MAAFR	56
21.	MKAA	72
22.	MRAB	40
23.	NDZ	52
24.	NMC	56
25.	NZS	84
26.	NBAL	52
27.	NEZ	56
28.	NAMF	48

29.	RN	40
30.	SRP	64
31.	SS	32
32.	SAP	88
33.	SS	32
34.	ZZP	72
Total Score		1844
Average Score		54,23

The pre-test results for the experimental class are displayed in Table 4.1 above. The lowest score achieved by this class on the test is 32, while the highest score is 88. The researcher used Microsoft Excel to obtain a histogram chart and descriptive information. The following histogram chart displays the distribution scores of students:

Diagram 4. 1 Experiment Class Pre-test Score



According to the histogram graph, there are eight students in the 31–40 range, six students in the 41-50 range, ten students in the 51-60 range, and ten students in the 61 –90 range. Based on the frequency or number of students in each

grade in each class, the distribution of scores is displayed from the lowest score to the highest score. It can be concluded that the score results displayed on the histogram graph of 34 experimental class students proved that 24 students were ineffective and 10 students were inadequate in the pre-test. The table below was established by the researcher using Microsoft Excel to provide a more descriptive analysis.

Table 4. 2 Descriptive Statistic of Pre-test Experiment Class

<i>Descriptive Statistic</i>	
Mean	54,23529412
Standard Error	2,511669316
Median	52
Mode	56
Standard Deviation	14,64542296
Sample Variance	214,4884135
Kurtosis	-0,213458917
Skewness	0,502102292
Range	56
Minimum	32
Maximum	88
Sum	1844
Count	34

The descriptive statistics table shows that the data has been separated into various data points. The data shows that the mean value is 54, and the median values are 52. The mode value of 56 represents the most frequently occurring value in the data. The range of possible scores was 56, as the maximum score value was 88 and the minimum score value was 32. The total score of this data was 1844. The standard deviation value is less than the mean of the total student score. The standard error represents how much the sample mean could differ if a study had

been repeated with new data obtained from the same population. The standard error of this study is considered low as the table revealed its' value was 2,511669316.

Table 4. 3 Control Class Pre-Test Score

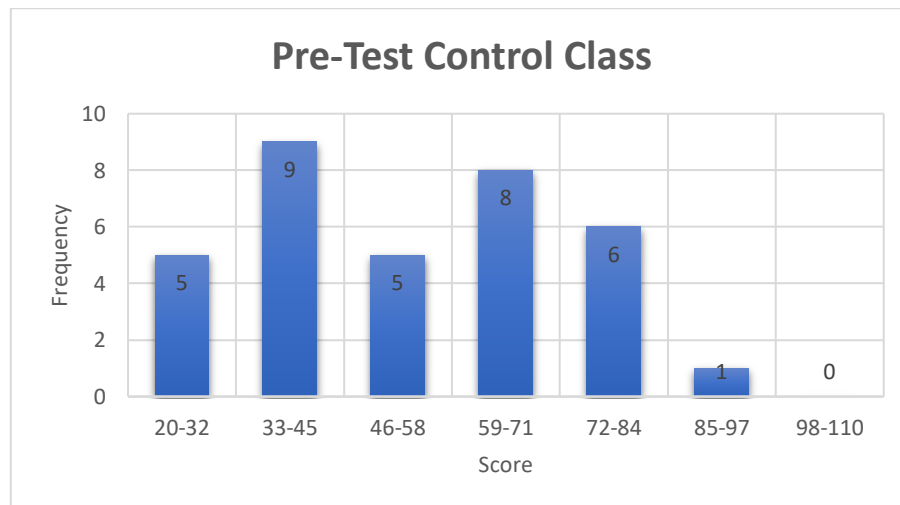
No.	Initial Name	Score
1.	ACK	60
2.	ARW	72
3.	ADAA	28
4.	A	56
5.	AAF	44
6.	AUA	64
7.	BA	88
8.	CVF	36
9.	DAN	64
10.	FAB	32
11.	FZ	72
12.	FSS	36
13.	FLM	60
14.	FAZA	68
15.	GRA	36
16.	HNA	60
17.	MR	72
18.	MK	24
19.	MNM	48
20.	NAA	36
21.	NSN	36
22.	NSL	36
23.	NR	36
24.	NBP	24
25.	NMC	76
26.	OAF	36
27.	PDJ	52
28.	QBRU	64
29.	SCYP	68
30.	SSR	56
31.	TSFP	76
32.	VO	48
33.	YDAM	44

34.	YNA	72
Total Score		1776
Average Score		52,2353

The pre-test results for the control class are displayed in Table 4.1 above.

The lowest score achieved by this class on the test is 24, while the highest score is 88. The following histogram chart using Microsoft Excel displays the distribution scores of students:

Diagram 4. 2 Control Class Pre-test Score



According to the histogram graph, there are nine students in the 20–45 range, thirteen students in the 46–71 range, and seven students in the 72 –100 range. Based on the frequency or number of students in each grade in each class, the distribution of scores is displayed from the lowest score to the highest score. It can be concluded that the score results displayed on the histogram graph of 34 control class students proved that 15 students were effective in the pre-test and 24 students were ineffective. The table below was established by the researcher using Microsoft Excel to provide a more descriptive analysis.

Table 4. 4 Descriptive Statistic of Pre-Test Control Class

<i>Descriptive Statistic</i>	
Mean	52,23529412
Standard Error	3,0001799467
Median	54
Mode	36
Standard Deviation	17,50334829
Sample Variance	306,3672014
Kurtosis	-1,153797257
Skewness	0,063974248
Range	64
Minimum	24
Maximum	88
Sum	1776
Count	34

1

The descriptive statistics table shows the data separated into various points. The mean score is 52.23, and the median score is 54. The mode, which is 36, represents the most frequently occurring value in the dataset. The range of possible scores is 64, with the highest score being 88 and the lowest score being 24. The total score for this dataset is 1776. The standard deviation is smaller than the mean of the total student scores. The standard error indicates how much the sample mean might vary if the study were repeated with new data from the same population. The standard error for this study is considered low, with a value of 3,0001799467, as shown in the table.

After doing the pre-test for the experiment and control class, then the researcher carried out three times treatments for the experimental class using Monopoly board game media, meanwhile, the control group received the same material but was taught using conventional methods. Following the implementation of the treatment, the post-test was performed to determine the difference in values before and after treatment and also served as data to determine the homogeneity between the two samples.

2. Post-Test

The post-test activity was carried out after treatment, which was administered from August 28th to August 29th, 2024. In this activity, students are asked to answer three questions orally. This stage aimed to evaluate how well students mastered the learning material after the treatment.

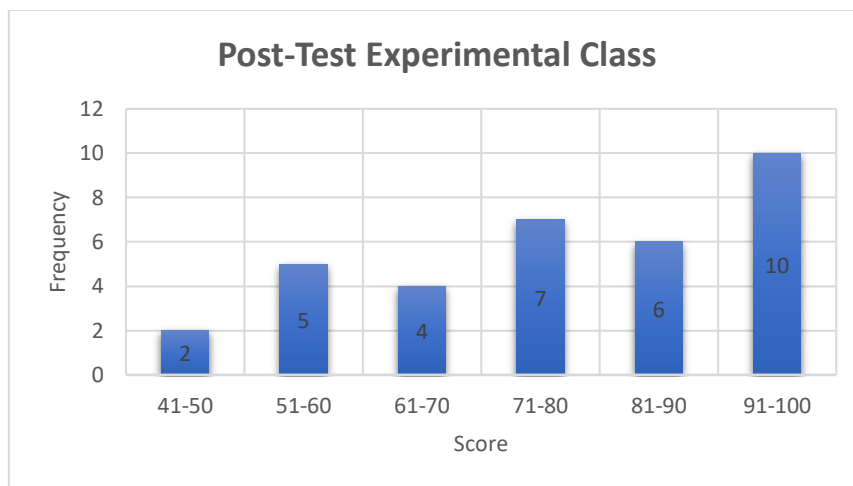
The process began with the examiner calling each student's name according to the attendance order. Students were given two rolled pieces of paper with questions and instructed to choose one. They were required to answer questions relevant to the syllabus (Appendix 1 provides the question list). The maximum time per student was 5 minutes. Students were assessed on five key aspects: pronunciation, vocabulary, fluency, accuracy, and confidence (refer to Appendix 3 for the scoring rubric). Each aspect was scored from 1 to 5, and the total score was multiplied by 4, with a maximum score of 100. The results of the post-test scores for the experimental class can be seen in the table below;

Table 4. 5 Experimental Class Post-Test Score

No.	Initial Name	Score
1.	AFA	76
2.	AA	56
3.	AWA	64
4.	AKS	76
5.	ARP	64
6.	ADSR	84
7.	ASNS	92
8.	AKT	100
9.	ABS	72
10.	AK	96
11.	CES	60
12.	CZPA	56
13.	CAP	64
14.	DFE	88
15.	DSM	88
16.	KVEF	92
17.	MFSM	96
18.	MRM	60.
19.	MVR	56
20.	MAAFR	72
21.	MKAA	84
22.	MRAB	72
23.	NDZ	100
24.	NMC	96
25.	NZS	100
26.	NBAL	96
27.	NEZ	76
28.	NAMF	76
29.	RN	88
30.	SRP	68
31.	SS	48
32.	SAP	100
33.	SS	48
34.	ZZP	88
SUM		2652
Average Score		78,54

According to the table, the lowest score achieved by this class on the test is 48, while the highest score is 100 achieved by five students. The researcher used Microsoft Excel to obtain a histogram chart and a more detailed data analysis description. The following histogram chart displays the distribution scores of students:

Diagram 4. 3 Experiment Class Post-test Score



The histogram graph indicates that there are two students in the 41–50 range, five in the 51-60 range, four in the 61-70 range, and twenty-three in the 71–100 range. The distribution of scores is arranged from the lowest to the highest, according to the frequency or number of students in each grade within each class. The analysis of the histogram graph for the 34 experimental class students indicates that seven students performed ineffectively, while twenty-seven students demonstrated effective performance in the pre-test. The table below was established by the researcher using Microsoft Excel to provide a more descriptive analysis.

