An Analysis on the Use of Trap Monopoly Game in Teaching Speaking

Fandy Nur Hidayat [a,1]

[a] English Teacher at Vocational High School of Tunas Bangsa Tawangsari 57372, Sukoharjo
[1] hidayatfandy233@gmail.com
* Corresponding Author

ABSTRACT

The aims of this research were to know the process of teaching speaking by using trap monopoly game at XI TKJ Grade of Students of SMK Muhammadiyah 2 Sukoharjo, and to describe the implementation of trap monopoly game it self.This research was conducted using qualitative method.The data were collected by virtual observation, interview, questionnaire, and documentation.The researcher analysed the data by interactive model from Miles and Huberman (1984).The result of this research were : First, the process of teaching speaking using trap monopoly game during pandemic of Covid-19, applied virtual learning by zoom meeting aplication. Second, the implementation of teaching speaking through trap monopoly game as the learning media made use of vocabulary, narative and recount text, procedure text, and giving opinion materials. Such this game was recognized to rise the strenghtness such as helping the teacher in learning activity, being the more interesting media and being an alternative media in teaching speakin. Moreover,using of trap monopoly game was helping the students more active and confidence to speak English. However, this game was also considered to reveal the weakness, like the teacher must prepare the teaching media previously, e-learning process might run less smoothly because the internet signal was bad.

1. Introduction

English as an international languageis used in countries throughout the world, including Indonesia.Harmer (2007:13) states that:"Although English is not the language with the largest number of native or the first language speakers, it has become a lingua franca. That is a language used widely to communicate between people who do not share the same first (or even second) language". English is the second language for several countries.In Indonesia, English is the foreign language, nevertheless English is always taught in every school. Through English we can communicate with other people in different country, so communicate with other people in different country is possible now. According to Pratiwi (2020) in Journal English as a Foreign Language (JEFL)there are four basic language in English teaching. There are, reading, listening, writing, and speaking. By seeing the phenomena of mute english how the millions of learner can read but not speak, speaking skill is one of difficult skill to learn for students. To be a good speaker, they must master the pronounciation, vocabulary and grammar. Without mastery all of them, the students cannot suggest their own idea.

There are four skills in English: listening, reading, writing, and speaking.Speaking is an expression of human being through conversation. Speaking is askill which is simply needed more than one person as speaker and listener. Brown (2003 : 140) defined :"Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker listening skill, which necessarily compromises the reliability and validity of an oral production test".From those statements above, the researcher concluded that speaking is an

activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

Speaking is not just expressing something orally. However, the students need toacquire some speaking aspects to have a good speaking skill. Speaking is important because speaking is a skill that can make people easily understand to what things explained. Speaking assess the speaker to be able to transfer their idea through speech.

There are some aspects of speaking performance, namely fluency, pronunciation, grammar, vocabulary, communication strategies. Fluency, according to Thornbury (2005:6) has a principle that is speak fast,but it is by no mean only or even the most important one. The listeners perceptions of a speakers fluency suggests that pausing is equally important. It means that good speaking performance is speak faster and clearly. The important one is about pausing the speech process.Pronunciation, stated by Thrown in hornbury (2005:1)refers to the student ability to produce comprehensible utterances to fulfill the task requirements. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause missunderstanding or people involved in a conversation are offended. The average person produces tens of thousands of words a day. Grammar and vocabulary, with a bit of pronounciation.”Pronounciation is the ability to produce comprehensible utterances to fullfill the task requirements. Because less or wrong pronounciation can make missunderstanding.Grammar, then, according to Hadfield (2003:4) is about the connectivity of tenses structure in a sentence. From that statement, we know that grammar is used to arrange the words into appropriate sentence by considering all the use of each word and it’s tense. Grammar makes well arranged group of words that will be delivered to be known well. Next, vocabulary is defined that profiency in English necessiatates structural competence and a vocabulary large enough for the learner to understand and produce utterance on a wide variety of topics(Nurgun, 2010:16). The last is communication strategies. According to Thornbury (2005:29) communication refers to the strategy to deliver the utterance on conversation. They are two ways on communication strategies : Avoidance and Discourse strategies.The statement above explained that the meaning in conversation as the way of communication should deliver well to get an appropriate interpretation from the speaker tolistener.

