



The Use of Monopoly Game as Learning Media to Support Students' Vocabularies Achievement

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Abstrak

Guru harus menggunakan permainan yang tepat untuk meningkatkan kosakata dan keterampilan berbicara bahasa Inggris siswa berdasarkan pengetahuan sebelumnya, dan permainan Monopoly sangat ideal untuk mengembangkan pencapaian kata-kata siswa. Tujuan dari studi ini adalah untuk menentukan efektivitas permainan monopoli dalam meningkatkan kata-kata siswa dan keterampilan berbicara. Para peneliti menggunakan metode campuran. Para peneliti mengumpulkan data kuantitatif dari penelitian tindakan kelas (CAR) di kelas kesepuluh DKV A SMK Ma'arif 1 Kebumen menggunakan pengambilan sampel khusus dari sekitar 30 siswa, dan hasil analisisnya kualitatif. Dari Oktober hingga November 2022, penelitian dilakukan. Pengumpulan data yang digunakan adalah observasi dan tes. Hasil penelitian menggunakan persentase dan rata-rata dalam menganalisis data. Hasil analisis sebagai berikut: (1) implementasi permainan monopoli dalam penguasaan kosakata memotivasi siswa dalam meningkatkan kosakata dan berbicara berbahasa Inggris, (2) hasil pengamatan menunjukkan bahwa siswa menikmati bermain permainan monopoli sambil belajar kosakata, dan (3) hasilnya tes menunjukkan bahwa semua siswa telah lulus tes dan meningkatkan keterampilan dalam berbicara berbahasa Inggris. Dapat disimpulkan bahwa penggunaan permainan monopoli dapat mendukung untuk meningkatkan penguasaan kosakata dan mengembangkan keterampilan berbicara.

Kata Kunci: PTK, Permainan Monopoli, Berbicara, Kosakata

Abstract

Teachers must use appropriate games to improve students' English vocabulary and speaking skills based on their prior knowledge, and the Monopoly game is ideal for developing students' vocabulary achievements. This research goal is to determine the effectiveness of Monopoly games in improving students' vocabulary and speaking skills. The researchers used a mixed method. Researchers collected quantitative data from classroom action research (CAR) in the tenth grade DKV A of SMK Ma'arif 1 Kebumen using purposive sampling of about 30 students, and the results of the analysis were qualitative. From October to November 2022, research was conducted. The collecting data used were observation and tests. The results of the study use percentages and averages in analyzing data. The results of the analysis are as follows: (1) the implementation of the Monopoly game in vocabulary mastery motivates students to increase their vocabulary and speak English, (2) the observations show that students enjoy playing Monopoly games while learning vocabulary, and (3) the test results show that all students have passed the test and improved their skills in speaking English. It can be concluded that the use of Monopoly games can support improving vocabulary mastery and developing speaking skills.

Keywords: CAR, Monopoly game, Speaking, Vocabulary

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INTRODUCTION

The principal language used in the world is English also known as the international language which other countries have marked. In learning English, learners need to understand that language skill has four components that we need to master. These are Listening, Speaking, Reading, and Writing. Based on Thornbury in (Maulidiyah, 2022) speaking is interactive and requires the ability to cooperate in the management of speaking turns. It means that speaking needs to be developed and practiced independently of the grammar curriculum. From the explanation above, speaking is the skill in learning English to communicate which needs practice and must be mastered by students in learning English because necessary for communicating, presenting, and discussing subject matter and any others (Naciri, 2019).

Baihaqi in (Syafiq & Siagiyanto, 2019), vocabulary is an important thing for developing language skills, based on Alqahtani the total number of words which are needed to communicate ideas and express the speaker's meaning. Vocabulary is the knowledge of the meanings of oral and print words. Oral vocabulary misses the set of words for meaning when we speak or read orally while print vocabulary consists of words for meaning known when written or read silently. The problems with vocabulary occur when someone lacks the vocabulary needed to talk and can not combine the vocabulary into a good sentence (Fitriani et al., 2015).

