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DEVELOPING MONOPOLY GAME TO IMPROVE STUDENT'S WRITING SKILL OF X CLASS TKJ SMK MA'ARIF NU DORO

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Abstract

The use of conventional learning methods was often unable to motivate students optimally, especially in writing procedural texts in English subjects. This study aimed to answer this problem by developing learning media based on monopoly games. This study used the ADDIE development model, which involved five stages: analysis, design, development, implementation, and evaluation. The analysis stage identified the lack of innovative media in learning procedural texts. The design stage produced a monopoly game concept that integrated educational elements. At the development stage, the media was validated by experts to ensure its suitability with the curriculum. The implementation was carried out in small and large groups to test its effectiveness. The results of the study indicated that this media helped students understand procedural texts better, increased learning variation, and motivated students. This learning media was recommended as a tool to create a more interactive and interesting learning experience.

Keywords: learning media, monopoly games, procedure texts, learning outcomes, English

INTRODUCTION

Learning media can be explained as anything that can be used to convey learning information to students and stimulate the students' thoughts, feelings, attention and will so that it can encourage the learning process [1]. Monopoly game Originating in the early 1900s, the famous board game monopoly has gained worldwide recognition and popularity as a game of 8 strategy, negotiation, and finance. In order to accumulate money and force other players into bankruptcy, players in the board game monopoly move across the board purchasing and trading properties, building homes and hotels, and collecting rent from rivals. The game is popular among families, friendly competitions, and fans of strategic

[1] Larry Johnson, Rachel Smith, and Willis, *The 2011 Horizon Report* (The New Media Consortium, 2011).

games since it centers on risk assessment, economic decision-making, and interpersonal skills.

Development of monopoly game media to improve English learning outcomes of SMK Maarif Nu Doro Students in can be a component that can stimulate students to actively learn [2]. In the field of education, using cutting-edge teaching techniques and resources is essential to improve students' learning outcomes and experiences. Using game-based learning strategies, like playing the monopoly game, to improve learning effectiveness and engagement is one such promising technique. The purpose of this study is to investigate how educational materials have been developed using the monopoly game, with a focus on English language courses at SMK Maarif Nu Doro. It is anticipated that incorporating this engaging and interactive method into the classroom will create a more dynamic and participatory learning environment, it may enhance academic performance and increase student engagement in general [3].

Development of monopoly game media to improve the English learning outcomes of SMK Maarif Nu Doro students in English subjects really helps the effectiveness of the learning process and delivery of messages and lesson content apart from generating motivation and interest students, learning media can also help students improve understanding [4].

The concept of monopoly learning media on energy material in the system in life adopted from monopoly games in general and from results research conducted by [5], which has been modified rules and added questions that players must answer.

Improving the quality of English learning in vocational schools especially in SMK Ma'arif NU Doro, remains a significant challenge in modern education. One of the areas where students often struggle is in understanding and producing procedure texts, which are essential components of vocational English. The traditional teaching methods frequently relied on theoretical approaches that lack interactive and practical engagement, resulting in

[2] Arif Susanto, Raharjo, and Muji Sri Prastiwi, "Permainan Monopoli Sebagai Media Pembelajaran Sub Materi Sel Pada Siswa SMA Kelas XI IPA," *Bio Edu* 1, no. 1 (2012): 1–6, https://ejournal.unesa.ac.id/index.php/bioedu/article/view/338.

[3] Taufiq Amir, *Inovasi Pendidikan Melalui Problem Based Learning* (Jakarta: Kencana Media Group, 2010).

[4] Azhar Arsyad, *Media Pembelajaran* (Jakarta: Jakarta: Raja Grafindo Persada, 2002).

[5] Tri Adi Susanto, "Pengembangan E-Media Nearpod Melalui Model Discovery Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Di Sekolah Dasar," *Jurnal Basicedu* 5, no. 5 (2021): 3498–3512, https://doi.org/10.31004/basicedu.v5i5.1399.

a passive learning experience. Consequently, students became disengaged, showing decreased motivation and difficulty grasping the material thoroughly.