Table 4. 6 Descriptive Statistic of Post-Test Experiment Class

<i>Descriptive Statistic</i>	
Mean	78
Standard Error	2,801832861
Median	76
Mode	76
Standard Deviation	16,33735263
Sample Variance	266,9090909
Kurtosis	-1,181737067
Skewness	-0,233913411
Range	52
Minimum	48
Maximum	100
Sum	2652
Count	34

1

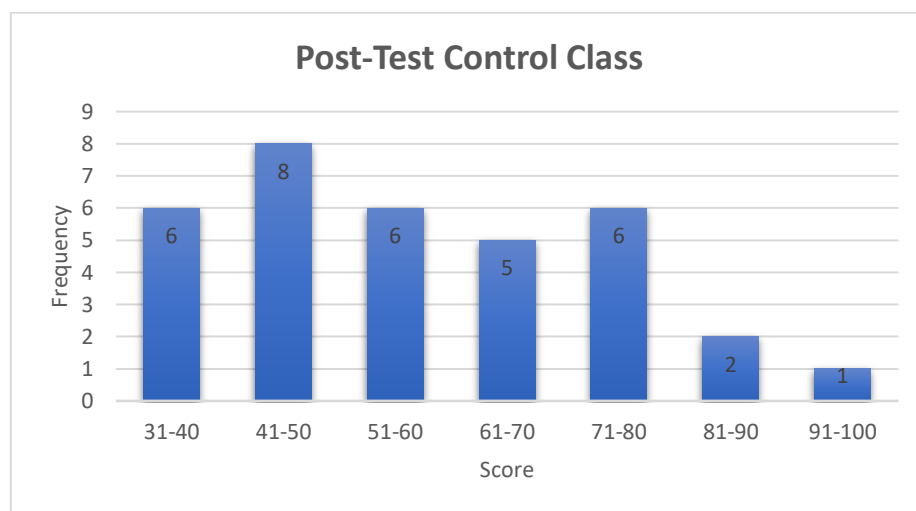
The descriptive statistics table shows that the mean value is 78, and the median values are 76. The mode value 76 represents the most frequently occurring value in the data. The range of possible scores was 52, as the maximum score value was 100 and the minimum score value was 48. The total score of this data was 2652. The standard deviation value is less than the mean of the total student score. The standard error represents how much the sample mean could differ if a study had been repeated with new data obtained from the same population. The standard error of this study is considered low as the table revealed its' value was 2,8018328.

Table 4. 7 Post-Test Score Control Class

No.	Initial Name	Score
1.	ACK	64
2.	ARW	76
3.	ADAA	44
4.	A	56
5.	AAF	44
6.	AUA	64
7.	BA	96
8.	CVF	40
9.	DAN	64
10.	FAB	44
11.	FZ	80
12.	FSS	56
13.	FLM	60
14.	FAZA	72
15.	GRA	40
16.	HNA	64
17.	MR	76
18.	MK	40
19.	MNM	48
20.	NAA	40
21.	NSN	32
22.	NSL	44
23.	NR	48
24.	NBP	48
25.	NMC	84
26.	OAF	40
27.	PDJ	52
28.	QBRU	64
29.	SCYP	76
30.	SSR	56
31.	TSFP	80
32.	VO	52
33.	YDAM	48
34.	YNA	84
SUM		1976
Average Score		58,11

According to the table, the lowest score achieved by this class on the test is 32, while the highest score is 96. The researcher used Microsoft Excel to obtain a histogram chart and a more detailed data analysis description. The following histogram chart displays the distribution scores of students:

Diagram 4. 4 Experiment Class Post-test Score



The histogram graph indicates that there are six students in the 31–40 range, eight in the 41-50 range, six in the 51-60 range, five in the 61-70 range, and three in the 81–100 range. The distribution of scores is arranged from the lowest to the highest, according to the frequency or number of students in each grade within each class. The analysis of the histogram graph for the 34 experimental class students indicates that seven students performed ineffectively, while twenty-seven students demonstrated effective performance in the pre-test. The table below was established by the researcher using Microsoft Excel to provide a more descriptive analysis.

Table 4. 8 Descriptive Statistic of Post-Test Control Class

<i>Descriptive Statistic</i>	
Mean	58,11764706
Standard Error	2,781324498
Median	56
Mode	64
Standard Deviation	16,21776935
Sample Variance	263,0160428
Kurtosis	-0,680049851
Skewness	0,508871778
Range	64
Minimum	32
Maximum	96
Sum	1976
Count	34

1

The descriptive statistics table shows that the mean value is 58, and the median values are 56. The mode value of 64 represents the most frequently occurring value in the data. The range of possible scores was 64, as the maximum score value was 96 and the minimum score value was 32. The total score of this data was 1976. The standard deviation value is less than the mean of the total student score. While the standard error of this study is considered low as the table revealed its' value was 2,781324498.

3. Comparison of Students' Speaking Mastery Scores Before and After Using Monopoly Board Game Media

After conducting the pre-test, the treatment, and the post-test, the researcher obtained the scores from both the pre-test and post-test in each class. The results

show that the average student score improved following the use of the Monopoly board game media for learning. The details can be seen in the table below:

Table 4. 9 Result of Pre-Test and Post-Test Experimental Class

No.	Initial Name	Pre-Test	Post-Test
1.	AFA	60	76
2.	AA	52	56
3.	AWA	64	64
4.	AKS	56	76
5.	ARP	44	64
6.	ADSR	48	84
7.	ASNS	72	92
8.	AKT	80	100
9.	ABS	40	72
10.	AK	56	96
11.	CES	40	60
12.	CZPA	48	56
13.	CAP	36	64
14.	DFP	44	88
15.	DSM	64	88
16.	KVEF	52	92
17.	MFSM	64	96
18.	MRM	48	60.
19.	MVR	32	56
20.	MAAFR	56	72
21.	MKAA	72	84
22.	MRAB	40	72
23.	NDZ	52	100
24.	NMC	56	96
25.	NZS	84	100
26.	NBAL	52	96
27.	NEZ	56	76
28.	NAMF	48	76
29.	RN	40	88
30.	SRP	64	68
31.	SS	32	48
32.	SAP	88	100
33.	SS	32	48
34.	ZZP	72	88
	Total Score	1844	2652
	Average Score	54,23	78,54

The pre-test and post-test score tables for the experimental group indicated an improvement. Specifically, the average pre-test score was 54.23, while the average post-test score rose to 78.54. This indicates that the average post-test score was higher than the average pre-test score. Each student indicated effective improvement.

Table 4. 10 Result of Pre-Test and Post-Test Control Class

No.	Initial Name	Pre-Test	Post-Test
1.	ACK	60	64
2.	ARW	72	76
3.	ADAA	28	44
4.	A	56	56
5.	AAF	44	44
6.	AUA	64	64
7.	BA	88	96
8.	CVF	36	40
9.	DAN	64	64
10.	FAB	32	44
11.	FZ	72	80
12.	FSS	36	56
13.	FLM	60	60
14.	FAZA	68	72
15.	GRA	36	40
16.	HNA	60	64
17.	MR	72	76
18.	MK	24	40
19.	MNM	48	48
20.	NAA	36	40
21.	NSN	36	32
22.	NSL	36	44
23.	NR	36	48
24.	NBP	24	48
25.	NMC	76	84
26.	OAF	36	40
27.	PDJ	52	52
28.	QBRU	64	64
29.	SCYP	68	76

30.	SSR	56	56
31.	TSFP	76	80
32.	VO	48	52
33.	YDAM	44	48
34.	YNA	72	84
SUM		1776	1976
Average Score		52,23	58,11

The pre-test and post-test score table for the control group also reveals differences in student scores, shown by an increase in the average score for speaking skills. The average pre-test score was 52,23, while the average post-test score rose to 58,11.

