DEVELOPING A PROTOTYPE OF ENGLISH MONOPOLY GAME FOR TEACHING SPEAKING TO THE TENTH GRADERS OF SMK

Erlina Mufiddah, Sri Rachmajanti
Email: emovied@gmail.com
State University of Malang

ABSTRACT: The study was intended to develop a prototype of English monopoly for teaching speaking to the tenth graders of SMK. The design of the study was a modified Borg and Gall (1983) and Hyland (2003) Research and Development model. The researcher developed the game based on the data analysis taken from preliminary study. The game was validated by experts and tried-out to the tenth graders of Keperawatan of SMKN 11 Malang. The result showed that the game was suitable for teaching speaking and helpful for helping students speak English.

Key words: English monopoly, speaking activity, vocational high school.

As the globalization era is coming toward all countries, the human skill in communicating internationally is obviously required. To communicate internationally, people need English as the worldwide language (Mullany & Stockwell, 2010). Therefore, people all over the world, including Indonesians, should master English to face the changing of the world. To prepare Indonesians to have good communication skill in English, the government has made English a subject at school starting from elementary to senior high or vocational high (Sekolah Menengah Kejuruan/SMK) (Permendiknas, 2006). The purpose of the English teaching itself is to make the students apply their knowledge and skill in English to communicate in both spoken and written form in a certain level (Permendiknas, 2006). It is in line with Riggenbach & Lazaraton (1991) who state that students of second/foreign language education programs are considered successful if they can communicate effectively in the language. Therefore, vocational high students should have good English communication skill.

The English communication skill plays an important role as life skill for vocational high (SMK) students. The life skills, which include personal, social, academic, and vocational skill, will help the students in the real working area (Sudira, 2006). Vocational high (SMK) students are prepared for facing the global world, one of which is having good communication skill in English. In communication context, the speaking skill is required. Therefore, the syllabus of SMK should be developed into varied activities, including the speaking skill.
According to Brown (2001) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information, and the presence of speaker and listener.

To know the current practice of the teaching of speaking in the real classroom, a preliminary study in SMKN 11 Malang was conducted. SMKN 11 Malang was selected because it still needed improvement based on the students’ achievement in local English competitions, such as SMK Malang Debate Competition. The result showed that the teacher used Grammar Translation Method in teaching speaking and rarely used media in teaching English. Based on this condition, the teaching of speaking for the tenth graders of SMK needed to be more communicative. This study would be useful for the students of SMKN 11 Malang.

In Indonesia for over last 25 years, the teaching of speaking has been closely connected to Communicative Language Teaching (CLT) approach which highlights interaction among students in the process of learning (Cahyono & Widiati, 2011). Norland and Pruett-Said (2006) also mention the example of CLT application which uses cards, in which students do interaction based on the instruction on the cards. Another task for speaking is by using games. According to Broughton, Brumfit, Flavel, Hill, & Pincas, (1980) there should be a room for games, songs, and puzzles to make an enjoyable class atmosphere. A game is an activity with rules, a goal, and an element of fun (Hadfield, 1999). A popular game for speaking activities is board games. Lewis and Bedson (1999) define board games as any games which mainly involve moving markers along path.

This research is concerned with developing monopoly game for speaking activities. Monopoly is a popular game and most people can play it. In the predevelopment, a needs survey on learning activities of the tenth graders in SMKN 11 Malang was conducted. To identify the needs, a class observation, teacher interview, students’ questionnaires were conducted. Based on the needs survey, it was revealed that the teacher rarely used media in teaching and the students rarely practiced speaking English. In fact, the most difficult skill was speaking skill according to the students’ opinions.
The purpose of the study was to develop a game named English Monopoly (Emon) as a medium for teaching speaking to the tenth graders of SMK. The game is expected to be an interesting and helpful medium to motivate the students to speak English. The game covers materials of speaking for the tenth graders of SMK. It covers language functions on (1) greetings and leave takings, (2) introducing self and others, (3) thanking, (4) regretting and apologizing, (5) showing sympathy, (6) asking and giving permission, (7) giving commands and requests, and (8) offering things and services.

