

The Development of Monopoly Game to Teach English Speaking Skill for Junior High School Students

Vivi Yulia Putri¹, Ahmad Saifudin², Siti Rofi'ah³

Nahdlatul Ulama University of Blitar, Indonesia

¹ viviyuliaputri.2003@gmail.com, ² saif.ahmad123coretandinding@gmail.com,
³ sitiروفiah.unublitar@gmail.com

Abstract

The purpose of this study is to develop media that support both students and English teachers, particularly in enhancing speaking skills during English lessons. This development was motivated by findings at UPT SMP Negeri 3 Ponggok, where 70.3% of 27 students reported low speaking proficiency, and 62.9% lacked confidence in using English. The research adopted a Research and Development (R&D) approach using the ADDIE model. Both qualitative and quantitative data were collected in this study. Qualitative data were gathered through unstructured interviews with the English teacher and students, as well as classroom observations. Quantitative data came from questionnaires administered to instrument, media, and material validators, along with the students. The results revealed that both the instrument and media validators rated the media 92.5%, classified as "very valid," while the material validator gave a score of 87.5%, also in the "very valid" category. Students' satisfaction indicated 82.7% classified in "very satisfied" category. These findings conclude that monopoly game can be used in English learning and improve students' speaking skills.

Keywords: Learning Media; Monopoly Game; Speaking Skill

INTRODUCTION

Language serves as the cornerstone of human interaction, a complex system of symbols that enables us to communicate, share ideas, and build meaningful relationships (Levinson, 2022). It's a powerful tool that not only facilitates communication but also shapes our identities, cultures, and understanding of the world. Among the countless languages spoken globally, English stands out as a truly global language, bridging continents and fostering connections among individuals from diverse backgrounds (Gramley et al., 2020). Its widespread use in international communication, business, technology, and media has cemented its position as an invaluable asset in today's interconnected world. This widespread adoption has led to a surge in demand for English language proficiency, making it a crucial skill for individuals seeking opportunities in a globalized world. Beyond its role in communication, proficiency in English significantly enhances career prospects, fostering cross-cultural understanding and expanding access to information and knowledge (Wang, 2023). This becomes particularly important in education, where English plays a vital role in fostering academic success. English proficiency enables students to engage in international collaborations, pursue higher education at prestigious institutions, and ultimately contribute to a globalized world. However, despite its importance, many students struggle to develop their English speaking skills, facing challenges that hinder their progress. Their obstacle in English is mostly their speaking skills. In fact, speaking skills are the main thing and the bridge to being able to speak English fluently. Speaking, one of the four fundamental language skills, is essential for mastering any language, including English. Speaking is oral communication that takes place in person directly between two or more people with the aim of expressing ideas, thoughts, opinions, and reactions (Layli

et al., 2024). Speaking skill is essential for effective communication, academic success, and social interaction (Yulianti, 2021). The speaking skill entails the capacity to convey the ideas effectively and with fluency through verbal communication in English. It involves accurate pronunciation, a wide vocabulary, correct grammar, and the ability to speak smoothly and naturally (Carolina, 2023). Teaching speaking, especially in a foreign language context, is a far cry from the simplicity it might seem. Speaking in a language other than our mother tongue poses a myriad of challenges, requires a precise and fun approach. Therefore is paramount for English as a Foreign Language (EFL) learners, enabling them to confidently navigate social and professional settings (Amoah & Yeboah, 2021). Despite the significance of speaking, many students struggle to develop this skill, particularly when it comes to basic conversational forms. Teaching speaking effectively in a school setting presents unique challenges. Students require a solid foundation of English vocabulary, coupled with self-assurance and the ability to articulate their thoughts. Lack of vocabulary is a prevalent obstacle hindering students' speaking abilities. Fear of making mistakes, coupled with a limited grasp of English words, can prevent them from confidently engaging in spoken exchanges. This challenge was directly observed by the present researchers at UPT SMPN 3 Ponggok as the location of this study. The researchers briefly interacted with the students using simple English and they were quite afraid to answer. Apart from that, researchers also collected questionnaire data by google form link about their ability in English language skills. Based on the results of the questionnaire submitted to all students of class VII D totaling 27 students as research objects, the results of the questionnaire indicated that students were weakest in English speaking skill with a percentage 70.3%. Most students find it difficult to speak and express themselves in English and they feel insecure in using English according to the results of the questionnaire with a percentage of 62.9%. This is enough to prove that they are weak in speaking English. Specifically, it is mainly caused by lack of vocabulary, feeling bored with monotonous lessons and lack of confidence in expressing words and sentences in English.