4.1.2 Normality Test

The normality test is essential and must be conducted before applying parametric statistics. This test requires interval data. Following a pre-test and post-test for the two sampled classes in this study, the researcher assessed the normality of the results obtained from the post-test to determine if the data were normally distributed. This study employed two normality tests: Kolmogorov-Smirnov and Shapiro-Wilk, using SPSS.21. Data is considered normally distributed (symmetric) in both tests if the significance value is greater than 0.05.

Table 4. 11 The Normality Test Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_EXPERIMENTAL	.109	34	.200*	.964	34	.311
PRE_CONTROL	.176	34	.009	.944	34	.080
POST_EXPERIMENTAL	.132	34	.142	.908	34	.007
POST_CONTROL	.159	34	.030	.947	34	.099
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results from the SPSS table indicate that the significance values for the pre-test for the experimental class are $0.200 > 0.05$ (Kolmogorov-Smirnov) and $0.311 > 0.05$ (Shapiro-Wilk). These values suggest that the post-test data for the experimental class are normally distributed, as both significance values (0.200 and 0.311) are greater than 0.05. In contrast, the normality test results of pre-test for the control class show significance values of $0.009 < 0.05$ (Kolmogorov-Smirnov) and $0.080 > 0.05$ (Shapiro-Wilk), indicating that the pre-test data for the control class are not normally distributed. While the results of the normality test on the post-test data for the control class showed a significance value of $0.030 < 0.05$ (Kolmogorov-Smirnov) and $0.099 > 0.05$ (Shapiro Wilk). This shows that the post-test data in the control class are not normally distributed.

4.1.4 Homogeneity Test

This homogeneity test aims to assess whether the data is homogeneous. The data analyzed include pre-test scores from students in the experimental and

control classes. The test was conducted using SPSS 21 version. The following presents the homogeneity test results for the learning outcomes of both groups.

Table 4. 12 The Homogeneity Test Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result Learning Outcomes	Based on Mean	3.164	1	66	.080
	Based on Median	3.152	1	66	.080
	Based on the Median and with adjusted df	3.152	1	65.094	.081
	Based on trimmed mean	3.196	1	66	.078

Referring to Table 4.12, the homogeneity test results for the control and experimental classes show a significance value of 0.80. This indicates that the pre-test results have a homogeneous variance, as the significance value for both the experimental and control classes is greater than 0.05.

4.1.5 Hypothesis Test (Wilcoxon Test)

The purpose of the Wilcoxon test is to determine whether there was a difference in the pre-test and post-test averages in each class (experimental and control classes). This test was selected by the researcher because it does not require the data to be normally distributed or homogeneous. As indicated in Table 4.5, the data in this study did not follow a normal distribution; thus, the Wilcoxon test was deemed appropriate for testing the hypothesis in this research.

Table 4. 13 Ranks of Pre-Test and Post-Test of Experimental Class and Controlled Class

Ranks				
		N	Mean Rank	Sum of Ranks
Post-Test Experimental Class - Pre-Test Experimental Class	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	33 ^b	17.00	561.00
	Ties	1 ^c		
	Total	34		
Post-Test Control Class - Pre-Test Control Class	Negative Ranks	1 ^d	7.00	7.00
	Positive Ranks	24 ^e	13.25	318.00
	Ties	9 ^f		
	Total	34		
a. Post-Test Experimental Class < Pre-Test Experimental Class				
b. Post-Test Experimental Class > Pre-Test Experimental Class				
c. Post-Test Experimental Class = Pre-Test Experimental Class				
d. Post-Test Control Class < Pre-Test Control Class				
e. Post-Test Control Class > Pre-Test Control Class				
f. Post-Test Control Class = Pre-Test Control Class				

According to the pre-test and post-test rankings in Table 4.12 for the experimental and control classes, the control group showed one decrease (negative rank), while 24 students had increased scores (positive rank), and nine students maintained the same score in both tests. In the experimental group, 33 students showed an increase (positive rank), with one student having a tied score, and no decreases (negative rank) were observed.

Table 4. 14 Wilcoxon Statistic Test Result

Test Statistics^a		
	Post-Test Experimental Class - Pre-Test Experimental Class	Post-Test Control Class - Pre-Test Control Class
Z	-5.021 ^b	-4.260 ^b
Asymp. Sig. (2-tailed)	<,001	<,001
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

According to the Wilcoxon test results in Table 4.7, the experimental class has an Asymp. Sig. (2-tailed) value of 0.001, which is less than $\alpha = 0.05$. This indicates a significant difference between the pre-test and post-test scores in the experimental class. Specifically, there were 33 positive ranks (increases), one tie, and no negative ranks (decreases), suggesting an improvement: Pre-test scores for the experimental class < Post-test scores for the experimental class.

Similarly, the Wilcoxon test results in Table 4.7 for the control class show a Sig. (2-tailed) value of 0.001, also below $\alpha = 0.05$. This indicates a significant difference in scores between the pre-test and post-test for the control class. For comparison, there was one negative rank (decrease), 24 positive ranks (increases), and nine students with tied scores in both the pre-test and post-test. It concluded that the Monopoly board game media is strongly effective in improving students' speaking skills.

4.2. Discussion

In this study, the researcher selected the Monopoly board game as a learning medium for the experimental class to address the obstacles students face when learning to speak, increase their motivation and interest, improve their English-speaking abilities, and help reduce students' stress.

This research was conducted at MTsN 1 Malang using an experimental quantitative approach with testing methods. The researcher selected two classes as samples: class 9D as the experimental group and class 9E as the control group. Both classes initially had 34 students. The researcher chose these classes to analyse the effectiveness of the Monopoly Board game in enhancing English-speaking abilities

in the experimental class. In contrast, the control class followed regular instruction, allowing for a comparison between the two groups. Students participated in research activities, starting with the pre-test, treatment, and post-test. In the learning process, the experimental group class was treated using the Monopoly Board game after taking the pre-test scores for both classes. In the control class, students were taught using conventional learning, where the teacher did not use the media, but only relied on student textbooks. Students are uninterested in following the learning process because they feel bored taught using conventional methods.

This research has three steps carried out; pre-test, treatment, and post-test. The pre-test was carried out on 1-2 August 2024, the purpose of this test was to compare the scores from the post-test, and as a tool to measure the homogeneity of the two class samples. Then continued with treatment using the board game Monopoly as a learning medium for the experimental class, while the control class was taught by another teacher using conventional methods. This activity was carried out on 6 and 13 of August 2024. The final step was a post-test which was carried out on 28-29 August 2024. This test was carried out to determine the results of the effectiveness of the Monopoly board game media as a tool for improving students' speaking skills. The two tests (pre-test and post-test) were carried out using oral tests in the experimental class and also the control class. Each student gets 3 questions about the material being tested. To find out the difference in scores between the two classes, researchers used Microsoft Excel to analyze the results. It is known that the average score of the experimental class is 54.23 for the pre-test and 78.54 for the post-test. Meanwhile, the average score for the control class was

obtained by a pre-test score of 52.23 and a post-test score of 58.11. From these results, it can be seen that there are differences and improvements between the pre-test before and after implementing the Monopoly board game as a medium for improving students' speaking skills.

The results of this study are consistent with Wahyudi (2020) on utilizing the Monopoly board game in English learning. Wahyudi found that the Monopoly game effectively enhances students' ability to speak descriptively. He concluded that using Monopoly as a learning medium significantly improves students' verbal expression of ideas. Similarly research by (Rohmah, 2014), conducted with junior high school students, demonstrated the positive effects of the Monopoly board game on developing speaking skills. Another related study by (Hastunar et al., 2014), which focused on using Monopoly to enhance vocabulary writing skills at the junior high school level, also stated significant results. This improvement was evident from the substantial increase in pre-test and post-test scores.

The researcher confirmed that Wahyudi (2020) claim about the benefits of using the Monopoly board game was accurate. Students displayed high enthusiasm throughout the activity, enjoying the opportunity to practice speaking English in a relaxed and enjoyable environment that felt more like playing than studying.

Additionally, the study revealed that this game allowed all students to continue learning, even when it was not their turn to play. Whenever a player made a mistake in pronunciation or grammar, the researcher provided immediate feedback, helping other students learn from the corrections and making the learning process more engaging and effective.

Furthermore, this study found that combining the Monopoly board game with the Wordwall application helped students stay more focused and attentive during the game. Previously, it was noted that one limitation of this medium was that some students could lose interest while waiting for their turn to play (Wahdini et al., 2022). However, with this combination, all players paid attention to the game because they were motivated to earn high scores for their teams. Additionally, the Wordwall application kept every student engaged by displaying questions or challenges that other participants had to complete.

In conclusion, this study demonstrates that the Monopoly board game is an effective tool for developing speaking skills, particularly by boosting students' motivation to learn in an enjoyable and engaging way. Additionally, this medium helps reduce stress, as students perceive the process as playing rather than studying. The research also incorporates game-based learning, which promotes greater interaction among students and strengthens their relationships.

