



Developing Monopoly Game to Teach Speaking Skill at X Grade of MA Sirojut Tholibin

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Abstract

Learning media is significantly required for English learners to reinforce the subject that they studied and to facilitate learning, especially in learning to speak. The mastery of speaking skill became the main goal, so learning speaking needs learning media. This research aims to develop a Monopoly game to teach speaking skills at the senior high school level. To reach that goal, R&D with ADDIE's model was used the data of the research was used observation, interview, and questionnaire. After the Monopoly game was developed it was validated by media and material validator. The result of material validation obtained 90,6% which means that strongly valid, the result of media validation obtained 82,5% which means that strongly valid, and the result of the student's satisfaction questionnaire obtained 82,6% which means that strongly valid on the trial process. Based on the material validation, media validation, and students satisfaction questionnaire it can be concluded that developed speaking skills by using the Monopoly game which can be an appropriate media to teach speaking skills in English learning.

Keywords; Monopoly Game, Learning Media, Speaking Skill, ADDIE's Model

1. INTRODUCTION

The success of the learning process depends on various internal and external factors. Examples of internal components are cognitive ability, enthusiasm for success, and intelligence. Examples of external components are instrumental and environmental (eg, teachers, curriculum, teaching materials, and learning media) (Tran, 2013). In fact, every learning process can not be done smoothly. It can be seen that some students face learning difficulties, that affect their learning outcomes. Student's learning outcome can not meet successfully due to the low student's engagement, interest, and motivation to learn. To improve student engagement, interest, and motivation it needs learning media. Learning income that students can use themselves is very necessary for a student-centered learning process. Learning resources that can be utilized to complement teaching efforts to inspire and increase student knowledge are very helpful. The inclusion of educational media in teaching and learning activities has an important tool so that the teacher's explanation of a subject

matter can be more easily understood by students because of the learning media used, students will more quickly material comprehensively (Syakur, 2020)

Learning media is undoubtedly necessary for a learner to reinforce the subject they are studying and to facilitate learning. There are still many teachers who use simple media such as books and whiteboards which leads to less learning objectives achieved, there are many aspects that affect the implementation of goal learning, one of which is the aspect of learning media. In the world, Education requires new breakthroughs to create media that can make learning fun. Media application learning can help educators provide learning messages appropriate to make the learning process more efficient. learning media can help reduce problems in learning that occur. The selection of suitable learning media is a must according to the characteristics of elementary school children. Instructional Media will be useful if following the target (Zafitri, 2019).

The effect of limited use of learning media found in teaching practice at X grade of MA Sirojut Tholibin. The researcher obtained the data from observation as follows; (1) the students lack speaking skills, when the teacher asked by using English, they do not answer use English but, the answer in Indonesian; (2) In the learning the teacher do not use appropriate media, the teacher just use the whiteboard and whiteboard marker; (3) The students can't use handphone freely because they stay in Islamic Boarding School (Pondok Pesantren);(4) The students lack vocabulary.; (5) The time of learning just an hour for one subject in a week. (6) Using the 2013 curriculum; (7) Explanation of the teacher is too stiff and there is some difficulty to understand in the explanation. Meanwhile, the researcher obtained the data from the interview with the teacher as follows; (1) When the teacher asked them in English, they do not answer in English;(2) the student's lack of vocabulary;(3) The time of learning only an hour for one subject, so the students do not practice to speak English in the school. Then the researcher obtained the data from the interview with the students as follows; (1) The students want to master speaking skills because they argue that a person can said success in language learning that looked from they can speaking to use that language anywhere, wherever, fluently, and without stammered;(2) Media that use by the teacher is not interesting and suitable for the student. (3) The lack of vocabulary. (4) They never practice because the time of each meeting is only an hour for one subject in a week. It is contrary to the fact where English is one of the languages that is frequently used since it is a global language and is taught as a second language in several countries (Wati et al., 2023). "Speaking skill is regarded as one of the most difficult aspects of language learning, many language learners find it difficult to express themselves in spoken language" (Leong & Ahmadi, 2017).