To overcome the problems in SMN 3 Ponggok, researchers developed appropriate media that are expected to improve students' English, especially in speaking skills. Based on the existing problems and literature review, researchers decided to develop monopoly game learning media. Monopoly game, renowned for their flexibility and adaptable format, have proven to be an effective tool for boosting speaking proficiency (Sriyanti & Fatwati, 2019). Monopoly, the classic board game of property acquisition and financial maneuvering, is more than just a fun pastime (Mary Flanagan, 2023). Monopoly game is a popular board game where players buy, sell, and develop properties with the goal of bankrupting their opponents (Kuang, 2021). Their versatility lies in their size, content topics, and user-friendly design, making them highly adaptable to diverse learning needs. Monopoly game is one of the games that has the potential to improve the quality of the learning process (Prameswari et al., 2024). By incorporating monopoly into a learning environment, educators can create a fun and engaging way to teach English speaking skill, fostering confidence, fluency, and strategic communication abilities, ultimately preparing individuals for success in various aspects of life (Castrigano et al., 2021). In essence, monopoly becomes more than just a game; it becomes a media for developing essential communication skills that can be leveraged for personal and professional growth. Recognizing the problem at UPT SMPN 3 Ponggok, the researchers strategically chose to implement a strategy developing monopoly game to enhance students' speaking skill. The utilization of monopoly games in this context facilitates vocabulary review and increase confidence in speaking. Apart from that, monopoly game also eliminates boredom regarding lessons that they think are difficult.

The development of monopoly game into English language teaching has received significant attention, especially to improve speaking skills. Several studies have used this media in learning, especially in terms of improving speaking skills in languages. From previous research

by Maghfiroh et al. (2024), this media made them more enthusiastic and faster in understanding Descriptive Text. The gap in this research is regarding the research location, problem, and subject matter. The research from Maghfiroh 2024 was located at SMP Al Muhafidzoh while this research was located at UPT SMPN 3 Ponggok. Maghfiroh's research focuses on increasing motivation, making it easier to understand the material, and avoiding boredom from the research subject. while this research focuses on increasing self-confidence especially in speaking English and creating lessons that are not boring. From other previous similar research by Fandy Nur Hidayat shows that this media has a positive impact on students' mastery of English, especially in speaking skills. Students reported improvements in their ability to speak more fluently and with more confidence (Hidayat, 2022). The differences between previous research and this research is the learning system, research object, and research location. In previous research, the online learning system was zoom meetings, while this research used a face-to-face learning system. The research object and location in the previous study was Grade IX at SMK Muhammadiyah 2 Sukoharjo, while this research was for grade VII at UPT SMPN 3 Ponggok. Based on these reasons, the researchers choose the title “The Development of Monopoly Game to Teach English Speaking Skill for Junior High School Students”.

METHOD

This study used a Research and Development (R&D) method guided by the ADDIE model to create a learning product. Suratnu (2023) states that ADDIE is an acronym for the five main stages in the development process, they are Analysis, Design, Development, Implementation, and Evaluation. In this study, these five stages were carried out systematically according to the order. This research methodology focus on developing new products and systematically assessing their effectiveness (Sugiyono, 2013). It emphasizes innovation and continuous improvement through a structured research process. The goal is to solve real-world problems and produce products that are practical and relevant to user needs. This model is a well-established framework for developing learning materials, complements this approach by providing a systematic structure that aligns with learners' needs. ADDIE model empowers educators to design learning experiences that are meaningful and suitable for their students (Syahid et al., 2024). The model's adaptability and flexibility allow for its implementation in various learning contexts, ensuring that learning development is well-planned and structured, ultimately leading to effective and engaging learning experiences for learners.