To face these challenges, educational game-based learning media has emerged as a promising strategy to enhance student engagement and motivation. An innovative method within this context is adapting the popular Monopoly game into an educational tool. By integrating elements of competition and interaction with educational content, this game offers a unique opportunity to make procedure text learning more dynamic and enjoyable. The Monopoly game can be tailored to incorporate learning objectives seamlessly, creating a more stimulating and participatory experience for students [6].

This research focused on SMK Ma'arif NU Doro, specifically targeting the X Computer Network Engineering (TKJ) class, with the aim of developing and evaluating a monopoly-based learning media. The core objectives were to design this media to improve students' writing skills in procedure texts, helping them grasp both the structure and content in a more practical and applicable way. The significance of this study extended beyond introducing a learning method. It seeks to contribute to the development of teaching approaches that are more aligned with the actual needs and preferences of vocational students. In vocational education, mastering procedure texts was a crucial skill that equips students for real-world tasks, enhancing their readiness for employment and professional life. Therefore, creating an interactive and game-based learning method not only addresses academic needs but also bridges the gap between school education and workplace requirements.

Additionally, this research aimed to gather student feedback on using the monopoly-based learning media, thereby identifying key elements that effectively enhance engagement and motivation. The insights gained could serve as a valuable reference for educators and researchers interested in developing similar educational tools in vocational schools.

In light of this context, this research aimed to provide two main research statements: To describe the development of the application of monopoly learning media in writing procedural text materials in the English subject at SMK Maarif NU Doro, and To describe the application of monopoly learning media for procedural text materials in the English

[6] Kurt Squire, *Video Games and Learning: Teaching and Participatory Culture in the Digital Age* (New York: Teachers College Press, 2011).

subject at SMK Maarif NU Doro. By addressing these statements, the research aimed to offer an innovative and effective educational approach that overcame challenges in procedural text learning in vocational schools, paving the way for a more interactive and practical learning experience.

Researchers argued that innovation in learning media is needed to increase students' interest in learning. According to [7] entitled Development of Monopoly Learning Media, HOTS-Based Immune System Concept. One of the HOTS development research is focused on aspects of teaching supporting materials such as media. This research aims to develop learning media in the form of a monopoly based on HOTs on the concept of the immune system. This research method was development research or Research and Development using the 4D model, namely: Define, Design, Develop, and Disseminate. Data was obtained through product validation with two material experts. Based on validation results from 2 material experts, a suitability level of 0.972 (Very Good) was obtained. The student assessment of media was carried out by 28 students in class The teacher's assessment of the immune system monopoly media obtained a percentage of 89.67%. with the criteria "Very Good". So that HOTs-based monopoly learning media on the immune system concept is suitable for use and can be used as an auxiliary media in learning biology on immune system material [8].

The development of learning media is indeed an important part of developments in the field of education, one of which is the development of learning media, namely the development of the monopoly game as a learning 11 media tool, the journal conducted by [9] "Implementation of Monopoly Learning Media on Energy in Living Systems for Advanced Students". VII at SMP Negeri 4 Banda Aceh, revealed that the low results and interest in student learning, especially in biology learning, were caused by several factors, one of which was the lack of use of media in learning. One way to overcome this problem is to use media that is appropriate to the subject matter, such as monopoly learning media. The aim of this research was to determine the implementation of monopoly learning media on students' learning outcomes and interest in energy in living systems. This research used

[7] Nugraihani Farida, "The Development of Film-Based Literary Materials Which Support Character Education," *Jurnal Ilmiah Pendidikan* 9, no. 3 (2017): 7823–30, https://doi.org/10.21831/cp.v36i3.14219.

[8] Ralph Anspach, *The Billion Dollar Monopoly Swindle: The Great Railroad Robbery* (New York: Friesen Press, 2018).

[9] Marc Prensky, "Digital Game-Based Learning," *Computers in Entertainment* 1, no. 1 (2003): 21–30, https://doi.org/10.1145/950566.950596.

a pre-experimental model with a one group pre test post test design. The population in this study were all class VII students at SMP Negeri 4 Banda Aceh. The sample for this research was class VII.5, totaling 28 students using purposive sampling. The data collection techniques used were tests and questionnaires. The results of the analysis of student learning outcomes obtained count 8.59 and table 1.70 so that Ho was rejected and Ha was accepted. Analysis of students' learning interest obtained an average score of 88.25% for each indicator in the very high category. The conclusion of this research was that the implementation of monopoly learning media can improve student learning outcomes and student interest in learning about energy in living systems.