Moreover, combining the Wordwall application had a positive effect, as students stayed engaged throughout the game, even when it was not their turn. This overcomes a challenge highlighted in previous studies, where students tended to lose interest or focus while waiting. In this study, students stayed attentive and focused because they could observe the dares or questions faced by their peers, learning from their mistakes as the researcher provided immediate corrections for inaccurate or incomplete responses. The hypothesis testing results further confirm its effectiveness. The *Asymp. Sig. (2-tailed)* value of 0.001, which is lower than

$\alpha=0.05$, led to the rejection of H_0 . This finding highlights the significant role of the Monopoly board game in enhancing students' speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research conducted by the researcher. In addition, it includes several suggestions to support and enhance future studies.

5.1 Conclusion

Based on the results of hypothesis testing in the findings of this study, there was a significant difference between the post-test scores in each class, namely the control and experimental classes. Therefore, it can be concluded that students' speaking ability increased after being taught using the Monopoly board game learning media. This is indicated by the results of the Wilcoxon test showing Sign. (2-tailed) is lower than 0.05 ($0.000 < 0.05$). The results of the Mann-Whitney U-test showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, the use of the Monopoly board game as a teaching medium was successful in increasing speaking skills.

This shows a significant difference in the mean scores between the experimental and control groups. In the pre-test for the experimental group, the highest score was 88, the lowest was 32, the mean was 54.23, the median was 52, and the mode was 56. In contrast, the control group's pre-test results showed the highest score of 88, the lowest score of 24, a mean of 52.23, a median of 54, and a mode of 37. Conversely, in the experimental group's post-test, the highest score was 100, the lowest was 48, the mean was 78, the median was 76, and the mode

was 76. Meanwhile, the control group's post-test recorded the highest score of 96, the lowest of 32, a mean of 58.11, a median of 56, and a mode of 64. These results indicate that the Monopoly board game effectively enhances students' speaking skills, as shown by the higher mean score achieved by the experimental group in the post-test compared to the control group.

Additionally, using the Monopoly board game motivated students and offered them new experiences in learning English, particularly in speaking. The game allowed them to learn English in a fun and engaging way, as it encouraged learning through play, which method is not commonly used in their classes. Moreover, it also strengthened their competitive and teamwork skills, as they had to cooperate with their teams to earn the highest score and avoid punishments. With this media, students were both active and interested in learning, as it presented them with situations that pushed them to speak, encouraging them to take part in conversation. Thus, the Monopoly board game is an effective and appropriate tool for enhancing students' speaking skills.

5.2 Suggestion

5.2.1 Suggestions for Students

It is recommended that students use the Monopoly board game to help them remember and master what they have learned. To get better, students are also encouraged to dedicate a lot of practice time to their proficiency in speaking English. In addition, the Monopoly board game can be a useful medium to motivate students and make learning English more engaging.

5.2.1 Suggestions for Teacher

Monopoly board games can be a great alternative medium for teaching speaking. Teachers can use fun methods to make learning speaking more interesting, helping students stay engaged and enjoy the lesson.

5.2.1 Suggestions for Further Researcher

For further research, the authors suggest conducting research on Monopoly board game learning media combined with another application. The researcher also hopes that further research can be conducted on different materials, or try to use this media for other skills such as writing, reading, or grammar.

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APPENDICES

Appendix 1

List Questions of The Speaking Test (Pre-Test)

TYPE 1	<ol style="list-style-type: none">1. Can you tell me your daily activities?2. What did you do on the last weekend?3. Do you prefer to spend your night studying or scrolling social media? Why?
TYPE 2	<ol style="list-style-type: none">1. How do you start your day?2. What is your favourite routine? And why do you like it?3. What activities did you enjoy during your previous holiday?

List Questions of The Speaking Test (Post-Test)

TYPE 1	<ol style="list-style-type: none">1. What activities you usually do in the morning?2. What is the most memorable experience in your life? please tell us!3. Do you have a bad habit or routine that disrupts your productivity and you want to change it? Why?
TYPE 2	<ol style="list-style-type: none">1. What was the most fun thing you did during your last holiday?2. Suggest your friends to so useful daily routine as yours?3. Do you prefer planning your day or going with the flow?

Appendix 2

Syllabus

KD	Basic Competence	Indicator	Learning Objectives
3.1	Memahami dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks yang berkaitan dengan (Asking and giving opinion)	<ul style="list-style-type: none"> - Knowing expressions used to ask for and give opinions - Determine the appropriate verbal/written expressions related to asking and giving opinions - Answer some questions about asking and giving opinion 	<ul style="list-style-type: none"> - Students can construct sentences from words and phrases related to asking and giving opinion - Students can answer and respond to questions related to asking and giving opinions
3.7	Memahami dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan yang berkaitan dengan (simple present tense)	<ul style="list-style-type: none"> - Knowing linguistic structure about simple present tense - Arrange sentences using simple present-tense linguistic structures - Asking and giving opinions about daily activities using simple present-tense linguistic structures 	<ul style="list-style-type: none"> - Students can construct sentences from words and phrases using simple present-tense linguistic structures - Students can answer and respond to the questions related to daily activities using simple present-tense linguistic structures
3.10	Memahami dan menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan yang berkaitan dengan (simple past tense)	<ul style="list-style-type: none"> - Knowing linguistic structure about simple past tense - Arrange sentences using simple past-tense linguistic structures 	<ul style="list-style-type: none"> - Students can construct sentences from words and phrases using simple present-tense linguistic structures - Students can answer and respond to the questions related to Asking and

			giving opinions about personal recount text using simple past-tense linguistic structures
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Appendix 3

Scoring Rubric

No.	Name	Category	Score					Total (x5)
			1	2	3	4	5	
1.		Confidence						
		Vocabulary						
		Fluency						
		Grammar						
		Comprehension						

These rubrics are based on Harris's (1969) framework, combined with Weir's (2005) theory. The rubric includes five assessment aspects, each evaluated on a scale of 1 to 5 according to the student's performance. The scores for all aspects are summed up and then multiplied by 4 to achieve a total score out of 100, as outlined in the following details:

- Confidence :
 1. Show significant signs of nervousness, such as avoiding eye contact, fidgeting, or speaking with a very quiet voice.

(A student is asked to describe their school day, but they avoid eye contact, speak in a very quiet voice, and frequently fidget with their hands. When explaining what they do after school, they say, "I, uh... I... study... and then... um... I go to bed," showing clear signs of nervousness and discomfort.)

2. Student occasionally avoids eye contact and uses minimal gestures, appearing somewhat uneasy in their speech.

(A student talks about their morning routine but avoids eye contact for most of the conversation. They speak in a slightly shaky voice, occasionally looking at the ground, and use very few hand gestures. They say, "I wake up at 7 and then... uh... get ready for school." While their speech is understandable, they seem a bit uncomfortable.)

3. Student maintains moderate eye contact and uses some gestures, but there are still occasional signs of nervousness.

(A student talks about their routine, saying, "I wake up at 6, and then I go for a run," while maintaining some eye contact and using their hands to gesture as they speak. However, they occasionally pause, looking down or slightly fidgeting, suggesting they're still a bit nervous about speaking in front of the class.)

4. Student maintains good eye contact, uses appropriate gestures, and speaks clearly and at a moderate pace, showing comfort in their speech.

(A student describes their daily routine confidently, saying, "I wake up at 6, have breakfast, and then go to school," with good eye contact and appropriate hand gestures to emphasize key points. They speak clearly and at a moderate pace, showing that they are comfortable with the topic and in control of their speech.)

5. Student is fully engaged, with strong eye contact, expressive gestures, and a clear, fluid delivery that shows full self-assurance in communication.

(A student speaks confidently and enthusiastically about their daily routine, saying, "I wake up at 7, then I go for a run to start my day, and after school, I love to relax with a book," with strong eye contact, expressive gestures, and a fluid delivery. They speak clearly, confidently, and without hesitation, demonstrating full self-assurance in their ability to communicate.)

- Grammar

1. Errors in grammar and word order, so it's hard to give a virtual speech can not be understood.

(A student attempts to describe their morning routine but says, "I wake up 7 am, and I eating breakfast after." The sentence structure and grammar errors make it difficult for others to understand the sequence of events.)

2. Grammatical errors and word order make sentences quite difficult to understand.

(A student says, "I study at night, before I go to bed," where the incorrect word order causes confusion. While the meaning is somewhat clear, the grammar mistakes make it harder to understand.)

3. Often makes grammatical and word order errors, which sometimes makes sentences unclear.

(When describing his activities, a student says, "I eat breakfast, I went to school," causing confusion due to the error in tense and the incorrect word order. While the message is generally understandable, the errors affect clarity)

4. Occasionally, makes incorrect grammar and word order errors, making meaning obscure.

(A student says, "I go to school by bus every day, and then I study," with minor grammar mistakes. Though the meaning is still clear, the sentence is not as smooth.)

5. Make a few (if any) noticeable errors of grammar and word order.

(A student talks about their routine, saying, "I wake up early, exercise, then go to school," with no noticeable grammatical errors, making the sentence clear and easy to understand.

- Vocabulary

1. Vocabulary limitations are extreme making conversation almost impossible.

(A student is trying to explain their morning routine but only uses very basic words like "eat," "go," and "sleep." Their limited vocabulary makes it nearly impossible to have a detailed conversation about their daily life.)