Speaking is one of skill that students should study in the classroom because speaking is not a simple skill in learning English. It can be used to express ideas or other purposes in having relation in the world. According to Cameron (2001:36) Classroom acticity can support student’s discourse skill development in the foreign language.From the teory above, its mean that the quality of classroom activity as a reason how the stutents develop their own foreign language mastery. When the students feel enjoy during classroom activity, the students would be easier to understand. The teacher must improve their own strategy on teaching and tries to use teaching media as a support.

By using teaching media, the students will get the new atmosphere on learning process.Mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2007: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires.

Acting from script can be applied through playing scripts and acting out of the dialogues.These two kinds of acting scripts can be considered by the teacher in the

teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. The students will gain much more from the whole experience in the process.

Communication games are games designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. Discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.Prepared talks can be applied by having the students to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. The results obtained from questionnaires can then form thebasis for written work, discussions, or prepared talks.

According to Hafield (2003:4) a game is an activity with rules, a goal and an element of fun. Games can help and encourage them to maintain their interest and learning activities. Games can help teachers to create linguistic contexts that make the language useful and meaningful. In learning activities with games, the students can actively participate in learning to understand what others have said or written.

The students must also learn to speak and write, in order to express their views and provide information. Games can be a tool that helps them experience language and not just learn languages. Ersoz (2008) on his journal stated " further revealed that well-chosen games are useful learning strategies, because games can encourage students to practice all language skills and various types of communication. Games are very motivating because games interesting and challenges the students.It can be said that game is one of the main methods in the learning process for adults. Pedagogical advantage of game in adult learning is that games present a structured situation as an actual life situation. But the learning experience in games contains fun elements, and the risk of failure or success that can be learn repeatedly".From the definition above the researcher conclude that game is a method or strategies that teachers use in teaching learning process to build students' interest in learning process especially in learning English and interact with other students in teaching learning process.There are four kinds of games based on Hadfield (2003:4). First is competitive games, in which players or teams race to be the first to reach the goal. Second is cooperative games, in which players or teams work together towards a common goal. Third is linguistic games, in which players or teams work together towards a linguistic goal or aim. The emphasis in the linguistic games is the correctness of language or the correct production of a structure. The last is communicative games, as distinct from linguistic games, the goal or the aim this games is successful completion of the game will involve the carrying out of the task such as drawing route in a map, filling in a chart or finding to match pictures.

Monopoly is the one of board games that can be adapted for teaching media. Bob Gibson (1996) on his journal states that board games that which players take turns throwing the dice and talking about the topic specified in the squares on which the land.Trap monopoly game is a teaching media that used by the english teacher to teaching learning on XI TKJ Class. The rules of trap monopoly game is similarly with the general monopoly game. The teacher adopt the rules of trap monopoly game based on the rule of general monopoly game by Husna M. (2009:151).

There aresome rules of monopoly game explored by Husna M (2009:151). First, it needs tools including pawns as the players, pawns as a hotel/house, dice, monopoly board. money for monopoly game, purchase of land card, chance card, and public fund card.

The steps involve prepare all the equipments, all players are given some money. Then, the players do the lottery to know the order.The first player throw the dice and walk based on to the number of dice.If the second number of dice is same, so the player got the opportunity to throw the dice again.If the players succees to trough one loop, the player got money from banker.The players who stop on the free plot of land, the players may buy the plot based on the price.The other players who stop on the plot of land that has been bought by the other player must pay the price of listed.If the dice stop on public fund or chance so the players must take the card and follow the instruction.The players also can go into the jail if the dice stop on a sign of prison.Teacher is the leader on choosing a learning method that using in class. From some experience , teachers' centered has weakness. Usually , teacher just gives structure pattern and ask their students to make sentences in class, it is full of theories and make the students feel bored. In other, students have less interaction with other students in leearning process that will make students more passive in class. The teacher just uses the same method in class, and the teacher don't understand to change the methods in order to make students more active and enjoy on the learning process. The teacher should know about new method that can be used in class to improve students' speaking skill. There are a lot of methods that can be used in class to increase students' attention in learning process.