From the preliminary study above it can be concluded that the problems are students feel so difficult to master speaking skill because of the lack of vocabulary, limited time to practice speaking can be said that students need

some interesting media for learning English specifically in speaking, so that the students don't feel bored and enthusiastic in learning process, and limited learning media, they cannot use handphone because they're on Islamic Boarding School (pondok pesantren) that has a rule in prohibit of the handphone usage. Speaking skill is the most important skill to acquire foreign or second language learning (Bashir, 2015), among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Rao, 2019). Based on the problem, the researcher considered Developing Monopoly Game to Teach Speaking Skills X Grade of MA Sirojut Tholibin. Based on the explanation above, the researcher formulated the problem study such as how is the process of developing Monopoly game to teach speaking skill at x grade student of MA Sirojut Tholibin and how is the process of developing Monopoly game to teach speaking skill at x grade student of MA Sirojut Tholibin.

Research about the use of Monopoly to teach speaking skills has been investigated by many researchers such as Rohmah (2014) with the title The Effect of Monopoly Game on Eight Grade Student's Speaking Ability at SMP Muhammadiyah 1 Gresik, shows that the use of Monopoly game in teach English speaking give good effect to the students' activeness to speaking English, furthermore, conduct by Santoso (2008) with the title The Implementation Of "Grammar Monopoly" Game As An Alternative Teaching Media To Increase Student's Speaking Grammatically. It showed that the Monopoly game can increase the quality of grammar, pronunciation, fluency, and enlarge vocabulary. Due to the discourse above the researcher is eager to develop a learning media which can help the student to increase their interest, engagement, and activity specifically in speaking skill. The learning media is a monopoly game to teach speaking skill. The monopoly can help students concentrate on their studies while using it. It has useful materials, interesting content, easy to use functions as games that can play anywhere (even with friends), and it can also be used to encourage pupils to study the content in the Monopoly game that is filled with a variety of captivating words, images, and tools. Based on the background information given above, the researcher is eager to develop monopoly game to teach speaking skill to lessen the challenges faced by student X in MA Sirojut Tholibin. And then the researchers will conduct a study with the title "Developing Monopoly Game to Teach Speaking Skill at X Grade Student of MA Sirojut Tholibin".

2. RESEARCH METHODOLOGY

The research conducted in this study is a type of Research and Development that aims to develop a new product or improve an existing product, to integrate the steps of procedural models of instructional design into the ADDIE framework, to describe principles of the design and development of blended learning environments, and to describe the mission and vision of

universal learning design (Seel et al., 2017). The development model used in the development of this teaching material is the ADDIE model which is one of the systematic learning design models. This model consists of five steps, namely; (1) Analysis (2) Design (3) Development (4) Implementation, and (5) Evaluation (Davis, 2013). The data that are assembled in this research and development consist of qualitative and quantitative data. Qualitative data was assembled through observation and interviews. Moreover, quantitative data was collected through questionnaire for 3 validator experts and students satisfaction questionnaire. The expert of this monopoly game is the instrument, media, and material validator expert. The instrument validator expert is Mr. Ahmad Saifuddin M.Pd. the media validator expert is Mrs. Siti Rofi'ah M.Pd. the material validator expert is Mrs. Faridatul Munawaroh S.S, the subject teacher from MA Sirojut Tholibin. The researcher also used a 4 Rickert scale questionnaire to be given to the validator to find out whether the media being developed is in the valid category. The research subjects were 25 students of class X natural science as a sample and the population is all of class X either natural science and general science. The limitation of this research is developing monopoly game to teach speaking skills at X grade of MA Sirojut Tholibin. The quantitative data will be counted by this formula;

$$P = \frac{\sum x}{\sum xi} \times 100$$

Figure 2. The Formula for Calculating Questionnaire

Description:

P : Percentage

$\sum x$: The total score of all answers

$\sum xi$: Max answer

Table 2. Percentage Analysis Validation Criteria

Answer percentage Validation criteria	
80 – 100	Strongly Valid
60 – 79	Valid
40 – 59	Quite Valid
0 – 39	Less Validity

Source (Fitriyah & Wardana, 2020)

Table 3. Student's Satisfaction Response Criteria

Interval Mean Score (%)	Category
81-100	Very Good

61-80	Good
41-60	Fair
21-40	Less
<21	Very Less

Sources (Nur Amaliyah & Bani Riyan, 2020)