Another influence of using monopoly media as a learning medium can also be used to increase the character of social care, according to a journal written by [10] "Development of Monopoly Board Game Media Based on Social Care Character in Social Science Material Content". The reason for researchers to carry out new innovations in developing learning media that is more attractive to students, effective and efficient in its use is the Monopoly board game media [11].

Apart from increasing student interest and learning outcomes, the development of innovative media can also be applied in the Health sector, the journal conducted by [12] "Development of Innovative Media Board Game Monopoly Health Material in Physical Education, Sports and Health". The aims of this research were 1) to describe the processed of designing innovative media in class VIII SMP PJOK subjects, and 2) to find out the results of validation of innovative media. This research uses the ADDIE model development model.

Previous research on the development of innovative media can also be applied to the field of geography, the journal conducted by [13] "Development of Monopoly Learning Media on Earth Structure Material at Mts Yasmi Duri, namely the practicality and response of students to monopoly learning media in structural earth materials". The research method

[10] Erma Wulandari and Sukirno, "Penerapan Model Cooperative Learning Tipe Student Teams Achievement Division (STAD) Berbantu Media Monopoli," *Jurnal Pendidikan Akuntansi Indonesia* 10, no. 1 (2012): 135–61, https://doi.org/10.21831/jpai.v10i1.926.

[11] Susanto, Raharjo, and Prastiwi, "Permainan Monopoli Sebagai Media Pembelajaran Sub Materi Sel Pada Siswa SMA Kelas XI IPA."

[12] James Paul Gee, *Good Video Games+ Good Learning: Collected Essays on Video Games, Learning, and Literacy* (Peter Lang, 2007).

[13] Joel E. Foreman, *Game-Based Learning: How to Delight and Instruct in The 21st Century* (Educational Review, 2004).

used is R&D (research and development) by adapting developments bySugiyono. This research step was limited to the seventh step, namely revision of the final product, this is due to time and cost limitations. Meanwhile, the results of the validity of monopoly learning media on earth structure material were declared valid based on the validation results of media experts with an average score of 86% and material experts 76% with all assessment categories declared very valid. In further research, monopoly learning media on earth structure material was stated to be very practical for students to use in learning,based on practitioners' assessments with a score of 91%. Based on the responses of students at MTs Yasmi Duri class VII-D, 10 students obtained a score of 82.5% and were declared very good, or the students' responses related to monopoly learning media products on earth structure material were very positive. The difference between the research that I will carry out and the previous research above is that it lies in the place where the research is carried out and the basis of the subjects taken, the subjects that my research will carry out focus on English while the previous research did not. The similarity between the research that I will carry out and previous research is developing a monopoly game as a learning medium and applying it to students

METHODOLOGY

The development model used in this research is a model development of ADDIE developed by [14]. Model ADDIE development is more appropriate for developing media Web or software based learning, development stages used systematically and easily understood when developing a instructional media. There are five stages in the development of the ADDIE model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation

The ADDIE model of development, which was developed by [15] for designing learning systems [16], used five stages of development, namely:

1. Analysis

[14] Wena, *Strategi Pembelajaran Inovatif Komputer* (Jakarta: PT Bumi Aksara, 2009).

[15] Walter Dick, Lou Carey, and Walter Dick, *The Systematic Design of Instruction* (New York: HarperCollins College Publishers, 2005).

[16] Simon Egenfeldt-Nielsen, "Third Generation Educational Use of Computer Games," *Journal of Educational Multimedia and Hypermedia* 16, no. 3 (2007): 263–281, https://www.learntechlib.org/primary/p/24375/.

In the Analysis stage, a comprehensive needs assessment was conducted to identify the requirements for innovative learning media that could enhance student engagement and comprehension. Needs identification was carried out through interviews with English teachers and questionnaires distributed to Class X TKJ students at SMK Ma'arif NU Doro. The purpose of this process was to gain insights into students' specific needs and preferences in a learning environment that fosters greater interaction and understanding. Additionally, a material analysis was conducted by reviewing the curriculum and procedural text materials to ensure alignment with the learning media's objectives. This analysis focused on examining the structure of procedural texts, student characteristics, and the potential integration of monopoly game elements as an engaging and relevant instructional medium.