This research was tested on class VII D with 27 students at UPT SMP Negeri 3 Ponggok. Researchers used a total/saturation sampling technique in this study. This is in line with what Sugiyono (2013) said, saturation sampling was used if the population is less than 30 people and the desire is to reduce errors in research results. Validity is an index that indicates whether a measurement tool truly measures what it is intended to measure (Sugiyono, 2013). Validity ensures that the conclusions drawn from a research study are reliable and based on solid evidence. The monopoly game underwent a rigorous validation process to ensure its suitability as an educational media. In this study, the researchers needed three expert validators to assess the effectiveness of monopoly as a learning media, they are: instruments expert, media expert, and English teacher of VII D class at UPT SMPN 3 Ponggok as material expert. These validators examined the game content, check its relevance to the curriculum and the clarity of its instructions. Their evaluation also focused on the game's potential to effectively enhance students' learning and engagement. This multi-aspect assessment process aims to establish the validity and reliability of the educational game developed before its implementation. Researchers used qualitative and quantitative data in this research. Qualitative data is data that is descriptive and interpretive, containing meaning and subjective understanding of a research (Mezmir, 2020). In this research, qualitative data will be collected through interview with

English teacher and students of VII D class at SMPN 3 Ponggok to gain a deeper understanding of their experiences and challenges in learning English. Quantitative data, consisting of measurable and statistically analyzable numerical information, aids in exploring patterns and relationships between variables, as well as testing hypotheses with empirical evidence (Gillespie et al., 2024). In this study, quantitative data were collected through questionnaires distributed to instrument validator, media validator, material validator, and students. The following is a Likert Scale by Sugiyono:

Table 1. Scoring Guidelines (Sugiyono, 2013)

Score	Scale Types
4	Strongly agree
3	Agree
2	Disagree
1	Strongly disagree

To find the result of questionnaire, researchers use the formula that also widely used by other researchers. According to (Sugiyono, 2013) and (Sa'adah & Wahyu, 2022):

$$P = \frac{f}{N} \times 100\%$$

Note:

P = Percentage

f = Total obtained score

N = Maximum score

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

Table 2. Feasibility Criteria (Arikunto, 2016)

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

After finding the overall score of students' satisfaction, the next step was find percentage and determined the variable category of students' satisfaction as in the table below:

Table 3. Variable Category of Students' Satisfaction (Arikunto, 2016)

Completeness presentation	Criteria
81% - 100%	Very satisfied
61% - 80%	Satisfied
41% - 60%	Quite satisfied
21% - 40%	Dissatisfied
0% - 20%	Very dissatisfied

RESULTS AND DISCUSSION

Results

The research result obtained in this research are: 1) need analysis; 2) instrument validation; 3) the development of media; 4) media validation; 5) material validation; and 6) students' satisfaction.

Need Analysis

The initial phase of this study involved analyzing students' needs in learning English. To gather meaningful data, the researchers distributed needs analysis questionnaires to the students. The following table outlines the result obtained from this analysis:

Table 4. Need Analysis Result

Indicator	Total of Students' Response			
	SA	A	D	SD
English is an important language to learn	16	8	2	1
I feel confident using English	4	6	13	4
There is enough time for English lessons	10	14	3	0
The teacher has skills in teaching English, such as knowledge of English, communication, classroom management, and using effective teaching methods	6	13	7	1
I have opportunities to practice speaking, listening, writing, and reading in English	4	11	11	1
Learning resources at school are interesting and up-to-date	4	14	7	2
Classroom/school facilities support me in learning English	3	14	9	1
Learning media in the classroom are interesting, such as videos, songs, pictures, game media, etc	3	9	13	2
Teaching methods in the classroom are varied, such as discussions, games, presentations, etc	2	6	15	4
English learning materials are relevant/suitable to my needs	5	17	3	2
I am able to listening and understand commands, conversations, and songs in English	3	16	6	2
I am able to use or express (speaking) English in real situations, such as when talking with classmates and teacher	3	5	11	8
I am able to writing texts in English	7	14	4	2
I am able to reading and understand texts in English	8	14	3	2
I prefer to learn English using interactive method	13	10	3	1

Instrument Validation

Researchers check the validity of the instruments with the instrument validator before going to another validators. The results of this validation are presented in the table below:

Table 5. Instrument Validation Result

Indicator	Score	Max Score
The instrument includes essential elements such as validator identity, introduction, instructions, assessment instrument, comments and suggestions, conclusions, and validator signature column.	4	4
The instructions in the instrument are clear and easy to understand.	3	4
The instrument is aligned with the research objectives.	4	4

The instrument covers all aspects that need to be measured.	4	4
The number of questions in the instrument is reasonable and does not take up much time.	4	4
The instrument is easy for respondents to use.	4	4
The instrument can measure variables accurately and consistently.	3	4
The instrument is considered valid for measuring the intended variables.	4	4
The instrument is deemed capable of providing the required data.	4	4
The instrument's writing is in accordance with EYD (Ejaan Yang Disempurnakan).	3	4
Total Score	37	40
Percentage	92,5%	

The Development of Media

The development of monopoly game was developed according to students' needs and was adjusted to the material being taught, namely prepositions of place. Preposition of place indicates the position or location of something in relation to another object or place, or it specifies where an event happened or will take place (Tafonao, 2022). The items in this media include folding game board, game rules paper, pawns, dices, score stars, score sheets, sign of ownership, title deed card, chance card, and community chest card.



Figure 1. Guideline Paper, Score Sheets, Score Stars, and Cards



Figure 2. Pawns, Dice, and Ownership Sign

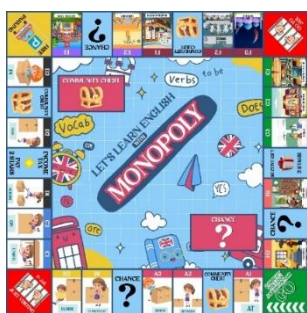


Figure 3. Monopoly Board Game Design



Figure 4. All Components of Monopoly Game

Media Validation

After media was developed, the researchers consulted with media expert to verify its feasibility and the revised the media according to the media expert's suggestions before testing feasibility with material experts and testing it on students. The results of the media validation before revised are presented in the table below:

Table 6. Media Validation Result

Indicator	Score	Max Score
-----------	-------	-----------

The media design is attractive and suitable for junior high school students.	4	4
Vocabulary and pictures are appropriate and easy to understand.	4	4
Pictures and colors are appropriate for students.	4	4
The size and shape of the media makes it easy to use.	3	4
The media looks interesting and not boring.	3	4
The game rules and instructions are clear and easy to understand.	3	4
Media is easy to use by teacher and students.	4	4
Graphic components in media help understanding the material.	4	4
The items on the media are complete.	4	4
Media suitable for interactive learning.	4	4
Total Score	37	40
Percentage	92,5%	

Material Validation

To find out whether the learning activities and monopoly game media are suitable for use in English learning, the researchers first validated it with material expert before testing it on students. The following is a table of material expert feasibility results:

Table 7. Material Validation Result

Indicator	Score	Max Score
The material in the media is in accordance with the Preposition of Place material	4	4
The level of difficulty of the material is appropriate for the student	3	4
Activities in the game are relevant to students' needs.	4	4
Vocabulary and pictures are correct and appropriate	4	4
Media is according to CP/ATP	3	4
Media is effective in achieving learning objectives	3	4
Media makes learning activities more enjoyable	3	4
Media is effective to improve students' English speaking skills	4	4
Media helps students add new vocabulary	4	4
Media supports interactive learning	3	4
Total Score	35	40
Percentage	87,5%	

Students' Satisfaction

After the implementation, the researchers gave a questionnaire sheet related to students' satisfaction with the monopoly game media. On the day of implementation, there were 3 students who had difficulty attending and there were only 24 students. The following are the results of students' satisfaction:

Table 8. Students' Satisfaction Result

No.	Questions	Score	Max Score
1.	The display on the media is interesting	74	96
2.	The rules and commands in the game are easy to understand	75	96
3.	I feel more relaxed studying when using this media	83	96
4.	Media makes me motivated to learn english	83	96

5.	Media is fun to use in learning English	87	96
6.	Media helps me to improve my english speaking skills	79	96
7.	Media makes me more challenged in learning English	80	96
8.	The media makes it easier for me to understand the material	79	96
9.	Media makes me more confident in speaking	80	96
10.	I want to use this media in other materials	74	96
Total Score		794	960
Percentage		82,7%	