The Emon is composed of a board, artificial bills (values of 1000, 2000, 5000 rupiahs), player cards, Emon cards, a dice, and pawns. The Emon is played by two to four players, one is Emon (as the leader of the game) and the rests are the players. A student who plays the role as Emon should read the instructions or questions on Emon cards. Meanwhile, the player should answer Emon’s questions or do Emon’s instructions. A student who plays role as the player should answer Emon’s questions or do Emon’s instructions based on the clue on the player cards.

The product is developed on the basis of assumption that the medium is suitable for the students’ need and interest. The speaking activity in the game is a conversation between players. Based on taxonomy for oral production, this kind of activity is included in responsive speaking. The responsive task includes short conversations, standard greetings and small talk, simple request and comments, and the like (Brown, 2004). Some tasks for responsive speaking are Questions and Answer, Giving Instructions and Directions, and Paraphrasing. The task in the Emon game developed by the researcher is Questions and Answer task. The researcher considered that this kind of task will be easy to be modified into many kinds of conversation. The focus of the study is to train the students to speak English through many kinds of conversation. The conversation in the game is done by students who play role as players and Emon about some language functions in semester one. By having conversation, students are expected to have speaking activity without feeling afraid, embarrassed, or oppressed.
METHOD

Borg and Gall (1983) and Hyland (2003) research and development model is adapted. This model is selected because the steps of Borg and Gall is appropriate for a small scale study (Borg & Gall, 1983) and the terms used in the model of Hyland are less complex (such as needs survey, expert and teacher validation, and try-out). The steps adapted for this study were research and information collecting (needs survey), development of preliminary form of product (developing materials and the product), preliminary field testing (expert validation), main product revision, operational field testing (try-out), and final product revision. The procedures was depicted in Figure 1.1.
The research development started from a needs survey to know the learning process in the class through an observation sheet, interview guide, and students’ questionnaires. The result of the needs survey showed that the most difficult aspect in English was speaking skill. The teacher also rarely trained students to speak English in the class. The facility in school also did not provide students’ exposure to English.
The material was developed after the needs survey was completed. There were some steps involved in developing the material. First, the materials were developed based on Standards of Competence and Basic Competences for SMK students. The syllabus developed by an English teacher of SMK was studied to identify language functions used. Then, the some language functions which were appropriate for students were selected. Material mapping was then made as a guide to develop the speaking task. There were 27 speaking tasks in the form of questions and instructions. The tasks were divided into four levels of difficulties. The four levels of difficulties were arranged in order on the board so that the students would experience the challenge in playing the game. Table 1.1 below shows the material mapping which was made as a guide to develop the speaking task for the game.

<table>
<thead>
<tr>
<th>No</th>
<th>Language Functions</th>
<th>Language Forms</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting and leave taking</td>
<td>How to greet someone</td>
<td>“Good Morning”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to say when you want to leave</td>
<td>“Long time no see”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“How are you? Do you feel better now?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Morning, school, meet, greet, long time, give birth</td>
</tr>
<tr>
<td>2</td>
<td>Introducing self and others</td>
<td>How to introduce myself</td>
<td>“Let me introduce myself”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to introduce others</td>
<td>“Let me introduce my friend”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to describe someone to introduce</td>
<td>“The patient is 12 years old, her height is …”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New, student, name, age, address, introduce, patient, height, weight, disease</td>
</tr>
<tr>
<td>3</td>
<td>Thanking</td>
<td>How to say thank you in some conditions</td>
<td>“Thank you for helping me”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fall, motorcycle, do homework, nurse</td>
</tr>
<tr>
<td>4</td>
<td>Regretting and apologizing</td>
<td>How to say to regret something</td>
<td>“I’m very sorry I have broken your motorcycle”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to apologize someone</td>
<td>“I’m sorry I didn’t come to your party yesterday”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“It’s okay / never mind”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tear, birthday party, exchange, shift, fault</td>
</tr>
<tr>
<td>5</td>
<td>Sympathy</td>
<td>How to say sympathy to someone</td>
<td>“I’m sorry to hear that”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“I’m sorry for your lost”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Poor you”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pass away, go shopping, lose, wallet, break into, steal</td>
</tr>
</tbody>
</table>
The steps explained previously dealt with the material mapping. The next step include the design of the English Monopoly set such as a board; dice; pawns; and artificial bills, making rules of the game, and making a booklet as a guide for users. The artificial bills were made in the form of 1000, 2000, and 5000 rupiahs. The artificial bills were used by each player and Emon. Each player could earn more money or lose their money depending on their ability in answering the questions. The pawns were provided for 3 players with different colors. The dice was made of flannel material. The form was a cube which had 6 sides, each of which had a number one, two, or three. The rules of the English monopoly was developed the booklet which functioned as a guide for users was written. The rules explain each name and function of the part of the game (like dice, cards, artificial bill, and dice), how to play the game and what Emon and what players should do during the game. Finally, the packaging of the product was created so that the game became a good and interesting medium.