Teacher has to find new method in teaching learning process than can make students easy to understand about the materials effectively. Communicative language teaching approach provides various communicative activities in english language teaching. In formal education, listening and speaking as the important of language skills get less proportion in the english teaching and learning. Consequently the students assume that listening and speaking are not very important to study. Speaking is productive skill of language learning. Involves communicative perfomance, and other important elements, such us pronunciaton, grammar, and vocabulary.

In teaching speaking, the teacher must has an interesting teaching media to teach the students. At SMK Muhammdiyah 2 Sukoharjo, the English teacher use monopoly game to support in teaching. The teacher used monopoly game as the famous game to ask their students in speaking activity. Monopoly game is the famous board game in the world. Monopoly board game is derived from the Landlord's Game created by Lizzie Magie in the United States in 1903. Meanwhile, monopoly game can be used as the media in teaching and learning process especially in teaching speaking.Then, this article aims to knowing how trap monopoly game teaching media was implemented.

2. Method

This article is a descriptive qualitative study.Moleong (2018 : 6) states that"Qualitative research is a research conducted to understand the phenomenon of something that experienced by research subjects such as behavior, perception, motivation,

or action. Qualitative researchuses descriptions of words and language, and a variety of scientific.

The resarcher collected some data using descriptive qualitative. The data describedthe interaction between the teacher and the students during learning process.There were the result of observation, interview, questionnaire and documentation collected by the researcher during learning process through trap monopoly game at the Xl TKJ Grade Students of SMK Muhammadiyah 2 Sukoharjo 2019/2020 academic year by the English teacher.

In qualitative research the main instrument is the researcher himself. However, the researcher collected the data by other instruments that helped the resarcher's work, such as observation sheet,interviewguide,questionnaire draft,virtual instrumets (Google form & Zoom meeting). It's because the researcher collected data through observation,interview,questionnaire and documentation.

After collecting the data, the next step was analyzing the data. Nasution (1988) in Sugiyono (2017 : 245) says that the analysis was began since it is prepared and explained the problem, before applying the research, until written the result of the research.

Due to the fact that the aim of data analysis was to know the result of using trap monopoly game on teaching speaking, then in analyzing the data, the reseacher followed some processes. There were three processes on analysis data. They were data reduction, data display, and drawing conclusion/verification.

To test the credibility of the data, the researcher chose source triangulation through some sources. The resercher collected the information from alot of data source. The researcher checked the data credibility from the English teacher and the students of IX Grade at SMK Muhammadiyah 2 Sukoharjo.

3. Results and Discussion
3.1. Result

This part displayed the data that the researcher foundusing some techniques. They were observations, interviews, questionnaire, and documentations. The instruments those were observation sheet, interview sheet, quesstionaire sheet, Zoom Meeting aplication and Google Form.Table 1.1showed the result of the observation on theteacher.

Table 1.1. Observation on Teacher

Number	*Questions*	*Result*	
		First Meeting	*Second Meeting*
1	*Preparation*		
	a. *The teacher prepared the material before entering the e-learning class.*	*v*	
	b. *The teacher greeted the students before giving any lessons.*	*v*	*v*
	c. *The teacher listed the students' attendance.*	*v*	*v*
2	*Teaching step*		
	a. *The teacher gave the rules about the learning stepsthrough zoom application.*	*v*	*v*

		First Meeting	Second Meeting
	b. The teacher gave the students the materials of the day.	v	v
	c. The teacher asked the students' comprehension about the materials.	v	v
	d. The teacher made groups of the students in pairs.	v	
	e. The teacher asked the students for speaking English.	v	v
	f. The teacher appliedthe learning media.	v	v
	g. The teacher gave any resume about the topic	v	v
3	Closing		
	a. The teacher gave some evaluation	v	v
	b. The teacher gave some motivation to the students.	v	v

The researcher also recorded the students' interactions during learning process. Table 1.2 showed the result of the observation on the students.

