DEVELOPING MONOPOLY GAME TO TEACH SPEAKING SKILL FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The purpose of this research is to develop media that can help English teachers teach speaking in English lessons. Research and development (R&D) is the methodology used in this study. The ADDIE development model was applied in this study. There were qualitative and quantitative data in this research. The qualitative data were obtained from the unstructured interview conducted with the English teacher. The quantitative data were obtained from questionnaires given to instrument expert, media expert, lesson expert and students. Field notes and questionnaires were the research instruments used in this study. The result of instrument validation was 83.33%. The result of media validation was 85%. The result of the learning validation was 95%. It means that the media is categorized as a "very valid" product. The result of the students' responses was 86.96%. It means that the students are categorized as "very satisfied." Thus, the developed monopoly game can be used in English learning activities.

Keywords: Development; Monopoly Game; Speaking Skill

INTRODUCTION

Education is one of the important things in life today. The curriculum is one of the most crucial aspects of education that must be evaluated and taken into consideration. A curriculum is a set of elements that are connected to one another and provide support for one another. The components of a curriculum include goals, instructional resources, techniques, and assessment. The curriculum aims to achieve its objectives through mutual cooperation among all subsystems in education (Pratiwi, 2023). The curriculum, which is the foundation of education and is varied and complex from beginning to end, needs to be assessed creatively, dynamically, and on a regular basis in light of new advances (Cholilah et al., 2023). Independent Curriculum is the curriculum that is now in use in Indonesia. The principle of this new curriculum is that learning is completely centered on students by proclaiming the term freedom to learn. Implementing learning using the Independent Curriculum is more in-depth, fun and independent (Dewa et al., 2022). This term is defined as a method that allows students to choose lessons that are interesting to them. Schools have the right and responsibility to develop a curriculum according to their individual needs and characteristics. The change in curriculum from 2013 curriculum to Independent Curriculum creates big differences in various subjects, especially English.

One of the most important subjects for students to learn in order to stay up with the times is English. Learning English in the Independent Curriculum has six important elements. Those elements are speaking, writing, listening, reading, viewing and presenting. In its application, the six elements are integrated into several groups, namely reading-viewing, writing-presenting, and listening-speaking. Language practice that hones the six language skills can be done with a variety of techniques based on a systematic and organized learning flow (Mulyani, 2023). One of the most crucial skill in English that must be developed by students is speaking.

Speaking competence, according to Chaney in (Krebt, 2017), is the act of conveying and constructing meaning while utilizing verbal and nonverbal symbols in various contexts.

Even though speaking is a very important skill, it is not uncommon to encounter problems related to this, as is the case at MTs Sunan Ampel Kediri. Based on the unstructured interviews and distributed questionnaire, the researchers found problems in learning English at MTs Sunan Ampel. Those problems are (1) teachers rarely use learning media because there are limited facilities at school; (2) students believe that learning English is challenging; (3) students feel that the learning atmosphere in class during English lessons is not fun so that they become more easily bored, tired, and lazy to study in class, and also (4) lack motivation to practice speaking in class. Many students tend to have low enthusiasm in learning English. In contrast, most of the teachers usually teach students in traditional way. It makes students become less active in the class and teaching process become less communicative.

Finding an alternative method to establish a proper and engaging learning process is important to solve those issues. Based on those problems, researchers conducted a research development of learning media. Learning media can be defined as a multimedia tool that facilitates easy learning by explaining the material from teacher to student and providing two-way communication (Sahronih et al., 2019). Using learning media allows teachers to present subject matter more efficiently (Maulidiya, Makrifah, & Mubarok, 2023). The learning media developed by researchers is the monopoly game. Monopoly is an example of a board game that includes a board, an image, cue cards, dice, pawns, and money (Wahyudi, 2020). The researchers develop a learning media that focuses on teaching speaking skill with descriptive text material. Results of a research indicate that using games like monopoly to teach can boost student and teacher satisfaction (Nordin et al., 2021). A game that could potentially enhance the quality of the learning process is the monopoly game. This monopoly game media includes exercises designed to improve students' skills during a game (Agustiya et al., 2017). With monopoly, students can master the material in a fun way and their willingness to learn will increase. The purpose of this study is to help English teachers in teaching MTs Sunan Ampel students, particularly in speaking skills. Therefore, the monopoly game was developed by the researchers as a teaching tool.