After all the components of English monopoly had been produced, the product was validated by experts. The experts were a lecturer of the English...
department, an English teacher of SMK, and an art teacher. The validation process was aimed to examine some aspects of the game: operation, design, content, pedagogy, and language. Based on the validation process, the game was appropriate to be tried out, but it still needed revision. The revision included the size of the board size, the pawn and the booklet material. After the revision was completed, the product was tried out to the tenth graders of SMK.

The product was tried out to a small group of students. The reasons were small group try-out was less complex and it was enough to know whether the product was applicable for teaching speaking to the tenth graders of SMK. Eleven students were selected to play the English monopoly. Those students represented 37 students in the class with different level of English proficiency according to the class teacher’s point of view. The eleven students were divided into three groups and asked to play the game. The students’ activities were recorded and students’ questionnaire with self-assesment was distributed after they played the game. The teacher was also asked to give her opinion through a questionnaire and speaking scoring rubric. The scoring rubric was intended to know the teacher opinion about the students’ speaking skill before they played the game and while they were playing the game. explanation to the teacher was given about the rubric that the score only revealed whether the game really helped, motivated, and trained the students to speak English or not.

RESULTS

The data from the try-out activity consisted of the video recording, the students’ questionnaires with oral self-assessments, the teacher’s questionnaire with a speaking scoring rubric, and the researcher’s speaking scoring rubric. From the video, it was found that the students still had problems in pronunciation. The clues on player cards could help the students to make a sentence. It is shown by the student’s performance who tried to do Emon’s instruction on cards. It was also found that the students sometimes could not understand what Emon said so they still asked to their friends or the researcher. The main problem was that the students sometimes did not know the meaning of certain vocabulary.
From the students’ questionnaires, it was found that most students gave positive response toward the game in terms of design, content, and language. Eighty percent students agreed that the design of English Monopoly was interesting, 82% students stated that the content was suitable, and 75% said that the language used in the game was clear. Overall, it can be stated that the students liked the game as a medium for speaking activity and they considered that it could motivate them to speak English.

From the oral self-assessment, it was found that 69% students understood the questions and instructions in the task and could speak English in playing the English Monopoly game. From the self-assessment, it was found that 72% students said they understood the materials through playing the game.

The last data were obtained from the teacher’s questionnaire with a scoring rubric for speaking. The questionnaire consisted of four questions about the pedagogy aspect. Results showed that the teacher stated that the game can be used as a medium for teaching speaking because the materials can be modified based on students’ need. The product also can motivate students to improve their speaking skill. The teacher also believed that the English Monopoly was applicable inside and outside classroom. It was suggested to vary the picture and the materials to make the students more enthusiastic.

In addition to the questionnaire, there was the teacher’s speaking scoring rubric. The rubric was intended to elicit the teacher’s opinion about the students’ speaking skill before and when they played the English Monopoly. Based on the scoring rubric, out of eleven students, seven students made improvement in content aspect, six students in pronunciation, five students in fluency, and all students in grammar. Some students could make a complete sentence after playing the game, although still need guidance. The students who usually gave reluctant responses had courage to say in English and learn to speak English when they play. The results show that the English monopoly is good in motivating the students to speak English because every player had chances to speak English during the game. The students also made improvement in pronunciation and fluency because they practiced through playing the game and also listening to
their friends. Through the game, especially the cards, the students also gained improvement in the area of content and grammar.