Table 1.2. Observation on Students

Number	Questions	Result	
		First Meeting	Second Meeting
1	Preparation		
	a. The students joined the room of e-learning on time.	v	v
	b. After entering the room of e-learning, the students paid attention to the teacher	v	v
	c. The students answered the teacher 'sgreet.	v	v
2	Teaching step		
	a. The students paid attention to the teacher's explanation	v	v
	b. The students did the teacher's task.	v	v
	c. The students accepted the teacher's guidance	v	v
	d. The students was excited when they could improve their speaking skill.	v	v
3	Closing		
	a. The students paid attention to the teacher's evaluation and motivation.	v	v

3.2. Discussion

Observation is the first technique to gather the data in this research. It is an activity of object observed by the researcher. The aspect in the observation is the draft of observation. It was used to make easy of the researcher's step in collecting data. Because of the impact of Pandemic of Covid-19 the researcher used virtual observation, the researcher just observed the student's of XI TKJ Grade and English teacher's learning speaking activities using trap monopoly game without the school conditions.

This observation had been conducted by the researcher on June, 8th until 16th 2020. The researcher conducted the observation using virtual media. Here, the researcher got some data about the students of XI TKJ Grade of SMK Muhammadyah 2 Sukoharjo.

The observation was carried out for two times, on June 13th and 14 th 2020. The reseacher had observed the interaction between students and the English teacher during learning process using trap monopoly game. The English teacher made E-learning to conduct the classroom activity. The English teacher used zoom meeting aplication. To show the result of teacher and students activities in teaching learning process especially in English lesson, the resarcher gave symbol check (v) in the draft of the observation as follows :

Relating to teaching learning process, the teacher prepared the material before entered the E-learning. Then the teacher always greeted the students before giving the lessons. The teacher also listed the students' attendence. The teacher taught the material based on the Syllabus and lesson plan conducted on the learning media. Because Pandemic of Covid-19, the teacher made a simple ways for the implementation of trap monopoly game. On the first meeting the teacher was divided the students into two groups. On the first and the second meeting the teacher asked the students to improve their speaking skill based on the qustion card of trap monopoly game. On the closing, the teacher gave any evaluation and motivation.

The table also showed that the students always join the zoom meeting on time. The students paid their attention to the teacher. They always answered the teacher greet. On teaching process, the students paid attention on the teacher explanation. The students did the teacher task. The students also accepted the teacher guidance. The students were very excited improving their speaking skill. On closing, the students paid attention to the teacher evaluation. The students gave enthusiasm with the teacher motivation

Interview wasthe next technique. It is a communication to ask question directly to the subject of research. It was used by reseacher to get data from the subject directly. The researcher held interview at two times (students and teacher). The resacher conducted the interview using virtual media. The reseacher using Zoom Meeting aplication.

The first interview, the reseacher asked to the English teacher to get the information or data from the data source directly. The information was the ways in teaching speaking by using trap monopoly game. The reseacher wrote the teacher's answered and made a script. The result of the interview were as follow:
1) The teacher had motivated the students to be more active.
2) The teacher had difficulty to motivate the students,
3) The students had less vocabulary and speaking skill.
4) The teacher used some learning media, one of them was trap monopoly game,
5) The teacher used trap monopoly game to make the students more exited.

6) The teacher explained how to use trap monopoly game.
7) The teacher explained the advantages and disadvantages of trap monopoly game as a learning media.
8) The teacher explained abot the respon of using trap monopoly game.
9) The teacher explained the reward for students.