2. Design

During the Design stage, the conceptualization of the learning media took place by creating a design for the monopoly game board. This design incorporated visual elements and interactive components, such as question cards, opportunity cards, general fund cards, and "zonk" cards. Procedure text materials were adapted into a game format by including relevant questions and challenges that encouraged critical thinking and problem-solving. An initial prototype of the game was then produced to serve as a starting point for further development and refinement.

3. Development

In the Development stage, the prototype underwent validation by experts to ensure compatibility with curriculum objectives and learning effectiveness. Material experts and English teachers reviewed the prototype to provide feedback and suggestions for improvement. Revisions were made to the game design and content based on their input. Subsequently, tools and materials were prepared, including the monopoly game board, interactive cards, and detailed game instructions. These materials were developed to support a seamless and effective implementation in the classroom.

4. Implementation

The Implementation stage began with a small group trial involving six students to test the learning media's initial feasibility and identify any issues. Following this, a larger group trial was conducted with 30 students in Class X TKJ to evaluate the media's effectiveness on a broader scale. Data were collected through observations of student

interactions, interviews with both students and teachers, and questionnaires that gathered feedback on engagement, comprehension, and overall satisfaction. This phase aimed to refine the game's functionality and relevance in real classroom settings.

5. Evaluation

In the Evaluation stage, data collected during the implementation phase were analyzed using quantitative descriptive methods. The analysis focused on key indicators such as student understanding, learning motivation, and the overall effectiveness of the learning media. The evaluation process assessed how well students comprehended the procedural texts, their motivation and enthusiasm during learning activities, and the collaborative and critical thinking outcomes facilitated by the game. Based on the findings, necessary revisions were made to enhance the learning media's quality and effectiveness, ensuring it became an innovative and enjoyable educational aid for students.

FINDINGS AND DISCUSSION

1. Needs Analysis: The needs analysis conducted prior to the design phase revealed that students were experiencing a lack of motivation with conventional learning methods. One of the primary challenges identified was the absence of interactive media relevant to procedural texts. Teachers expressed support for the development of a monopoly game-based learning media as a means to diversify learning methods and enhance engagement.
2. Design Process: The design phase focused on creating a monopoly game board that incorporated educational elements aligned with procedural text learning objectives. Key elements of the game design include:
    - Question Cards: Designed to address procedural texts comprehensively.
    - "Zonk" Challenge Zone: An element that tests students' understanding and quick decision-making skills.
    - Opportunity Cards: Provide interactive opportunities to enhance decision making and engagement.
    - All materials in the game were carefully curated to align with the vocational high school English curriculum, ensuring relevance and educational coherence.

3. Development and Validation: The developed media underwent validation by material experts, which confirmed that the monopoly game was both relevant and appropriate for learning procedural texts. Several revisions were made based on expert feedback:
    - Simplifying Game Instructions: Ensured clarity and comprehensibility.
    - Adding Visual Illustrations: Enhanced the attractiveness and accessibility of the game board.
4. Implementation: During implementation, the game was deployed in classroom settings and the outcomes were systematically observed and analyzed.

    The study revealed several key findings regarding the use of monopoly-based learning media for procedural texts. Material suitability was affirmed by 71% of students, who found the content relevant to procedural text concepts. Learning variation was positively received by 54.8% of students, who found the game engaging, and observations showed increased participation compared to conventional methods. In terms of learning motivation, 48.4% of students felt more motivated, driven by the competitive aspects of the game, although some requested clearer instructions. Understanding of material improved for 61.3% of students, as evidenced by higher test scores during group trials. The interactive elements of the game, such as question cards and challenges, were appreciated, but feedback suggested a need for clearer instructions. Finally, teacher feedback highlighted improved classroom dynamics, with increased engagement, particularly among typically passive students, which created a more vibrant and enjoyable learning environment.