Discussion

From the results of the needs analysis questionnaire, almost all students said that English is important to learn but they found several problems in learning English such as lack of confidence, lack of involvement in the learning process, and less interesting learning media. This makes it difficult for students to digest the material presented. Many students tend to feel disengaged during English lessons as they struggle to understand the content find monotonous teaching methods uninspiring. Students have said that speaking skill is their weakest skill of the four skills in English, even though speaking skill is important in English. Learning media as any material employed to assist learners in achieving their educational goals, effectively serving as a conduit for delivering learning content (Dakhi et al., 2020). Therefore, researchers developed monopoly game learning media that has been adapted to students' needs and learning material according to the curriculum to increase students' self-confidence and speaking skill, and eliminate boredom during learning. This learning media was equipped with components that are almost the same as monopoly games in general but are adjusted to students' needs.

This research goes through several steps according to the ADDIE research model. After analyzing the problems that occur in this school, the researchers designed a product that fits the problem. Based on the existing problems, the researchers decided to choose and developed monopoly game learning media as a problem solver. The Monopoly game, widely recognized for its flexibility and adaptable structure, has been demonstrated to serve as an effective pedagogical tool in enhancing students' speaking proficiency (Sriyanti & Fatwati, 2019). Its adaptability is attribute to various features, including its scalable format, diverse thematic content, and user-oriented design, which collectively support its application across a broad spectrum of instructional contexts. As highlighted by Prameswari et al. (2024), Monopoly represents an educational game with substantial potential to elevate the overall quality of the learning process. The incorporation of Monopoly games into English language instruction has garnered considerable scholarly interest, particularly in the context of developing speaking competencies. Numerous empirical studies have employed this medium as an instructional aid, with findings consistently underscoring its effectiveness in supporting foreign language learners' speaking skill development.

After designing and developing the media, the researchers tested the instrument's feasibility to the instrument expert and obtained a score percentage of 92.5% which means it is in the "very valid" category but can only be used after making slight revisions to several words. The feasibility validation results from the media expert obtained a score percentage of 92.5% also in the "very valid" category. The media expert suggested sharpening the color of the pawns and adding an Indonesian translation to the new guideline paper so that the media is worthy of use. The media received a score percentage of 87.5% from material experts which is in the "very valid" category but with a slight simplification of the sentences on several cards so that they are easy for students to understand. After the validation process is complete and revisions have been made, the media is implemented to students and researchers conduct observations during the learning process. During the implementation of the media, almost all students feel

challenged to learn using this media. They feel more relaxed and confident when learning using this media. This is supported by the questionnaire that the researchers gave to students. This media received a satisfaction score percentage of 82.7% with the category "very satisfied". From the results of the validity test and students' satisfaction results, therefore this monopoly game learning media can be used in English learning activities, especially to improve students' speaking skills.

CONCLUSION

The preliminary study conducted in this research revealed that both students and teacher at SMPN 3 Ponggok face considerable challenges in the English language learning process. Students struggle to comprehend instructional content and apply English communicatively due to a lack of habitual exposure, while teacher encounter obstacles primarily stemming from inadequate instructional resources and limited facilities. In response to these issues, the researchers designed and developed a monopoly game learning media aimed at supporting English language acquisition, with a particular emphasis on enhancing speaking skills. Based on expert validation, the Monopoly game media was classified as "very valid" category and feasible for implementation. Base on result of students' satisfaction after implementation, 82,7% students feel satisfied with monopoly game media. These findings suggest that the development of monopoly game media effectively supports the English learning process. It is anticipated that the development and application of this instructional product will contribute significantly to addressing the English language learning difficulties faced at SMPN 3 Ponggok.

ACKNOWLEDGMENTS

The researchers extend sincere gratitude to the entire academic community of UPT SMPN 3 Ponggok for their invaluable support and contributions throughout all phases of this research, from its initial stages to its successful completion.