3. RESULT AND DISCUSSION

For the first process, the researcher carries out a need analysis to find the issue and find a fix in X grade of MA Sirojut Tholibin. In this study, the researcher used observation and interviews with the teacher and students. The observation was made by means of the researcher going directly to the place and observing the habits, behavior, curriculum, and learning process. For the interview, the researcher interviewed using an unstructured interview with the teacher and 20 natural science class students that there are two classes namely natural science class and social science class. Based on the observation and interview the researcher finds that students feel so difficult to master speaking skill because of the lack of vocabulary, limited time to practice speaking, and limited learning media in the school can be said that students need some interesting media for learning English specifically in speaking so that the students don't feel bored and enthusiastic in the learning process, they cannot use handphone because they're on Islamic Boarding School (*pondok pesantren*) that has a rule in prohibit of the handphone usage. learning media is a component that is interconnected with other components in order to create the expected learning situation, so to reduce the occurrence of verbalism disease, increases stimulate students in learning activities, reducing students' understanding of the explanations given by educators (Widodo, 2018).

In the second process, the researcher carries out the product design. The researcher initially summarized the materials to be inserted in the Monopoly game then the researcher made the board game of Monopoly, the card of verbs, common fund, opportunity, the rules book, and a guidebook on how to use the Monopoly game. While the researcher evaluated the replica of the Monopoly game to the media validator and materials validator which the replica will represent the original Monopoly game. Then, the next process is development. The Monopoly game media is made of wood and plywood with glossy sticker on top depicting which designed Monopoly game. This monopoly game measures 40 cm x 40 cm squares, then a total of 32 plots which are divided into 24 plots colored red, yellow, and blue for simple past tense and present perfect tense plots, 3 community chest plots, 3 opportunity plots, 1 plot for start, and 1 plot for jail. The card in this product is divided into 3 different types of cards with a total of 50 cards which are divided into 20-word cards, 15 opportunity cards, and 15 community cards. Which the measuring 6 cm x 10 cm. This product is equipped with 2 dice, 4 pions to represent 4 players or groups, and also 30 houses for assessment so that the player can pass the challenges in each

plot. This product is also equipped with a guidebook that contains the material to be studied, the rules that must be followed, and also the method or flows the playing using this Monopoly game media from the start of playing until it is found who the winner is from learning using this media.

After the development process, the researcher validated the media product with the three validators' experts. There are instrument, material, and media validator experts. The researcher obtained 3 strongly valid from three aspects, that is instrument validation obtained (100%), media validation (90,6%), and material validation (82,6%). The next process is implementation. The researcher conducted a trial of the product that had been developed for the X-grade natural science class. Then, the researcher distributed a questionnaire called the student satisfaction questionnaire which was distributed to 20 students after the trial. Furthermore, this student's questionnaire satisfaction will be the center for evaluating the feasibility of the monopoly game that has been developed by the researcher. The satisfaction questionnaire obtained 83,6% which the mean is very good. After a long series from analysis to product implementation, the final stage in product development research is evaluation. After the implementation is carried out, the results or impact of using this monopoly game product in learning will be seen. If it is still felt to have less impact or has not achieved the desired results, then the product will be revised until the research results are positive.



Figure 3. Process of Trial Media

Figure 3. is a the implementation process of the product in the natural science of X grade Sirojut Tholibin. while, researcher explained the function of the product, how to play, and played together. After the implementation was finished the researcher gave the questionnaire to the 20 students. The percentage of student's satisfaction questionnaire got 83,6% which means very good, as table below;

Table 4. The Result of Student's Satisfaction Questionnaire

No	Respondent	Questionnaire Item Score									
		1	2	3	4	5	6	7	8	9	10
1	RS. 1	4	4	4	4	4	4	4	4	4	4