2. Misuse of words and very limited vocabulary makes comprehension quite difficult.

(A student says, "I have sholat ashar in the night," when they mean "I pray ashar in the evening." The misuse of vocabulary makes it difficult to fully understand their schedule.)

3. Often uses the wrong words and conversation is quite limited due to a lack of vocabulary.

(A student says, "I go play football after school," instead of saying, "I play football after school." This creates confusion and limits the richness of the conversation.)

4. Sometimes using inappropriate terms and have to rephrase ideas.

(A student says, "I drink water after dinner," but then rephrases, saying, "I usually drink water before bed," to clarify their routine.)

5. Using vocabulary and idioms like a native speaker

(A student describes their day effortlessly, saying, "I wake up early, grab a quick breakfast, then hit the exercise," using idiomatic expressions naturally like a native speaker.)

- Fluency

1. Speech is halting and making conversation almost impossible.

(A student struggles to describe their routine, saying, "I wake up... um... then I... go to school... I, uh, eat lunch at home," with frequent pauses and hesitation, making it hard for others to follow.)

2. Usually hesitant, often forced to remain silent due to language limitations.

(A student hesitates several times when talking about their routine, such as, "I go to... um... school, then I eat... uh, lunch," and stays silent when they can't think of the next word.)

3. Speed and fluency are not strongly affected by language problems.

(A student talks about their evening routine, saying, "I eat dinner at 7, then I watch a movie," and while there's some hesitation, the conversation continues without much disruption.)

4. Speech seems to be slightly affected by language limitations.

(A student says, "I study in the evening, sometimes I go to bed late," pausing briefly to find the right words but maintaining a steady pace overall.)

5. Speech as fluent and effortless as a native speaker.

(A student talks smoothly and naturally about their day, saying, "I wake up at 6, go for a run, then have breakfast," without any noticeable pauses or hesitation.)

- Comprehension

1. The words were unintelligible even in simple conversation.

(A student speaks very quickly or unclearly, saying, "I wake... uh... school... I lunch...," making it hard for others to understand even basic phrases.)

2. Has great difficulty following what is said, and can only understand social conversations spoken slowly and with frequent repetition.

(A student struggles to follow a conversation about someone's daily activities and asks for repetition, like, "Can you say that again? I didn't catch it.")

3. Understand most words at a slower pace than usual without repetition.

(A student can follow most of the conversation, but they need to process the information slowly and occasionally ask for clarification when something is unclear

4. Understands almost all the conversation at normal speed, although occasionally repetition may be necessary.

(A student understands the majority of the conversation about daily routines, like, "I go to school in the morning, and then I study in the afternoon," but may need to ask for clarification if a word is unclear.)

5. Understand the entire conversation without difficulty.

(A student follows and comprehends the entire conversation about others' daily routines, such as, "I wake up at 6, then I go to school, and after school I do homework," without needing any repetition or clarification.)

Appendix 4

MODUL AJAR

MODUL AJAR SIMPLE PRESENT TENSE

KOMPONEN UMUM

IDENTITAS

- Penyusun : : Zannuba Arifah
Nama Sekolah : : MTsN 1 Malang
Kelas / Semester : : IX / Ganjil
Alokasi Waktu : : 1 x 40 menit
Model Pembelajaran : : Pembelajaran Tatap muka
Metode Pembelajaran : : PBL, Game based Learning, Tugas Kelompok
Elemen : : Menyimak - Berbicara
Target Peserta Didik : : Terdiri dari :
1. Peserta didik dapat memahami fungsi dan pola kalimat dalam Simple Present Tense.
 2. Peserta didik dapat menyusun kalimat positif, negatif, dan interogatif Simple Present Tense tentang aktivitas sehari-hari.
 3. Peserta didik dapat berpartisipasi aktif dalam pembelajaran melalui permainan Monopoly Board Games.

A. KOMPONEN INTI

No.	Fase Capaian Pembelajaran	Fase D
	Domain Capaian pembelajaran	Peserta didik memahami dan merespons teks bahasa Inggris sederhana secara lisan, tulisan, dan visual. Mereka memahami hubungan bunyi-huruf pada kosakata dalam bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dengan orang lain dalam situasi sosial sehari-hari dan konteks kelas.

Pemahaman Bermakna	Setelah mempelajari modul ini, peserta didik mampu : 1. Memberi dan menanyakan informasi terkait <i>simple present tense</i> 2. Menerapkan informasi terkait <i>simple present tense</i> dalam kehidupan sehari-hari
Kompetensi Awal	Peserta didik telah dapat menunjukkan kemampuan dalam mempraktikkan <i>simple present tense</i> “ <i>daily activities</i> ” dalam kehidupan sehari-hari.
Profil Pelajar Pancasila	Profil Pelajar Pancasila yang dikembangkan pada Fase D adalah mandiri dan gotong royong yang ditunjukkan melalui proses pembelajaran <i>daily activities</i>
Pembelajaran Bermakna	Peserta didik mampu menerapkan informasi terkait <i>simple present tense</i> dalam kehidupan sehari-hari
Pertanyaan Pemantik	Mengapa peserta didik perlu memahami dan menguasai <i>daily activities</i> ?
Persiapan Pembelajaran	Mengetahui kondisi peserta didik, sarana prasarana sekolah, keadaan kelas, dan lingkungan sekolah.
Metode	Metode Contextual Teaching and Learning (CTL) adalah suatu strategi pembelajaran yang menekankan pada proses keterlibatan siswa secara penuh untuk menemukan materi yang dipelajari dan menghubungkan dengan situasi kehidupan nyata.
Materi	<i>Simple Present Tense</i>
Sarana dan Prasarana	Sarana 1. Media Monopoly Board games 2. LCD Projector 3. Dadu dan pion untuk bermain 4. Aplikasi <i>Wordwall</i> Prasarana : 1. Modul Panduan Bahasa Inggris
Sumber Belajar	Buku Panduan Bahasa Inggris
Refleksi Peserta Didik	Peserta didik diajak untuk melakukan refleksi terkait

		<p>seluruh proses belajar yang sudah dialami</p> <p>a. Apa kesan kalian tentang materi ini?</p> <p>b. Materi apa yang sudah kalian fahami?</p> <p>c. Bagian mana yang belum kalian fahami?</p> <p>d. Masihkah ada kesulitan dalam materi <i>simple present tense</i>?</p>
	Refleksi Guru	<p>Refleksi diri berupa pertanyaan pada diri sendiri.</p> <p>a. Apakah pembelajaran sudah dapat melibatkan peserta didik dengan aktif?</p> <p>b. Apakah metode yang digunakan mampu meningkatkan kemampuan peserta didik?</p> <p>c. Apakah media yang digunakan dapat membantu peserta didik mencapai kemampuan?</p> <p>d. Apa yang bisa dilakukan agar peserta didik dapat meningkatkan kemampuan berfikir kritis?</p>

B. KEGIATAN PEMBELAJARAN

Pertemuan Pertama (Metode Contextual Teaching and Learning)

1. Kegiatan Pendahuluan (10 menit)

1. Guru mengucapkan salam
2. Guru meminta ketua kelas memimpin pembacaan doa sebelum pembelajaran dimulai
3. Guru mengecek kehadiran siswa dan membuka pembelajaran dengan menyapa siswa menggunakan Simple Present Tense (contoh: *What do you do in the morning?*).
4. Guru menjelaskan pokok bahasan tentang materi *simple present tense* dan memberikan gambaran singkat tentang aktivitas yang akan dilakukan.
5. Apersepsi: Guru memberikan contoh kalimat Simple Present Tense dalam aktivitas sehari-hari (contoh: *I wake up at 6 a.m. every day. My brother plays football every afternoon.*).
6. Guru membagi siswa ke dalam kelompok kecil (4-5 orang per kelompok).

2. Kegiatan Inti (30 menit)

a. Penjelasan Materi (10 menit)

- Guru menjelaskan pola Simple Present Tense:
 - Kalimat positif: *Subject + Verb-1 (s/es) + object*

- Kalimat negatif: *Subject + do/does + not + Verb-1 + object*
- Kalimat tanya: *Do/Does + subject + Verb-1 + object?*
- Guru memberikan contoh aktivitas sehari-hari menggunakan pola tersebut:
 - *I brush my teeth every morning.*
 - *She doesn't go to school by car.*
 - *Do you eat breakfast every day?*

b. Aktivitas Bermain (20 menit)

- **Deskripsi Permainan:**

Setiap kelompok bermain Monopoly yang telah dimodifikasi dengan aktivitas terkait Simple Present Tense. Setiap petak atau kartu memiliki task, question, atau dare.