In the second interview, the researcher asked some students randomly to get the information or data about it. The researcher used interview guide to help collect data. The researcher wrote the students' answers and made a script. The result of the interview were as follow:

1) The students had less motivation to learn English especialy in speaking.
2) The students had some difficulties to improve their vocabulary.
3) The teacher told that English lessons was fun although using E-learning because Pandemic of Covid-19.
4) The teacher always used new method and creative media.
5) The teacher used trap monopoly game as interesting and funlearning media.
6) The teacher proposed that this media was effective.
7) The students told that the teacher always gave the motivation to learn English and speaking.

Questionnaire was another technique used to gather the data. It is used to complete the data through observation. The reseacher used draft questionnaire to collect the data. The reseacher conducted the questionnaire in google form because of Pandemic of Covid-19 so the reseacher used virtual questionnaire. The questionnaire gave to question as about the English, Speaking comprehension, learning media and teacher's way in teaching reading by using trap monopoly game. The questionnaire was given two times. The first questionnaire as the general questionnaire given before the first meeting began. Then, the second questionnaire as the specific questionnaire given by threseacher after the second meeting finished.

Based on the data, the researcher concluded that the students like English lesson. Meanwhile the students thought that English was difficult. However, the students like speaking learning. The students had their own problem when they want to speak in English. The students had less vocabulary, so they found the difficulties. The students were obeying if the teacher invited them to speak English. The students also felt happy if the teacher asked them. The teacher used a learning media and students like it. The students knew about trap monopoly game. However the teacher ever used this learning media when the students were on the previous semester. So the students thought that using trap monopoly game as learning media was interesting. The students were familiar with the rule of general monopoly game so the students didn't find any difficulties.

The result of second questionnaire on trap monopoly game as learning media on teaching speaking was important. The students felt happy if the teacher used this learning media. This learning media could help the students to learn speaking. The students motivation of learningEnglish increased after the teacher used this media. The students agreed if the teacher used trap monopoly game as their media in teacing speaking

Documentation was an activity to get the data from documents. The aspects in documentation were syllabus, lesson plan, and the record of the teacher and the students' interaction during learning process. Based on the data that the researcher got before teaching speaking, the teacher prepared the lesson plan of any materials based the competence in syllabus design. The reseacher took the record when the teacher explained the material and implementation of trap monopoly game as the learning media on E-learning process.

Trap monopoly game was a learning media used by the teacher. The teacher chose this media because it was so easy and adapted from the famous board game. The students of IX TKJ Grade were bored with the monotone learning. The teacher somethimes gave a reward to the students to motivate the students more active in English learning.

The teacher used trap monopoly in teaching speaking based on his creativity. The equipmentor tools involved pawns as the players, dice, monopoly board, money for monopoly game, question card as an ownership card that given to the players who had already purchase a question card, chance card, and public fund card.

Then, the steps included, first, preparing all the equipments. Second, the teacher acted as a banker. He gave the monopoly money to the students. Then, the player rolls the dice and starts to move according to the number. After that, each player got the question cards and answers about the topic. Next, the players who stopped at the plot that had been purcashed,must pay the rent and answer the speaking content. Later, the players who stopped at the chance or public fund must take the card and carry out the command listed. Then, when the players could not answer the conntent they must pay $ 10.000 as a fine. The last, the players who had many question card would be the winner

Based on research finding, the researcher discusses about the result of observations, interviews, quesstionnaires, and documentations. It was about the teacher's way in teaching speaking by using trap monopoly game as learning media that was collected by the researcher from the interaction between English teacher and the students of IX TKJ Grade of SMK Muhammadiyah 2 Sukoharjo in academic year 2019/2020.This research to observe the interaction between the teacher and the students during learning process using trap monopoly game as the learning media was conducted at XI TKJ Grade of SMK Muhammadiyah 2 Sukoharjo instead of. The use of video, photos, game and etc that were usually applied on normal situation. This media consisted of some materials from the syllabus and the teacher's own materials.

Then this research analyzed the teacher's way in teaching speaking using trap monopoly game. The English teacher taught speaking in XI TKJ Grade with some materials, such as recount text, narative text, vocabulary building, procedure text, giving opinion and offering also the additional material from the teacher's creativity conducted in questions card of trap monopoly game.