2	RS. 2	4	4	3	3	3	3	3	4	4	4
3	RS. 3	3	3	3	3	3	3	3	3	3	3
4	RS. 4	3	3	4	3	4	2	2	3	3	3
5	RS. 5	2	3	3	3	3	3	3	2	2	2
6	RS. 6	3	3	3	3	3	3	3	3	3	3
7	RS. 7	4	3	4	3	3	3	3	3	3	3
8	RS. 8	3	3	3	3	3	3	3	3	3	3
9	RS. 9	3	4	3	4	4	4	4	3	3	3
10	RS. 10	3	3	3	3	3	3	3	4	3	3
11	RS. 11	3	3	3	3	3	3	3	3	3	3
12	RS. 12	3	3	3	3	3	3	4	4	4	4
13	RS. 13	3	3	3	3	3	3	3	4	4	4
14	RS. 14	3	4	4	3	4	3	4	4	4	3
15	RS. 15	3	3	3	3	3	3	3	3	3	3
16	RS. 16	3	4	3	3	3	3	3	3	3	3
17	RS. 17	4	4	4	4	4	4	4	4	4	4
18	RS. 18	3	4	4	4	4	4	4	3	3	3
19	RS. 19	4	4	4	4	4	4	4	4	4	4
20	RS. 20	4	4	4	4	4	4	4	4	4	4
Total Score		65	69	68	66	68	65	67	68	67	66
Max. Score		80	80	80	80	80	80	80	80	80	80
percentage (%)		81.3	86.3	85	82.5	85	81.3	83.8	85	83.8	82.5
% Average		83.625									

Based on the results of the analysis that has been obtained through several stages which have been carried out by following the procedure described above, the results of the analysis are obtained as follows:

Table 5. The Result of Instrument Validation Expert

Aspect	Indicator	Percentage	Validation criteria
Content clarity	1. The title of the questionnaire is clear, straightforward, and easy to understand.	100%	Strongly Valid
	2. Each questionnaire item is clear, straightforward, and easy to understand.	100%	Strongly Valid
	3. The questionnaire instructions are clear and easy to understand.	100%	Strongly Valid
relation	4. The questionnaire and answers are closed.	100%	Strongly Valid

	5. The questionnaire and answers are in accordance with the research objectives.	100%	Strongly Valid
Content accuracy	6. The answers questionnaire used 4 rickert scale.	100%	Strongly Valid
	7. The questions in the questionnaire are straightforward and not wordy.	100%	Strongly Valid
Language use	8. The language used is clearly solid and easy to understand.	100%	Strongly Valid
	9. The writing used standard language.	100%	Strongly Valid
	10. Using writing that matches the spelling that is justified.	100%	Strongly Valid

The researcher also distributed a questionnaire called the student's satisfaction questionnaire which was distributed to 20 students after trial. Furthermore, this student's questionnaire satisfaction will be the center for evaluating the feasibility of the monopoly game that has been developed by the researcher. The percentage of student's satisfaction questionnaire got 83,6% which means very good Table 4 is a result of the instrument validation expert which states that the use of language in each instrument is very valid. Based on the validation result above which is calculated using the percentage formula, the average percentage of the instrument validation is 100% which means that is Strongly Valid.

Table 6. The Result of Material Validation Expert

Aspect	Indicator	Percentage	Validation Criteria
Content quality	1. The content applied in the Monopoly game is according to the core competence and basic competence in the syllabus.	100%	Strongly Valid
	2. Monopoly game media according to learning objectives.	75%	Valid
	3. Monopoly game media can be used in terms of learning simple past tense and present perfect tense	100%	Strongly Valid

	which are implemented in the form of speaking.		
	4. Media content can stimulate students to learn in two directions, not one way (not just listen).	100%	Strongly Valid
Material suitability	5. The material conveyed in the media learning can attract students to be more active and participatory.	75%	Valid
	6. The material contained in monopoly media becomes more fun.	75%	Valid
Compatibility of media functions	7. Media can be used to develop students' speaking.	100%	Strongly Valid
	8. Media can train students in speaking practice.	100%	Strongly Valid

Table 6. is a result of material validation experts which states that the use of the material in Monopoly game media is appropriate to be used to develop students speaking, based on the validation material result above obtained 100%. Based on the result of the validation material above which is calculated using the percentage formula, the average percentage of the material validation is 90,6% which means that is Strongly Valid.