The strategies of teachers in teaching English and the media can improve students' vocabulary Using learning media can be interesting to study with fun and add to the learning motivation for students (Muhammad Luqman Hakim, Akhyar, 2018). Utilization of media learning such as games is important to increase the student's English skills (Widya Adharyanty Rahayu, 2018). Using games for learning foreign languages is a popular and effective approach. According to Donmus in (Widya Adharyanty Rahayu, 2018), , the value of educational games has been increasing in language education since they help to make language education entertaining. Azar adds that games can become media that give many advantages to teachers and students. Based on the explanation above, learning media can help teachers and students master vocabulary because games are the popular media that can motivate and interest students in language learning (Widya Adharyanty Rahayu, 2018).

Hariyadi in (Abshori et al., 2020) Monopoly is a board game that involves buying and trading properties, collecting rent, and competing with other players to become the wealthiest by English in practicing, media to improve learning outcomes in integrative thematic at Elementary (Bukhari Masruri & Joko Raharjo, 2022), as the fun and enhancing vocabulary learning media (Abshori et al., 2020), Monopoly science learning media has validated by the media and material expert as valid media to add learning motivation (Putra & Nisa, 2021), Monopoly animal movement organs can add students learning motivation (Ayu Ratna Sawitri Prabali & Wayan Ilia Yuda Sukmana, 2021). In recent years, the Monopoly game has been used as a learning media in language teaching, especially to improve students' vocabulary mastery. The use of the Monopoly game in language teaching provides a fun and engaging way for students to learn new words and phrases. It also helps to create a relaxed and supportive learning environment, where students are encouraged to interact and use the target language naturally.

Based on the observation result of Practical Field Experience (Praktek Pengalaman Lapangan) in SMK Ma'arif 1 Kebumen especially students' X grade, it was found that their English vocabularies are less. The students do not need good grammar when they try to practice speaking. Nevertheless, students are still afraid to speak English because their vocabularies are less. Due to no native speakers teaching in SMK Ma'arif 1 Kebumen and the learning methods are monotone. It makes students feel bored and difficult to explore their speaking practice. Since there is a monotone method and media for learning, the use of Monopoly games to support students' vocabularies is indispensable. This media is recommended for learning by some researchers such as monopoly effectively to improve students' vocabulary in elementary (Abshori et al., 2020) the the monopoly trap for XI TKJ and the results are increased student activity and confidence in learning English (Hidayat, 2022), the transformation of the Monopoly game as an effective learning medium increases student

creativity and interest in learning (Hastanti, 2020). According to the previous explanation, the researchers are interested in studying the use of Monopoly games in improving students' vocabularies in depth using CAR research. This is based on previous research which still discusses the use of Monopoly games in increasing vocabulary for elementary school children (Abshori et al., 2020) and (Hastanti, 2020) using Monopoly games as learning media for students by conducting analysis using an only questionare. Meanwhile (Hidayat, 2022) uses monopoly traps for students to increase the activity and confidence of class XI TKJ students in learning English without collaboration between English subjects and their professions, only using questionnaires and interviews (qualitative data) in those analysis. So here the researchers try to apply monopoly games as a media to support student vocabularies by analyzing the quantitative data obtained from the results of classroom action research in class X DKV A. This game technique can be used in accordance with the material to be delivered not only for general English but can be applied in English for specific purposes (ESP) so that students feel more relaxed in their performance because it is in following their vocational skills.

METHOD

The method used by researchers was a mixed method. Quantitative data researchers took from classroom action research (CAR) in the x grade and the result of the analysis showed as qualitative. This method aimed to explain something incident in the classroom. (Richards, 2005) methodology book in English teaching states that action research is conducted to clarify and resolve practical teaching issues and problems. Classroom action research is a method for instructors or teachers to discover what the best activities are in their specific classroom situation. Each cycle of classroom action research consists of three steps (Rustiarso. Tri Wijaya., 2020).