The findings of this study highlight the potential of game-based learning media, specifically a monopoly game, in enhancing the learning experience of procedural texts among vocational high school students. The results align with the principles of constructivist learning theory, which emphasizes the importance of experiential and interactive learning environments. Based on the results of this study, it was concluded that the monopoly game-based learning media effectively supported the teaching and learning process of writing procedural texts in English for X Class TKJ students at SMK Ma'arif NU Doro. This was validated by positive feedback from both students and teachers, as reflected in the conclusion evaluation.

The validator's assessment confirmed that the learning media fulfilled critical aspects, such as clarity of purpose, relevance to curriculum competencies, depth of material, feedback provision, ease of understanding, evaluation consistency, systematic flow, and alignment with learning strategies. Each indicator received favorable validation, indicating the effectiveness and appropriateness of the media. Similarly, feedback from teachers affirmed the relevance and effectiveness of the monopoly game in achieving learning objectives, particularly in enhancing students' understanding of procedural texts. The learning media was also deemed systematic, coherent, and capable of fostering engagement through clear examples and discussions.

In summary, the monopoly-based learning media proved to be an innovative and effective tool for improving students' outcomes in writing procedural texts, making the learning process more interactive and enjoyable. The study revealed several key insights about the use of monopoly-based learning media. The game provided a contextual and interactive learning experience, which encouraged critical thinking and problem-solving while helping students strengthen their procedural comprehension skills through real-world challenges. The competitive elements of the game increased student engagement and motivation, fostering collaboration and active participation.

However, some areas for improvement were identified. A significant portion of students (41.9%) found the game instructions unclear, which highlighted the need for simpler and more concise instructions. Additionally, students suggested adding more engaging visual elements to the question cards to enhance the game's appeal and comprehensibility.

The findings also suggested implications for future research, indicating that game-based media could be regularly integrated into English classrooms, particularly in vocational high schools. Future studies could have explored other interactive media designs, assessed long-term engagement impacts, and examined teacher-student interactions during gameplay to further enhance learning outcomes.

CONCLUSION AND RECOMMENDATIONS

This research demonstrated the effectiveness of Monopoly-based learning media in enhancing English learning outcomes, particularly in procedural text writing, for Class X TKJ students at SMK Ma'arif NU Doro. By integrating educational content into an

interactive game format, the media successfully addressed common challenges in vocational education, such as low student motivation and passive engagement.

The Monopoly game incorporated curriculum-aligned elements like question cards, "zonk" challenges, and opportunity cards, fostering critical thinking and collaboration. Trials showed significant improvements in student comprehension, with 61.3% of participants demonstrating a better grasp of procedural texts. Additionally, 48.4% of students reported higher motivation due to the competitive and engaging nature of the game.

Feedback from teachers and validators confirmed the media's relevance, systematic design, and effectiveness in achieving learning objectives. However, areas for improvement included simplifying game instructions and enhancing the visual appeal of question cards.

This study underscores the potential of game-based learning media to create dynamic and participatory learning environments in vocational schools. The findings suggest that integrating interactive media like Monopoly can bridge the gap between theoretical and practical learning, making lessons more relevant to real-world applications. Future research could explore other innovative designs and assess long-term impacts to further enhance educational outcomes.

Based on the development process of using the Monopoly game as a learning medium for procedural text, the research followed the stages outlined in the EDDIE development theory, which included analysis, design, development, expert testing, implementation, and evaluation. The results of the questionnaire indicate that the majority of respondents found the Monopoly-based learning media suitable for teaching procedural text. In the analysis stage, the researchers conducted a needs analysis and material analysis to ensure the content was appropriate for the target audience vocational school students learning procedural text. The design stage focused on creating a framework that included criteria, flowcharts, and storyboards to guide the development of the learning media. The development stage saw the creation of the Monopoly-based learning material, which involved selecting suitable content, modifying it into the game format, and undergoing expert testing.

The study shows that the monopoly game-based learning media effectively improves Class X TKJ students' skills in writing procedural texts. The media is well-aligned

with the curriculum, increases student engagement, and enhances understanding of procedural concepts.

For future development, it is recommended to expand the content of the game to include a wider variety of procedural texts and challenges. Additionally, simplifying the game instructions with clearer language and visuals will ensure that all students can easily understand and enjoy the gameplay. Adding more engaging visual elements to the game board and question cards will also support comprehension and interest. Implementing these improvements will further enhance the effectiveness of game-based learning media in vocational education settings.

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