REFERENCES

- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Arikunto. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Carolina, S. (2023). *An Analysis On Students' Problems In Speaking At Seventh Grade Students Of MTsN 6 Kediri*.
- Castrigano, R. M., Huber, M. M., Huang, C., & Shaffer, R. (2021). Monopoly : Using Cooperative Learning to Develop Technical and Soft Skills in Accounting. *The Accounting Educators' Journal*, 31(1), 63–88. <https://www.aejournal.com/ojs/index.php/aej/article/view/712>
- Dakhi, O., Jama, J., & Irfan, D. (2020). Blended Learning: a 21St Century Learning Model At College. *International Journal of Multi Science*, 1(7), 50–65.
- Gillespie, A., Glăveanu, V., de Saint-Laurent, C., Zittoun, T., & Bernal Marcos, M. J. (2024). Multi-Resolution Design: Using Qualitative and Quantitative Analyses to Recursively Zoom in and out of the Same Dataset. *Journal of Mixed Methods Research*, 0(0), 1–20. <https://doi.org/10.1177/15586898241284696>
- Gramley, S., Gramley, V., & Pätzold, K. M. (2020). A Survey of Modern English: Third Edition. In *A Survey of Modern English: Third Edition*. <https://doi.org/10.4324/9780429300356>

- Hidayat, F. N. (2022). An Analysis of Trap Monopoly Game in Teaching Speaking. *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 3(2), 87–97. <https://doi.org/10.32585/ijelle.v3i2.2061>
- Kuang, T. M. (2021). Creating a Modified Monopoly game for promoting students' higher-order thinking skills and knowledge retention Tan Ming Kuang A thesis submitted for the degree of Doctor of Philosophy at the University of Otago, Dunedin, Acknowledgement. *Issues in Accounting Education*, January. <https://ourarchive.otago.ac.nz/handle/10523/8109>
- Layli, R. Y., Rofi'ah, S., & Makrifah, I. A. (2024). The developing a guessing game to improve speaking skills for grade 9th in Mts Al-Hidayah Sukonolo Bululawang. *Journal of English Development*, 4(01), 182–193.
- Levinson, S. C. (2022). The interaction engine: cuteness selection and the evolution of the interactional base for language. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 377(1859). <https://doi.org/10.1098/rstb.2021.0108>
- Maghfiroh, F., Makrifah, I. A., & Rofi'ah, S. (2024). Developing Monopoly Media to Teach Descriptive Text for Seventh Grade Students of SMP Al Muhafidzoh. *Journal of English Development*, 10. In press
- Mary Flanagan, M. J. (2023). *Playing Oppression: The Legacy of Conquest and Empire in Colonialist Board Games*. *Mit Press*.
- Mezmir, E. A. (2020). Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation. *Research on Humanities and Social Sciences*, 10(21), 15–27. <https://doi.org/10.7176/rhss/10-21-02>
- Prameswari, W. D., Mubarak, T. A., & Saifudin, A. (2024). *Developing Monopoly Game to Teach Speaking Skill for Junior High School Students*. 7(5), 1035–1043.
- Sa'adah, R. N., & Wahyu. (2022). *Metode penelitian R&D (Research and Development) Kajian Teoritis dan Aplikatif* (A. R. Abdullah (ed.)). CV. Literasi Nusantara Abadi.
- Sriyanti, L., & Fatwati, U. (2019). The use of flashcards to improve communications on using prepositions in autistic child. *The 2nd The Indonesian Conference on Disability Studies and Inclusive Education (ICODIE) 3-4 December 2019*, 2, 27–46. <https://conference.uin-suka.ac.id/index.php/icodie/article/view/7/10>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta, 3, Nomor A.
- Suratnu, R. (2023). The Adoption of The ADDIE Model in Designing An Instructional Module. *IJIET (International Journal of Indonesian Education and Teaching)*.
- Tafonao, M. (2022). Errors in Using Prepositions of Place and Time. *FAGURU: Jurnal Ilmiah Mahasiswa Keguruan*.
- Wang, H. C. (2023). Facilitating English L2 learners' intercultural competence and learning of English in a Taiwanese university. *Language Teaching Research*, 27(4), 103.
- Yulianti, T. (2021). Public Speaking Ability Through Focus Group Discussion. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2), 287–295. <https://doi.org/10.33578/pjr.v5i2.8238>