- **Jenis Kartu dan Aktivitas:**

1. **Kartu Pertanyaan:** Siswa menjawab pertanyaan seputar aktivitas sehari-hari (contoh: *What time do you wake up everyday?*).
2. **Kartu Perintah:** Siswa diminta menyusun kalimat Simple Present Tense dari kata-kata yang diberikan (contoh: *Ali/wake up/6 a.m. → Ali wakes up at 6 a.m.*).
3. **Kartu Tantangan:** Siswa diminta membuat tiga kalimat (positif, negatif, interogatif) dari sebuah aktivitas (contoh: *play football → He plays football. He doesn't play football. Does he play football?*).

- **Aturan Permainan:**

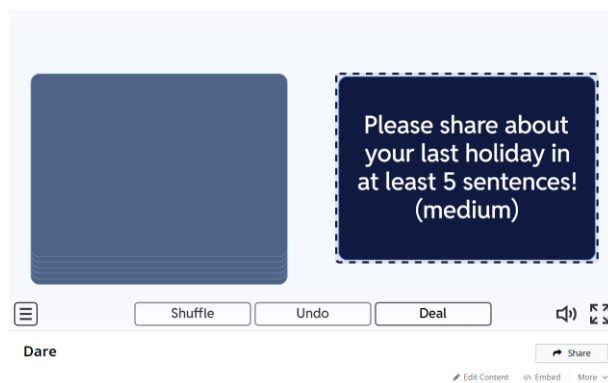
- a. Kelompok maju sesuai urutan yang sudah ditentukan sebelumnya menggunakan teknik hompimpa.
- b. Kelompok maju sesuai angka pada dadu.
- c. Setiap pemain harus melakukan tugas yang mereka dapatkan pada kotak.
- d. Setiap tugas yang selesai dilakukan mendapat poin.
- e. Setiap pemain yang tidak bisa menyelesaikan tugas atau menjawab pertanyaan harus membayar pajak dan mendapat hukuman.
- f. Kelompok dengan poin tertinggi menjadi pemenang.

c. Penutup (5 menit)

- Guru mengajak siswa merefleksikan pembelajaran dengan bertanya:
 - a) Apa yang kalian pelajari hari ini?
 - b) Bagaimana kesan kalian tentang permainan ini?
- Guru memberikan umpan balik kepada siswa dan penghargaan kepada kelompok terbaik. Serta memberikan kepada kelompok yang memiliki point paling sedikit.
- Guru memberikan tugas rumah: Buat paragraf singkat (5-6 kalimat) tentang aktivitas harianmu menggunakan Simple Past Tense.

Tell us about your last holiday minimum using 5 sentences

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MODUL AJAR SIMPLE PAST TENSE

KOMPONEN UMUM

IDENTITAS

- Penyusun : : Zannuba Arifah
 Nama Sekolah : : MTsN 1 Malang
 Kelas / Semester : : IX / Ganjil
 Alokasi Waktu : : 2 x 45 menit
 Model Pembelajaran : : Pembelajaran Tatap muka
 Metode Pembelajaran : : PBL, Game based Learning, Tugas Kelompok
 Elemen : : Menyimak - Berbicara
 Target Peserta Didik : : Terdiri dari :
1. Peserta didik dapat memahami fungsi dan pola kalimat dalam Simple Past Tense.
 2. Peserta didik dapat menyusun kalimat positif, negatif, dan interogatif Simple Past Tense tentang kegiatan yang dilakukan di minggu lalu.
 3. Peserta didik dapat berpartisipasi aktif dalam pembelajaran melalui permainan Monopoly Board Games.

A. KOMPONEN INTI

No.	Fase Capaian Pembelajaran	Fase D
	Domain Capaian pembelajaran	Peserta didik memahami dan merespons teks Bahasa Inggris sederhana secara lisan, tulisan, dan visual. Mereka memahami hubungan bunyi-huruf pada kosakata dalam bahasa Inggris sederhana untuk berinteraksi dan berkomunikasi dengan orang lain dalam situasi sosial sehari-hari dan konteks kelas.
	Pemahaman Bermakna	Setelah mempelajari modul ini, peserta didik mampu :

		<p>1. Memberi dan menanyakan informasi terkait <i>simple past tense</i></p> <p>2. Menerapkan informasi terkait <i>simple past tense</i> dalam kehidupan sehari-hari</p>
	Kompetensi Awal	<p>Peserta didik telah dapat menunjukkan kemampuan dalam mempraktikkan <i>simple present tense</i> “<i>How was your holiday</i>” dalam kehidupan sehari-hari.</p>
	Profil Pelajar Pancasila	<p>Profil Pelajar Pancasila yang dikembangkan pada Fase D adalah mandiri dan gotong royong yang ditunjukkan melalui proses pembelajaran <i>How was your holiday</i></p>
	Pembelajaran Bermakna	<p>Peserta didik mampu menerapkan informasi terkait <i>simple past tense</i> dalam kehidupan sehari-hari</p>
	Pertanyaan Pemantik	<p>Mengapa peserta didik perlu memahami dan menguasai <i>How was your holiday?</i></p>
	Persiapan Pembelajaran	<p>Mengetahui kondisi peserta didik, sarana prasarana sekolah, keadaan kelas, dan lingkungan sekolah.</p>
	Metode	<p>Metode Contextual Teaching and Learning (CTL) adalah suatu strategi pembelajaran yang menekankan pada proses keterlibatan siswa secara penuh untuk menemukan materi yang dipelajari dan menghubungkan dengan situasi kehidupan nyata.</p>
	Materi	<p><i>Simple Past Tense</i></p>
	Sarana dan Prasarana	<p>Sarana</p> <ol style="list-style-type: none"> 1. Media Monopoly Board games (didesain khusus dengan kartu soal dan aktivitas terkait Simple Past Tense). 2. LCD Projector 3. Dadu dan pion untuk bermain 4. Aplikasi <i>Wordwall</i> <p>Prasarana :</p> <ol style="list-style-type: none"> 1. Modul Panduan Bahasa Inggris
	Sumber Belajar	<p>Buku Panduan Bahasa Inggris</p>
	Refleksi Peserta Didik	<p>Peserta didik diajak untuk melakukan refleksi terkait</p>

		<p>seluruh proses belajar yang sudah dialami</p> <ol style="list-style-type: none"> Apakah kesan kalian tentang materi ini? Materi apa yang sudah kalian fahami? Bagian mana yang belum kalian fahami? Masihkah ada kesulitan dalam materi <i>simple past tense</i>?
	Refleksi Guru	<p>Refleksi diri berupa pertanyaan pada diri sendiri.</p> <ol style="list-style-type: none"> Apakah pembelajaran sudah dapat melibatkan peserta didik dengan aktif? Apakah metode yang digunakan mampu meningkatkan kemampuan peserta didik? Apakah media yang digunakan dapat membantu peserta didik mencapai kemampuan? Apakah yang bisa dilakukan agar peserta didik dapat meningkatkan kemampuan berfikir kritis?

B. KEGIATAN PEMBELAJARAN

Pertemuan Pertama (Metode Contextual Teaching and Learning)

1. Kegiatan Pendahuluan (10 menit)

- Guru mengucapkan salam
- Guru meminta ketua kelas memimpin pembacaan doa sebelum pembelajaran dimulai
- Guru mengecek kehadiran siswa dan membuka pembelajaran dengan menyapa siswa dan menanyakan pengalaman liburan mereka menggunakan Simple Past Tense (contoh: *How was your holiday? Did you go anywhere?*).
- Guru menjelaskan pokok bahasan tentang materi *simple present tense* dan memberikan gambaran singkat tentang aktivitas yang akan dilakukan.
- Apersepsi: Guru memberikan contoh penggunaan Simple Past Tense dalam menceritakan pengalaman (contoh: *Last holiday, I visited my grandparents in the village.*).
- Guru membagi siswa ke dalam kelompok kecil (4-5 orang per kelompok).

2. Kegiatan Inti (30 menit)

a. Penjelasan Materi (10 menit)

- Guru menjelaskan pola Simple Past Tense:
 - Kalimat positif: *Subject + Verb-2 + object*

- Kalimat negatif: *Subject + did not + Verb-1 + object*
- Kalimat tanya: *Did + subject + Verb-1 + object?*
- Guru memberikan contoh kata kerja bentuk lampau (regular dan irregular verbs).
- Guru memberikan contoh kalimat tentang pengalaman liburan:
 - *I went to the beach last holiday.*
 - *We didn't stay at home during the weekend.*
 - *Did you enjoy your holiday?*

b. Aktivitas Bermain (20 menit)

- **Deskripsi Permainan:**

Setiap kelompok bermain Monopoly yang telah dimodifikasi dengan aktivitas terkait Simple Past Tense. Setiap petak atau kartu memiliki task, question, atau dare.

- **Jenis Kartu dan Aktivitas:**

1. **Kartu Pertanyaan:** Siswa menjawab pertanyaan berbasis Simple Past Tense (contoh: *What did you do last holiday?*).
2. **Kartu Perintah:** Siswa diminta menyusun kalimat menggunakan kata kerja tertentu dalam bentuk Simple Past Tense.
3. **Kartu Tantangan:** Siswa diminta mengubah kalimat positif menjadi negatif atau interogatif (contoh: *I visited Bali.* → *Did you visit Bali?* atau *I didn't visit Bali.*).