The first step was planning. Here, the researchers identified problems based on the researchers' experiences when doing the Practical Field Experience (Praktek Pengalaman Lapangan). Researchers did know the problem and made the formulation of the problem a focus problem. Based on the focus problem, the researcher made a lesson plan. The second were Act & Observe. Researchers taught students with the lesson plan and observed students' activities while teaching and learning. The next was reflect. It was done after acting and observing. Here researchers checked the result of the test and the class observation. This step is for knowing the weakness and strengths in each cycle. When the students' average scores were more than 75, researchers could stop the cycle. Nevertheless, when the average students' scores were less than 75, researchers continued into the next cycle. The cycle is explained by this picture:

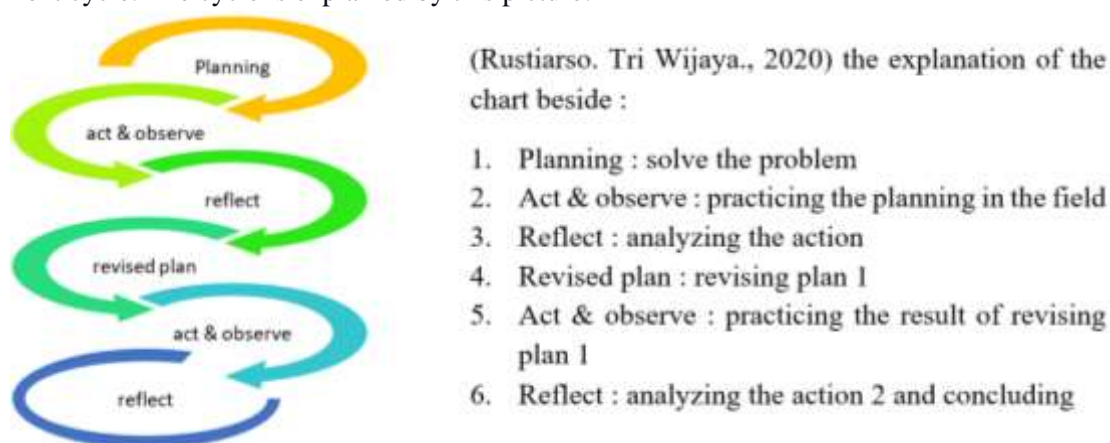


Figure 1. Cyclical Action Research by Kemmis & Mc. Taggart

The subject of the research was tenth-grade DKV A students of SMK Ma'arif 1 Kebumen. The researchers took the sample by purposive sampling of the students because this class was recommended by the teacher in that school. The sample of students was 30 students. The research was done for 2 months from October to November 2022.

There were some techniques used to collect data. Researchers did the observation during classroom action research (CAR) to know students' study development. Researchers gave three tests to the students, those were in the preliminary, cycle 1, and the end of a cycle. There were 30 questions on each test in which the students had to choose the correct answer. The test had multiple choices. A preliminary test was given to students for knowing the students' study development before using the Monopoly game. After that, the researchers used the same test in the last cycle. Test in cycle I and II was done after the students were taught by Monopoly game. Researchers were using techniques for analyzing quantitative data as below:

Table 1. Average Score Form by Miles Huberman's

$$\text{Average Score} = \frac{\text{The total score of students}}{\text{Number of students}}$$

RESULT AND DISCUSSION

Result

The researchers did the research and collected data from the research instruments used for the test. To gain the objectives of the research, the researchers analyzed the data systematically and accurately. The researchers found some findings. The population of the object in this research is thirty students in tenth grade who study at SMK Ma'arif 1 Kebumen. Data description showed that the Monopoly game could increase students' tests from cycle I to cycle II. The data in the table below:

Table 2. The result of the test in each cycle

Aspect	Cycle		
	Preliminary	I	II
Score	2036.0	2232.7	2554.7
Average	67.9	74.4	85.2

Based on Table 1, we could see that there was an increase in students. It could be seen that the average score in the preliminary was 67.9 increased to 74.4 then 85.2 in cycle II. The frequency of the research could be seen in the summary in the data table below:

Table 3. The Frequency results in each cycle

Result	Cycle			
	I		II	
	Frequency	Percentage	Frequency	Percentage
Increase	25	83%	28	93%
Decrease	3	10%	1	3%
Consistent	2	7%	1	3%

Based on the data above, the result showed an improvement in the students. It could be seen that the percentage in the cycle I increased was 25 students (83 %), 3 students (10 %) decreased, and 2 students were consistent. Then the percentage in cycle II increased were 28 students (93 %), 1 student decreased, and 1 student was consistent. 3 results increased, decreased, and were consistent. After the students were taught a Monopoly game, they could increase their vocabulary. Then students enjoyed playing the game while memorizing the vocabulary and were motivated to develop speaking skills.

Discussion

After conducting the observation and collecting data in SMK Ma'arif 1 Kebumen, the result of this research was that Monopoly Game was a Learning Media to Support Students' Vocabularies Achievement. It can be seen that the student's score was 67.9 up to 85.2 points, and students increased by about 93 % in 28/30 students. The use of Monopoly games makes it easier for students to memorize vocabulary. It meant that playing

games while learning could motivate the students to learn English vocabulary and make a fun class for the whole English lesson. Based on (Fatimah et al., 2021), Students need skills in speaking the language to communicate with the target language because speaking is a very complex and different skill in learning, especially for foreign language students. In other words, active communication will help students learn to speak a foreign language because it is said that we learn to read by reading and to speak by talking. Speaking is a language skill or mode of communication that allows you to communicate with others about yourself, your feelings, and your knowledge. Speaking skills necessitate direct interaction in which one speaks directly to another.

Haqiqi and Suprayitno in (Wahyudi, 2020), when playing a Monopoly game, the teacher can add a learning material based on the training program and learning goal, and students can improve their speaking competence. Grammar, pronunciation, dictionaries, fluency, and other skills are covered. It corresponded to Lisa and Yusuf's previous research (Wahyudi, 2020). They discovered that the Monopoly game encouraged students to talk more and improve their communication skills. When the students were playing the game, they were attempting to speak English and correcting one another. Some students assist their friends in understanding questions not only when they are speaking. It can be concluded that the Monopoly game has been proven to be an effective learning medium that a teacher can use when teaching tenth-grade students.

According to the findings, using Monopoly games in the teaching and learning process improves student speech significantly. One of the reasons for this improvement is the use of games in the classroom. The game can be used to encourage students to speak English. Many students benefit from and are encouraged by games to maintain their interests and work. One of the reasons for this improvement is the use of games in the classroom. Games can be used to encourage students to speak English. Many students benefit from and are encouraged by games to maintain their interests and work. These findings corroborate previous research. (Wright Andrew, Betteridge David, 2006). Erlina and Rachmajanti discovered that Monopoly games were an effective medium for teaching speaking and assisting students in speaking more English. Flamboyan and Lestari conducted another monopoly gambling study that confirmed the findings of the researchers in (Wahyudi, 2020). They discovered that Monopoly games improved students' public speaking skills and that games were an effective media for teaching public speaking.

English has a distinct sound, writing and spelling are distinct in English so, students who study English use two languages: Indonesian and English. If they do not know or forget the vocabulary while speaking English, they will speak Indonesian. Students are unable to stop discussing language mixing. Student's difficulties in speaking indicate a lack of vocabulary mastery in English. Students are unable to communicate effectively to express their ideas because they lack sufficient vocabulary. Because of that, the solution is play and learning lesson by games. Using games in the classroom will not only change the dynamic of the class, but it will also rejuvenate students and help the brain learn more effectively, according to (Agoestiawaty, 2007). The brain is a muscle, just like any other muscle. It must be created, tested, and placed in competitive environments. The more exciting and interactive a teacher can make the learning environment, the more games and activities a teacher tries to incorporate, and the more a teacher changes shapes and manipulates both language and environment, the better the situation for learners.