After the try-out, it was revealed a rule should be included in the booklet. Therefore, the booklet was revised. The board, dice, pawns, Emon cards, player cards, and money did not undergo any revision anymore. The final product of English monopoly game is displayed in Figures 2, 3, 4.

Figure 2. The package (left) and board (right)

Figure 3. The dice and the pawns (left) and the cards (right)

Figure 4. The artificial bills (left) and the booklet (right)
DISCUSSIONS AND SUGGESTIONS

During the try-out conducted in class X KPR 1 of SMKN 11 Malang, the students were playing the English Monopoly enthusiastically. All students stated that the game motivated them to speak English. The teacher also gave opinion that the English Monopoly which can be played by two to four players is good and suitable for teach speaking. It is in line with Sadtono (1983) that one of the principles of teaching speaking is using a small group to maximize the students’ involvement. By using the game, the class atmosphere was less burdensome. It is in line with Carrier and the Centre for British Teachers (1980) who stated that games provide an opportunity for students to use the language in a less formal situation.

From the activity, it can be concluded that the students tried to understand what Emon said, made a correct sentence based on the card, and gave attention to other friends’ answer. They tried to speak English and learned from each other. It is in line with the study of Kyrik (2010) about games in EFL stating that games stimulate interactivity. In the foreign language classroom, it is imperative that students practice speaking with each other.

Based on the teacher’s opinion, the students who were usually reluctant to respond, became brave to speak English when they were involved in the English Monopoly. It shows that the game is good at motivating the students to speak English because the game also required cooperative learning. In cooperative learning, there are two major categories which are motivational and cognitive theories (Slavin, 1995). In the motivational theories, group work can motivate personal works. The students who are usually passive should speak up during the English monopoly game in order to make the game run well. For the cognitive theories, one of which deals with developmental theories, states that interaction in group work among students will lead in itself to improve students’ achievement. It shows that the game is also appropriate for cooperative learning.

In summary, the product has strengths as well as weaknesses. The first strength of the product is the product triggers all students to speak and practice with their peers. All students with high or low English proficiency, the students who reluctantly speak, the students who always try to learn English, and the
students who like or dislike speaking English were involved in the game. Secondly, the teacher may know the students’ English proficiency through the artificial bills they get after the game is over. If the rules are applied strictly, no help from friends or teacher, the students will get bonus or fine as much as their ability in speaking English.

The product also has some weaknesses. Since the game applies some rules, the students should know exactly what to do by understanding the booklet; unless, there is a guide who can explain the rules clearly. The guide here can be an English teacher or person who is expert in English. The guide is also needed to check whether the students pronounce the words correctly. Thus, the product is not appropriate for self-study. In addition, the product is only a printed medium so the users should keep it carefully if they want to use it next time.

Based on the strengths and weaknesses, some suggestions are offered. First, the suggestion is addressed to the English teachers in SMKN 11 MALANG and other English teachers of tenth graders in other vocational high schools. The English Monopoly can be used as the medium for teaching speaking both inside and outside class. For the whole class activity, the teacher can have some sets of English Monopoly game. For the class with 40 students, the teacher can have five sets of English Monopoly, so each set is addressed for eight students. In each set, the eight students play first, while the other eight observe the game. The groups can be arranged by the teacher or by the students themselves.

To have other materials, the teacher can also make a similar game like the English Monopoly with different materials. Changing the rules, such as changing the amount of fine and bonus, is possible depending on the class situation. The teacher may also complete the rule, like giving limited time for the players to answer Emon’s questions or do Emon’s instruction. Whatever the rules, the teacher should explain them clearly to keep the game run well. Another important thing is the teacher should guide the students so mistakes in pronunciation, intonation, and grammar can be avoided. The guidance of English teachers or those who are expert in English is needed in the game so the students or players will not be misleading.
For other researchers who are doing the same research in teaching speaking as well as developing media can use the English monopoly game as a reference. Future researchers may develop a 3D speaking medium by making a pop-up board game or software application with more varied pictures and design. Future researchers should consider whether the product will be used for a small group or whole class activity. Finally, the planning should be arranged well so the try-out can be conducted in appropriate time.

REFERENCES