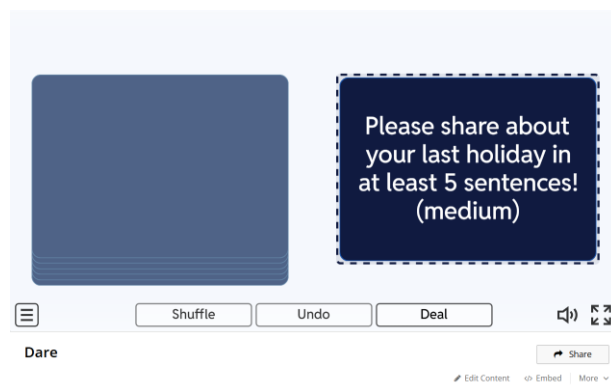
- **Aturan Permainan:**

- a. Kelompok maju sesuai urutan yang sudah ditentukan sebelumnya menggunakan teknik hompimpa.
- b. Kelompok maju sesuai angka pada dadu.
- c. Setiap pemain harus melakukan tugas yang mereka dapatkan pada kotak.
- d. Setiap tugas yang selesai dilakukan mendapat poin.
- e. Setiap pemain yang tidak bisa menyelesaikan tugas atau menjawab pertanyaan harus membayar pajak dan mendapat hukuman.
- f. Kelompok dengan poin tertinggi menjadi pemenang.

3. Penutup (5 menit)

- Guru mengajak siswa merefleksikan pembelajaran dengan bertanya:
 - a) Apa yang kalian pelajari hari ini?
 - b) Bagaimana kesan kalian tentang permainan ini?
- Guru memberikan umpan balik kepada siswa dan penghargaan kepada kelompok terbaik. Serta memberikan kepada kelompok yang memiliki point paling sedikit.
- Guru memberikan tugas rumah: Buat paragraf singkat (5-6 kalimat) tentang aktivitas harianmu menggunakan Simple Past Tense.

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Appendix 5

Validity Test Result

Correlations																						
	SOAL1	SOAL2	SOAL3	SOAL4	SOAL5	SOAL6	SOAL7	SOAL8	SOAL9	SOAL10	SOAL11	SOAL12	SOAL13	SOAL14	SOAL15	SOAL16	SOAL17	SOAL18	SOAL19	SOAL20	TOTAL	
SOAL1	Pearson Correlation	1																				
	Sig. (2-tailed)		.001	.014	.004	.338	.197	.537	.742	.897	.311	.270	.535	.696	.831	.079	.623	.470	.467	.392	.401	.015
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL2	Pearson Correlation	.538**	1																			
	Sig. (2-tailed)	.001		.032	.003	.616	.267	.336	.857	.591	.859	.547	.734	.927	.295	.488	.969	.419	.582	.973	.614	.020
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL3	Pearson Correlation	.416**	.369*	1																		
	Sig. (2-tailed)	.014	.032		.011	.850	.722	.388	.347	.829	.847	.825	.849	.799	.846	.022	.859	.554	.054	.387	.938	.060
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL4	Pearson Correlation	.483**	.497**	.430*	1																	
	Sig. (2-tailed)	.004	.003	.011		.382	.774	.713	.371	.282	.764	.626	.808	.268	.971	.917	.861	.451	.013	.140	.711	.033
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL5	Pearson Correlation	.169	.089	-.034	.155	1																
	Sig. (2-tailed)	.338	.616	.850	.382		.467	.960	.993	.925	.760	.164	.833	.605	.639	.874	.805	.269	.953	.305	.874	.046
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL6	Pearson Correlation	.227	.196	.063	-.051	.129	1															
	Sig. (2-tailed)	.197	.267	.722	.774	.467		.627	.946	.851	.363	.357	.190	.534	.060	.274	.518	.718	.186	.185	.903	.186
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL7	Pearson Correlation	-.110	.170	-.153	.065	-.009	-.086	1														
	Sig. (2-tailed)	.537	.336	.388	.713	.960	.627		.101	.669	.447	.865	.003	.559	.604	.094	.914	.106	.115	.480	.801	.365
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL8	Pearson Correlation	-.059	-.032	-.166	-.158	-.002	.012	.286	1													
	Sig. (2-tailed)	.742	.857	.347	.371	.993	.946	.101		.514	.166	.286	.916	.193	.177	.888	.177	.471	.188	.911	.045	.290
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL9	Pearson Correlation	-.023	-.096	.038	.190	-.017	-.033	-.076	-.116	1												
	Sig. (2-tailed)	.697	.591	.829	.282	.925	.851	.669	.514		.330	.371	.064	.992	.934	.806	.029	.868	.443	.365	.915	.033
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL10	Pearson Correlation	-.179	.032	.034	.053	.054	.161	.135	.243	.172	1											
	Sig. (2-tailed)	.311	.859	.847	.764	.760	.363	.447	.166	.330		.675	.151	.558	.712	.220	.871	.121	.180	.609	.067	.007
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL11	Pearson Correlation	.195	.107	.039	.087	.244	.163	-.030	-.189	.158	.075	1										
	Sig. (2-tailed)	.270	.547	.825	.626	.164	.357	.865	.286	.371	.675		.199	.000	.465	.299	.363	.045	.289	.711	.973	.005
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL12	Pearson Correlation	.110	-.061	-.034	.043	.038	.230	-.491**	-.019	.321	.251	.226	1									
	Sig. (2-tailed)	.535	.734	.849	.808	.833	.190	.003	.916	.064	.151	.199		.369	.365	.731	.480	.710	.830	.295	.096	.183
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL13	Pearson Correlation	-.069	.016	-.045	-.195	-.092	.110	.104	-.229	.002	-.104	.589**	-.159	1								
	Sig. (2-tailed)	.696	.927	.799	.268	.605	.534	.559	.193	.992	.558	.000	.369		.960	.985	.259	.011	.036	.766	.421	.299
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL14	Pearson Correlation	.038	-.185	.035	-.006	.083	-.326	.092	.237	.015	.066	-.130	-.160	-.009	1							
	Sig. (2-tailed)	.831	.295	.846	.971	.639	.060	.604	.177	.934	.712	.465	.365	.960		.673	.793	.080	.145	.286	.593	.361
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL15	Pearson Correlation	.305	.123	.393*	.019	-.028	-.193	-.291	-.023	.044	-.216	.183	-.061	-.003	-.075	1						
	Sig. (2-tailed)	.079	.488	.022	.917	.874	.274	.094	.898	.806	.220	.299	.731	.985	.673		.278	.222	.805	.697	.978	.602
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL16	Pearson Correlation	.087	.007	-.032	.031	.044	.115	-.019	-.237	.376*	.029	-.161	.125	-.199	-.047	-.191	1					
	Sig. (2-tailed)	.623	.969	.859	.861	.805	.518	.914	.177	.029	.871	.363	.480	.259	.793	.278		.345	.910	.445	.125	.155
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL17	Pearson Correlation	-.128	-.143	-.105	-.134	.195	-.064	.282	-.128	.030	.271	.346*	-.066	.430*	.304	-.215	.167	1				
	Sig. (2-tailed)	.470	.419	.554	.451	.269	.718	.106	.471	.868	.121	.045	.710	.011	.080	.222	.345		.055	.389	.952	.007
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL18	Pearson Correlation	-.129	-.098	-.334	-.422*	-.010	.232	.275	.231	.136	.236	.187	.038	.361*	-.255	-.044	.020	.333	1			
	Sig. (2-tailed)	.467	.582	.054	.013	.953	.186	.115	.188	.443	.180	.289	.830	.036	.145	.805	.910	.055		.272	.451	.099
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL19	Pearson Correlation	-.151	-.006	.153	.258	.181	-.233	-.125	.020	.160	.091	-.066	-.185	.053	.188	-.069	-.135	.152	-.194	1		
	Sig. (2-tailed)	.392	.973	.387	.140	.305	.185	.480	.911	.365	.609	.711	.295	.766	.286	.697	.445	.389	.272		.067	.199
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
SOAL20	Pearson Correlation	-.149	.090	-.014	.064	-.028	.022	-.045	.346*	.019	.318	-.006	.290	-.143	-.095	.005	.269	-.011	.134	.364	1	
	Sig. (2-tailed)	.401	.614	.938	.721	.874	.903	.801	.045	.915	.067	.973	.096	.421	.593	.978	.125	.952	.451	.706		.022
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
TOTAL	Pearson Correlation	.413*	.398*	.326	.367*	.344*	.233	.160	.187	.367*	.455**	.474**	.224	.184	.162	.093	.249	.456**	.288	.199	.391*	1
	Sig. (2-tailed)	.015	.020	.060	.033	.046	.186	.365	.290	.033	.007	.005	.183	.299	.361	.602	.155	.007	.099	.258	.022	
	N	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix 6

(Oral Test of Pre-test Transcript)

Student 1

Type 1

Class : Control

Question 1 : Can you share with me about your daily activities?