Table 7. The Result of Media Validation Expert

Aspect	Indicator	Percentage	Validation Criteria
Media clarification	1. Media is able to help teacher facilitate students in learning.	100%	Strongly Valid
	2. Media is able to provide active and participatory learning conditions.	100%	Strongly Valid
	3. Media content elements should be in core competence and basic competence.	100%	Strongly Valid
Graphics and image illustrations	4. Pictures and illustrations are simple and attractive.	75%	Valid
	5. Pictures and illustrations can increase student enthusiasm for learning.	75%	Valid
Function	6. Media is able to help students understand the simple past tense and present perfect	75%	Valid

	tense as well as their uses.		
	7. Media is able to help teacher facilitate students in learning to be more fun.	75%	Valid
practically	8. Media is easy to use in learning.	75%	Valid
	9. Media stimulates students to think two ways not just listen.	75%	Valid
	10. Media conveys the message contained in learning.	75%	Valid

Table 7. is a result of the media validation expert which states that the use of Monopoly game media is appropriate to be used to develop student's speaking skill. Based on the result of the validation media above which is calculated using the percentage formula, the average percentage of the media validation is 82,5% which means that is Strongly Valid. Through the use of appropriate media and in accordance with learning needs the learning objectives will be easily achieved (Mardliyah et al., 2022).



Figure 4. The Monopoly Game Product

Figure 4. is a result of media validation expert which states that the use of Monopoly game media is appropriate to be used to develop student's speaking skill. Based on the result of the validation media above which is calculated using the percentage formula, the average percentage of the media validation is 82,5% which means that is Strongly Valid. Figure 3. is the main medium of this research namely Monopoly, monopoly has other components that support this learning media which are cards, dice, pions, apartment, and guidebook. There are 6 kinds of plots in the media that is (1) simple past tense plot include positive, negative, and interrogative sentences. (2) present perfect tense plot include positive, negative, and interrogative sentences. (3) community chest plot. (4) opportunity plot. (5) jail plot, there is a rule to go out of jail that will be discussed in the guidebook. (6) start the plot that begins the pion go away after mixing the dice. And then there are 3 colors that are red, yellow, and blue which means yellow for interrogative sentences, red for negative sentences, and blue for positive sentences.



Figure 5. The Component of Monopoly Game Product

Figure 5. are 3 card that is word card, opportunity, and community chest. On each card, it works when the pion on each plot such as the player has to take a word card when the pion on the blue, red, and yellow plot both simple past tense and present perfect tense when the pion on opportunity plot so, the player must take the opportunity card like that also when in the community plot. The last of Figure 4 are the components of the Monopoly game product that is dice, pion to represent the player of the media, and the apartment to gave the player when the player can answer correctly.

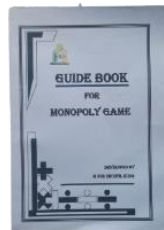


Figure 6. The Guide Book of Monopoly Game Product

Figure 6. is the guidebook that not only the way of playing this product but in this guide book discussed the material and the rules of this product. The material of this product is simple past tense and present perfect tense either the nominal sentence or verbal sentence that is discussed in this guidebook.

4. CONCLUSION

In this study, this was evidenced by a need analysis of 25 students and 1 English teacher in class X for students majoring in natural science. This study aims to determine the requirements of students also to know the outcomes of the development of instructional media on simple past tense and present perfect tense material. The research used several ADDIE Research and Development (R&D) models to obtain results using observation and interviews. It uses steps including (1) needs analysis. (2) product design, (3) development, (4) implementation. (5) evaluation. The research subjects were 25 students of class X natural science at MA Sirojut Tholibin. The limitation of this research is developing monopoly game to teach speaking skills at X grade of MA Sirojut Tholibin. The researcher gets 3 strongly valid from three aspects one

very good that is instrument validation (100%), media validation (90,6%), and material validation (82,6%). They are suitable for using learning media in simple past tense and present perfect tense to teach speaking skill. According to the student's satisfaction questionnaire that has been given to the 20 students, the researcher got 83,6% which means that very good. This Monopoly game distinguishes this product from other products, in this product there is a guidebook that contains learning materials that will be taught using this product so that this Monopoly game can be used outside the classroom as a learning-based game, and also this product can be played without involving the teacher because this guidebook contains complete learning materials, how to use the game, and also the rules of the game, while the other guidebooks how to play and the rules only. Finally, this learning media (monopoly game) can be used as additional media in teaching and learning at X grade of MA Sirojut Tholibin.

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