In the research of (Abshori et al., 2020), learning English uses Monopoly games which only focus on increasing vocabulary for the elementary grade level. However, in this research solving problems at the vocational level where adding vocabulary refers to vocational and improving spoken English. According to (Hutchinson, T., & Waters, 2008), learning English for particular purposes (ESP) is a way of learning English in which the things taught and the teaching methods are dependent on the reasons why the learner wishes to learn English. It can be concluded that ESP, or English for special purposes, is a method of teaching and using English for certain subjects and studies that follow the needs of science and professions that use English. These branches of science and vocations include English for law, medicine, psychology, engineering, and economics, among others. It is meant to equip students to use English for academic, professional, or work-related objectives,

and to build programs based on needs assessments According to (Dudley-Evans, T. & St. John, 1998), the function of the ESP practitioner is divided into five categories: instructor, collaborator, course designer and material provider, researcher, and evaluator (Minodora Otilia, 2015). As a teacher who must create learning opportunities to foster authentic dialogue and select appropriate teaching approaches to satisfy students' educational needs. As a collaborator who must collaborate with other ESP practitioners and subject matter experts. Therefore, the need for early knowledge about the development of students' vocabulary in their department increases with the balance of English speaking skills.

So from the explanation above, the focus of this research is to contextually deepen the material on the vocational substance in each Expertise Program (Kemendikbud, 2022). Because of that, students will have more vocabulary about their majors, namely DKV which is explained orally or describes something, for example when students get instruction cards in the form of "Mention 5 applications in DKV!" or "How to turn on Computer". In this step, the researchers taught the students by using the Monopoly game. It was completed between October and November of 2023. One meeting was 3 x 45-minute sessions. The following steps were covered in the learning activity: (1) Greeted and checked on students' presences; (2) Approached students by talking about the material; (3) In the main activity, the researcher explained the games and lessons to the students at each meeting. They would then follow all of the instructions they discovered while playing the Monopoly game. With this procedure, the Monopoly game was used: first, the researchers divided the students into two groups of fifteen players each. Second, each group would play the game while on the monopoly board of things, and take a card instruction; (4) After playing the game, they completed the assignments; (5) Finally, the researchers evaluated the learning process and motivated the students. The teacher concluded the classroom learning process.