Due to the fact that pandemic of Ccvid-19 has attacked the whole world, then the teacher perforced to use e-learning. Fortunately, the teacher ever gave this learning media to the students when the previous semester . The teacher made the simple way to apply the learning media although through virtual learning activity. The teacher conducted the virtual learning using zoom meeting application. The teacher divided the students into two groups. The teacher used the questions card of trap monopoly game. Then the teacher divided the students one by one and the students must speak in English based on the instruction of the question card. The teacher simplified the rules of trap monopoly game but still attracted the students.

When the teacher applicated the trap monopoly game as the learning media in teaching speaking, the students was interested although using virtual learning and the students could not practice directly. The students were so enthusiastic when the teacher applied again the speaking class using trap monopoly game as learning media. The students tried to understand the teacher's new way when applied trap monopoly game.

The strenghtness of using trap monopoly game as the learning media in teaching speaking at at XI TKJ Grade of SMK Muhammadiyah 2 Sukoharjo can be identified to help the English teacher in teaching learning process. It was also considered more interesting. It can be proposed as the alternative media in teaching speaking. It is hoped to help the students being more active. The most important is it was easier to implement.

There were the strengtness of using trap monopoly game as the learning media in teaching speaking that found in this research. It showed that using trap monopoly game as the learning media in teaching speaking gave the positive impact.

Moreover the using trap monopoly game as the learning media in teaching reading at at at XI TKJ Grade of SMK Muhammadiyah 2 Sukoharjo also had the weakness namely the teacher must prepare the trap monopoly game previously. It also had a potency to confuse the teacher when the internet signal was bad.

Such an analysis on this research was conducted based on some assumption, first, the English teacher of SMK Muhammadiyah 2 Sukoharjo had a rules in teaching learning process especially in teaching speaking. The English teacher tried to find the way to motivate the students in learning English. Second, the teacher utilized the easy media to improve the students' intereste and motivate them in learning process. Third, the teacher conveyed procedures of teaching and learning process by using trap monopoly game in different way based on the situation of Pandemic of Covid-19. The teacher created some ways based on the teacher's creativity to make the speaking comprehension easier. Fourth, the teacher became a facilitator to support the student being active students in teaching learning process, especially in speaking. Next, the students was very interested with the teacher learning media. Because the media were so simple and fun. Further, the strenghtness of using trap monopoly game as the learning media was helping the teacher because it was more interesting, easier to improve and can be used as the alternative media. Moreover the used of trap monopoly game helped the students more active in learning process. The last, the weakness of using trap monopoly game as the learning media were the teacher must prepare the media in previous. The teacher was confused when the internet signal was bad. It made the learning process less smooth.

4. Conclusion

An Analysis Of Trap Monopoly Game In Teaching Speaking At XI TKJ Grade Of SMK Muhammadiyah 2 Sukoharjo In 2019/2020 Academic Year, the researcher presents some conclusions.

Trap monopoly game is one of the teacher's ways in teaching speaking. Because of Pandemic of Covid-19 the teacher simplified the rules of trap monopoly game. The teacher usede-learning to conduct the implementation of trap monopoly game. Besides, the teacher also usedzoom meeting application. The teacher divided the students into two groups and the teacher disordered the question card of trap monopoly game randomly to the students.

Trap monopoly game is applied as the learning media in teaching speaking with some materials. The strenghtness of trap monopoly game as the learning media were helping the teacher's learning activity, it is more interesting, easier to implement and can be an alternative media. Moreover the use of trap monopoly game is helping the students to be more active in learning activitty. However, trap monopoly game also had weakness namely the teacher must prepare the media previously. The teacher might be confused when the internet signal is bad. So, the learning process run less smoothly.Trap monopoly game is one of the teacher's ways in teaching speaking. Because of Pandemic of Covid-19 the teacher simplified the rules of trap monopoly game. The teacher usede-learning to conduct the implementation of trap monopoly game. Besides, the teacher also usedzoom meeting application. The teacher divided the students into two groups and the teacher disordered the question card of trap monopoly game randomly to the students.

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