Answer 1 : I wake up at 4 am and I take a bath in the bathroom. I change clothes, then I go to school at 6 am. I study in school for 9 hours and I go to home at 4 pm. I study after pray Maghrib and sleep at 9 pm.

Question 2 : What did you do in the last weekend?

Answer 2 : I went to the beach with my family and I slept all day after the holiday.

Question 3 : In your opinion, is it more comfortable to study during the day or night?

Answer 3 : I am comfortable studying at night because the situation s more calm, so it can make me Concentrate, and because am a nocturnal person.

Student 2

Type 2

Class : Experiment

Question 1 : What activities did you enjoy last weekend?

Answer 1 : On my last holiday, I sleep again after subuh until 8 am. Then I take a bath, wash my clothes, and have breakfast. Oh yeah, I almost forget. I also joined the PMR on Saturday. I helped my friend who got injured while LBB.

Question 2 : Next question, Do you have any routine that keeps your family together?

Answer 2 : Maybe, eat together when Idul Fitri and New Year's Eve. So, when Idul Fitri all of the members of my big family eat together in my house. And we share our story to each other.

Question 3 : What is your daily routine that is very useful and people should try?

Answer 3 : Maybe cleaning the house, cause it feels like a healing when we see our hard work after cleaning the house.

(Oral Test of Post-test Transcript)

Student 3

Type 1

Class : Control

Question 1 : How do you start your morning?

Answer 1 : Usually start my morning with wudhu and pray subuh. Then I preparing my self for school, like take a bath, ironing my clothes and breakfast.

Question 2 : What is the most memorable experience in your life? please share with us!

Answer 2 : The most memorable experience in your life is when me and my family go to the beach. It is memorable because I can play sand and laugh with my little sister and my father.

Question 3 : Do you have a bad habit or routine that disrupts your productivity and you want to change it? Why?

Answer 3 : Yes, I have. I want to stop scrolling social media when free time. Because it really disrupts my productivity and wasting time.

Student 4

Type 2

Class : Experiment

Question 1 : What was the most fun thing you did during your last holiday?

Answer 1 : Okey, I will share my the most thing in my holiday. In the last holiday, I was in SMA 1 Tugu Malang to join the scout competition and we got 5 trophies, but we have not got the frst champion because there was a cheating group

Question 2 : If you have a chance to advise other people, what is your daily routine that is very useful and they should try?

Answer 2 : My daily routine that is very useful and they should try is study. I know its basic routine, but I think there are still many students who have not studied every day because lazy, and only do it when the exam. So, I think they should try it, and make it a routine

Question 3 : Do you prefer planning your day or going with the flow?

Answer 3 : I am a planner person, so of course, I should plan my day with to do list.

Appendix 7

Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
Jalan Kolonel Sugiono Nomor 266 Malang 65149
Telpon (0341) 801131, Faksimile (0341) 803403
Email: kabmalang@kemenag.go.id Website: <http://malang.kemenag.go.id>

Nomor : B- 3646/Kk.13.35.02/TL.00/07/2024
Sifat : Biasa
Lampiran : -
Hal : Rekomendasi Izin Penelitian

15 Juli 2024

Yth. Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Islam Negeri Maulana Malik Ibrahim Malang
Di Kota Malang

Menindaklanjuti surat saudara nomor : 2201/Un.03.1/TL.00.1/05/2024 tanggal 31 Mei 2024 tentang Permohonan Izin Penelitian, setelah diteliti persyaratan dan kelengkapan yang diperlukan, maka dengan ini diberikan Izin/Rekomendasi kepada :

Nama Mahasiswa : Zannuba Arifah
NIM : 19180044
Jurusan : Tadris Bahasa Inggris (TBI)
Semester : Ganjil
Tahun Akademik : 2023/2024

Untuk melaksanakan penelitian dengan judul "The Effectiveness Of Monopoly Board Games Towards English Speaking Skills In English Intensive Class" yang dilaksanakan pada tanggal 22 Juli s.d. 30 Agustus 2024 di MTsN 1 Malang secara offline.

Demikian Surat Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya

a.n. Kepala Kantor
Kasi Pendma,






Tembusan
Kepala Kantor Kementerian Agama Kabupaten Malang
Kepala MTsN 1 Malang Kabupaten Malang

Appendix 9

Thesis Consultation

KONSULTASI SKRIPSI

Konsultasi Dan Bimbingan Skripsi

No.	Tanggal	Bab/ Materi Bimbingan	Paraf
1.	26/7/2024	Penyerahan revisi proposal skripsi	
2.	30/10/2024	Konsultasi Bab 4 dan 5	
3.	12/11/2024	Revisi; Bab 4 (Pre-test, Treatment, Post-Test, Discussion) Bab 5 (Suggestion) Questions for Pre-test and Post-test	
4.	27/11/2024	Penyerahan Revisi Bab 4 dan 5 Revisi; Bab 4 (Treatment) Bab 5 (Conclusion)	
5.	4/12/2024	Penyerahan Revisi Bab 4 dan 5	
6.	11/12/24	Tanda tangan Aproawal sheets.	

Malang, 04 Desember 2024
Dosen Wali/Pembimbing



Nur Fitria Anggrisia, M.Pd
NIP. 19890901 202321 2 042

Appendix 10

Validation Sheet

Validation Sheet
English Speaking Test
"The Effectiveness of Monopoly Board Games Towards English Speaking Skills In English Intensive Course Class"

Validator : Iffah Kurnia Izzati, S.S., M. Pd.
 NIP : 197810312007102003
 Expertise : Teaching English as a Foreign Language
 Instance : Madrasah Taunawiyah Negeri 1 Malang
 Validation Date : 06/08/24
 (dd/mm/yyyy)

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestions are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

In this part, please give a score to each item with a sign (-) in the following columns below

- 1 = Very Poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

C. Assessment Rubric

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instrument is relevant to the research objectives.				✓		
2.	Research instruments based on previous studies with improving				✓		
3.	Research instruments are clear and easy to understand					✓	
4.	The research instrument used good/correct language.					✓	
5.	The research instrument is well-constructed						
6.	The questions that are made do not cause double interpretation or misunderstanding.					✓	
7.	The research instrument is communicative and easy to understand.					✓	
8.	The research instrument can help the researcher find out students' abilities in speaking skills.					✓	

D. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

Please cross out the answer that matches the conclusion you gave.

- a. The instrument can be used without revision
- b. The instrument can be used with slight revision
- c. The instrument can be used with many revisions
- d. The instrument cannot be used

Malang, 6 Agustus 2024
 Validator,



Iffah Kurnia Izzati, S.S., M. Pd.
 NIP. 197810312007102003

Validation Sheet

English Speaking Test

"The Effectiveness of Monopoly Board Games Towards English Speaking Skills In English Intensive Course Class"

Validator : Maslihanul Bisriyah, M. TESOL
 NIP : 19890928 201903 2 016
 Expertise : Teaching English as a Foreign Language
 Institute : Maulana Malik Ibrahim State Islamic University Malang
 Validation Date : 19/07/2024
 (dd/mm/yyyy)

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that I use. Every feedback and suggestions are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

In this part, please give a score to each item with a sign (-) in the following columns below

- 1 = Very Poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

C. Assessment Rubric

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instrument is relevant to the research objectives.					✓	
2.	Research instruments based on previous studies with improving					✓	
3.	Research instruments are clear and easy to understand					✓	
4.	The research instrument used good/correct language.					✓	
5.	The research instrument is well-structured					✓	
6.	The questions that are made do not cause double interpretation or misunderstanding.					✓	
7.	The research instrument is comprehensive and easy to understand.					✓	
8.	The research instrument can help the researcher find out students' abilities in speaking skills.					✓	

D. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

Please circle out the answer that matches the conclusion you gave:

- a. The instrument can be used without revision
- b. The instrument can be used with slight revision
- c. The instrument can be used with many revisions
- d. The instrument cannot be used

Malang, 19 Juli 2024
 Validator,


 Maslihanul Bisriyah, M. TESOL
 NIP. 19890928 201903 2 016

Appendix 11

Documentation



Appendix 12

Curriculum Vitae

Nama Lengkap : Zannuba Arfah
Tempat, Tanggal Lahir : Pasuruan 30 Oktober 2000
Jenis Kelamin : Perempuan
Agama : Islam
Fakultas, Jurusan : FIT, Tadris Bahasa Inggris
Perguruan Tinggi : UIN Maulana Malik
Ibrahim Malang
Alamat Rumah : Dsn. Jabon, Kel. Jogosari,
Kec. Pandaan, Kab. Pasuruan
No. HP/Telepon : 0895338398115
Alamat E-mail : zannubaar10@gmail.com
Nama Wali : Sampurno



Riwayat Pendidikan

1. TK NU Al-Kautsar Pandaan : 2006-2007
2. SD NU Al-Kautsar Pandaan : 2007-2012
3. MTs Ma'arif Sukorejo : 2012-2016
4. MA Ma'arif Sukorejo : 2016-2019
5. UIN Maulana Malik Ibrahim Malang : 2019-Sekarang

Malang, Desember, 19th 2024
The Researcher,

Zannuba Arifah
NIM. 19180044