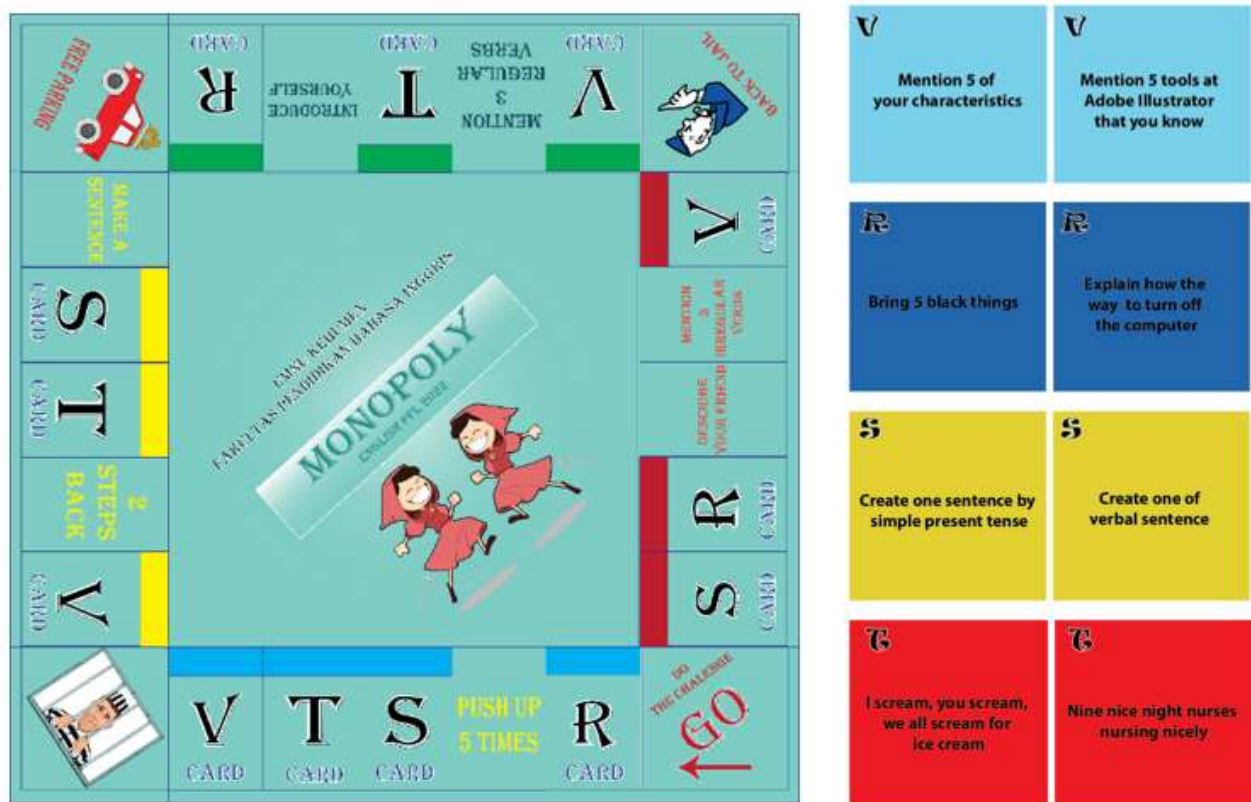


Figure 2. Monopoly board games and cards instructions

Good materials developers are self-assured in their abilities and materials, but are willing to rethink and revise their principles and beliefs in response to new stimuli or information. The course tutors should ideally fit this definition, and the main goal of the course should be to assist participants in becoming such materials

developers themselves (Brian Tomlinson, 2014). The research was beneficial in teaching student teachers how to design vocabulary development activities and the types of activities that are most beneficial in developing specific skill areas. The study assisted researchers and teachers in determining students' strengths and weaknesses.

Previous research (Abshori et al., 2020), which focused on the effectiveness of the media used, namely Monopoly, differs from this research. This research focuses not only on the findings of observed media investigations, but also on the formation of students' strategic learning. Students can evaluate and reflect on previous learning strategies by implementing active learning strategies via Monopoly game media. Because it has been demonstrated that active learning strategies using Monopoly game media can improve their learning achievement in speaking English, both recalling vocabulary and increasing another vocabulary.

In another research by (Wahyudi, 2020) which improves spoken English in descriptive text. whereas in this research increasing vocabulary by compensating for English language skills which are not only covered in descriptive texts, but reviewing previous material by increasing new vocabulary in the world of DKV majors. (Gagne, R. M., Wager, W. W., Golas, K. C., Keller, J. M., & Russell, 2005), which states that learning can be interpreted as a process in which an organism changes its behavior as a result of experience. Thus, monopoly game media can be used and developed as an effective learning media. Monopoly games can also be used in intensive learning in English education at the academic level.

However, as an artificial media, monopoly game media has some flaws. Because the equipment used is quite a lot of draws, such as pieces according to the number of students, dice, monopoly board games, punishments, and card instructions, monopoly game media requires a lot of preparation in its application. Furthermore, monopoly games cannot be used with a large group of students because the more students there are, the longer one meeting takes. As a result, this medium cannot be used casually. Monopoly game media, on the other hand, can evolve and adapt to the times, and are not inferior to other electronic or modern learning media. This media will continue to be used and exist in the learning group space for the foreseeable future.

CONCLUSION

Monopoly games can be a valuable addition to language teaching, as they provide a fun and engaging way for students to learn new words and phrases and create a supportive learning environment. A test conducted at SMK Ma'arif 1 Kebumen showed that almost all of the students increase their vocabulary and improved their speaking. The effectiveness of this approach may vary depending on the level of the students, the learning objectives, and the implementation of the game in the classroom. The students felt enjoyable, easier, and more interested to learn vocabulary by using Monopoly games.

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- 919 *The Use of Monopoly Game as Learning Media to Support Students' Vocabularies Achievement - Hellaisna Nur 'Aini Garwan, Chintia Lili Saputri, Siti Maskuroh*
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