METHOD

A research and development (R&D) approach was used in this study. Research and development is a research methodology that is used to create specific product and evaluate their efficacy (Sugiyono, 2016). The development model applied in this research is ADDIE model. The five steps of the ADDIE model are analysis, design, develop, implement, and evaluate (Branch, 2009). The stages of the ADDIE model define an organized method to instructional development, which is why it is so commonly used (Sugihartini & Yudiana, 2018). The subject of this research is class VIIB with 15 students of MTs Sunan Ampel Kediri academic year 2023/2024. There were qualitative data and quantitative data in this research. The qualitative data were obtained from the unstructured interview conducted with the English teacher. The researchers analyzed the qualitative data with the step as (1) data condensation; (2) data display; and (3) drawing conclusion (Miles, 1994). The quantitative data were obtained from questionnaires given to the instrument expert, media expert, lesson expert and students. The Likert scale is used in needs analysis and student satisfaction questionnaires. The following is the Likert Scale table proposed by Sugiyono:

Table 1. Likert Scale Rating (Sugiyono, 2013)

Score	Category
5	Strongly Agree

4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

The following formula was used by researchers to calculate the outcomes of quantitative data:

$$P = \frac{\Sigma R}{N} \times 100\%$$

Note:

P	=	Percentage
ΣR	=	Obtained scores
N	=	Maximum scores

After finding the percentage of the students' validation, the next step was determined the variable category of student satisfaction as in the table below:

Table 2. Variable Category of Student Satisfaction (Arikunto, 2016)

Completeness Presentation	Criteria
81% ≤ P ≤ 100%	Very satisfied
61% ≤ P ≤ 80%	Satisfied
41% ≤ P ≤ 60%	Quite satisfied
21% ≤ P ≤ 40%	Dissatisfied
0% ≤ P ≤ 20%	Very dissatisfied

Meanwhile in the validation questionnaire, the researchers used a Likert scale as in the following table:

Table 3. Likert Scale Rating (Sugiyono, 2013)

Score	Category
4	Very Good
3	Good
2	Bad
1	Poor

After finding the overall score of validation, the next step was determined the eligibility criteria as in the table below:

Table 4. Eligibility Criteria (Arikunto, 2016)

Score	Category
76% ≤ P ≤ 100%	Very valid
51% ≤ P ≤ 75%	Valid
26% ≤ P ≤ 50%	Quite valid
0% ≤ P ≤ 25%	Invalid

RESULTS AND DISCUSSION

Results

The results obtained in this research are: 1) needs analysis results; 2) instrument validation results; 3) the results of monopoly game development; 4) media validation results; 5) learning validation results and 6) students' satisfaction results.

Need Analysis Results

The first step carried out in this research was to analyze students' needs in learning English. Researchers distributed need analysis questionnaires to students to obtain the significant results. The following table presents the need analysis's results:

Table 5. Need Analysis Result

Indicator	Total of Students' Response				
	SA	A	N	D	SD
English is an important subject to learn	10	4	1	0	0
English is a subject that I like	0	3	7	5	0
English is a difficult subject to learn	9	4	1	0	0
I use English in daily life	0	0	0	6	8
Speaking is an English language skill that is difficult to learn	8	7	0	0	0
I try as much as possible to speak English during English lessons	0	0	5	8	2
The learning atmosphere in class during English lessons is fun	0	0	2	6	7
I often feel bored when learning English	11	3	1	0	0
The teacher often uses learning media to teach English material	0	0	0	2	13
Learning media is needed in learning English	10	3	2	0	0
I like the use of media in learning English	12	2	1	0	0
If learning media is available, I will be more driven to learn English.	9	3	2	0	0
I like game activities in learning English	11	3	1	0	0
The English material presented by the teacher is easy to understand	0	0	6	4	5
I can understand English material well	0	0	1	2	12

Instrument Validation Results

The instrument was validated to determine its viability before being used for other validation procedures. The following table presents the instrument validation results:

Table 6. Instrument Validation Results

Indicator	Score	Max Score
Clarity of the title of the questionnaire	4	4
Clarity of statement items	3	4
Clarity of instructions for filling out the questionnaire	4	4
Accuracy of the statement with the expected answer	3	4

Statement relating to the research objectives	4	4
Statements reveal true information	3	4
The language chosen is easy to comprehend	3	4
The language used is effective	3	4
The writing in accordance with the correct language provisions	3	4
Total Score	30	36
Percentage	83.83%	

The Results of the Development of Monopoly Game Product

Monopoly game product development consists of several components such as a monopoly board, pawn, dice, challenge cards, chance cards, magic cards, land ownership cards and a user guide in two languages (English and Indonesian). The following figures show the outcomes of monopoly game developed:

Figure 1. Monopoly Game Board

Figure 2. Pawns and Dice

Figure 3. Cards

Figure 4. User Guide

Media Validation Results

After the monopoly game media was developed, the researchers confirmed the media's feasibility with the media expert before putting it to the test on students. The table below shows the results of media validation:

Table 7. Media Validation Results

Indicator	Score	Max Score
The color combination chosen is appropriate	3	4
The text displayed is clearly readable	4	4

	Score	Max Score
The selected image quality is good and clear	3	4
The font and size of the letters are clearly readable	3	4
The composition and layout are neatly arranged	3	4
The instructions for using the media are clear	3	4
The language used is easy to understand	4	4
The board material used is sturdy	4	4
The media is made using good quality paper	4	4
The dice are clearly visible and can last a long time	3	4
Total Score	34	40
Percentage	85%	

Learning Validation Results

To determine whether the monopoly game media was appropriate for teaching English, the researchers first validated it with the learning expert. The following table shows the results of learning validation:

Table 8. Learning Validation Results

Indicator	Score	Max Score
Students in the seventh grade can benefit from learning media to improve their speaking abilities in the English subject	4	4
Learning media can help teachers achieve learning goals	4	4
The learning media's questions align with the subject matter being studied (Descriptive Text)	4	4
The questions on learning media can train students' speaking skills	3	4
Due to the dearth of media for teaching and acquiring speaking skills, monopoly game can satisfy the needs of both teachers and learners	4	4
Media helps teachers in teaching Descriptive Text material	4	4
Media helps students in organizing their speaking skills	4	4
The material in the media is interactive and participatory	4	4
Material in the media can attract students' interest in learning English	3	4
Learning media makes teaching and learning activities more enjoyable	4	4
Total Score	38	40
Percentage	95%	

Students' Satisfaction Results

This stage was carried out during the implementation phase with the help of the students. Students' respon sheets were distributed in order to find out the students' degree of satisfaction with the product. The following table shows the results of students' satisfaction:

Table 9. Students' Satisfaction Results

Indicator	Total of Students' Response				
	SA	A	N	D	SD
Monopoly game media is easy to use	9	5	1	0	0

Monopoly game media helps me practice my English skills	8	4	3	0	0
Monopoly game media makes it easier to learn speaking	8	5	1	1	0
Monopoly game media motivates me in learning English	9	5	1	0	0
I am enthusiastic about learning English using monopoly game media	6	8	1	0	0
I understand the material about Descriptive Text better using monopoly game	5	7	2	1	0
Monopoly game media improves critical thinking	6	8	1	0	0
Learning English using monopoly game media becomes more fun	9	4	2	0	0
Monopoly game media increases my courage in using English	7	7	0	1	0
Total of Responses	67	53	12	2	0
Total Score (Total Response × Score per category)	335	212	36	4	0
Overall Score	587				
Maximal Score	675				
Percentage	86.96%				

Discussion

According to the results of need analysis questionnaire, it indicates that students believe English is still crucial to learn, despite the fact that it is a challenging subject. It is tough for students to speak English because they are not accustomed to it. Students frequently experience boredom and struggle to comprehend the subject that is being taught in English classes. They favor incorporating educational materials, such games, with English language learning exercises. According to them, using learning media make them more motivated in learning English. Therefore, the researchers developed monopoly game to help them in learning English, especially speaking. Through a variety of commands in the media, monopoly learning materials offer guidance so that students can study independently. It can also serve as a way to validate students' conceptual understanding of topics with real-world information (Rizki, et al., 2019).

The monopoly game was created and developed according to plans and designs that have been determined. The material used in this media is descriptive text. There are four types of cards used in this media. These cards are challenge cards, chance cards, magic cards and land ownership cards. Challenge cards contain questions and commands related to descriptive text material. Chance cards contain opportunities for players to gain benefits such as moving pawns to other places. Magic cards contain commands that players must carry out because they stop in the same place as other players. A land ownership card is a land ownership card that players receive when they successfully describe the image on the land. There is a user guide that uses two languages (English and Indonesian). The user guide contains the rules and how to play the monopoly game.

Following the development of the monopoly game product, validation was carried out with the assistance of instrument, media and learning experts. The result of instrument validation got a percentage of 83.33%. It means that the instrument categorized as "very valid". The expert concluded that the instrument can be used after being revised in several parts. The result of media validation got a percentage of 85%. It means that the media categorized as a "very valid" product. The expert concluded that the media can be used directly without revision. The result of learning validation got a percentage of 95%. It means that the media categorized as a "very valid" product. Similar to the findings of (Aprilia Widodo et al., 2023), monopoly media is a highly effective tool for teaching.

After validation, the researchers conducted a trial of the monopoly game that had been developed on seventh grade students at MTs Sunan Ampel. The first step taken is to prepare students to take part in the trial. Then the researcher explained in detail the components in the monopoly game and how to play it. Students started the monopoly game with the guidance of researchers. Then the researchers distributed students' response sheets to the monopoly being tested to determine their level of satisfaction with the product. The result of students' responses got a percentage of 86.96%. It means that the students categorized as "very satisfied". Monopoly game has several advantages for students such as increasing students' critical thinking, increasing understanding, and develop skills (Restiana, Djukri, Indarto, & Hijriyah, 2021). Thus, the developed monopoly game can be used in English learning activities.

CONCLUSION

The preliminary study of this research shows that students and teachers at MTs Sunan Ampel experience difficulties in learning English. Students have difficulty understanding the material and using English because they are not used to it. Meanwhile, teachers experience difficulties in teaching English due to limited facilities. Therefore, the researchers developed monopoly game to help them in learning English, especially speaking. Based on the validation results from all experts, monopoly game media is categorized as feasible to implement. After the trial, students gave a positive response to the media as evidenced by the student satisfaction level of 86.96%. Therefore, it can be said that learning English is helpful through the use of monopoly game media. It is intended that by developing this product, MTs Sunan Ampel's English learning challenges will be solved.

ACKNOWLEDGMENTS

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