MONOPOLY GAME TOWARD STUDENTS' WRITING SKILL: ANY EFFECT?

Ervina[1], Muhammad Candra[2], Dewi Nopita3

ervina9998@gmail.com

Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji

Abstract

This research purposes to set the effect of Monopoly Game on students' writing skills at MTsN Tanjungpinang. A quasi-experimental design was used in this research, by involved experimental and control class in eighth-grade students of MTsN Tanjungpinang as samples. The both of class were given the pre-test at the first meeting of the study. After that, it was followed by the use of the Monopoly Game as a treatment in the experimental class. The experimental and the control class were given the post-test when the study has ended. Minitab 19 was used to find the average of the scores from collected scores in pre-test and post-test. Then, the research hypothesis was tested by using the two-sample t-test. The statistical test analysis used in this study proves that the use of Monopoly games has a significant effect on the writing skills of students in Tanjungpinang in 2021. Thus, it answers the hypothesis that Monopoly Game has a significant effect on students' writing skills at MtsN Tanjungpinang.

Keywords: *Writing Skill, Monopoly Game, Recount Text*

I. Introduction

Writing is a creative process of moving ideas into symbols (Semi, 2007). Writing permits students to plan and rethink the communication process. This means that in order to produce a good text, a writer must use all the thoughts and knowledge (Putri, 2019). By writing, they can express their idea and can revise their idea anytime they want, students should be mastered writing skills because they can express their ideas and they should know how to use the element of writing such as the right vocabulary, conjunction, punctuation, and so on. Based on the researcher's experience during the internship (PPL) at MTsN Tanjungpinang, the researcher found that most students are still confused to comprehend the material in writing at how they change the verb in the simple past tense. Students were confused to choose the word and word spelling to write because they have lack vocabulary, so they were not comfortable to do writing in English because of that matter. They also need an interesting medium to easily remember and interest in the material or the new vocabulary that they have learned. As we know that teenagers are interested in something colorful that "hit" their visual and also the medium that they can touch or play with, but the condition in the class is not interesting enough. The classroom rarely uses "infocus" or projector because it was not enough for each classroom, so the teacher just teaching by the whiteboard and students' worksheet and most of the students feel bored with just looking at the whiteboard and students' worksheet every day. Because of that, the strategies should be interesting to interest students when teaching and learning process, because of the eight grades studied about recount text, the researcher used recount text as the material to teach writing with Monopoly Game. A Monopoly game is a game about getting the property and developing the property eventually taking over the entire board and pushing another player into bankruptcy to win, (Moore, 2011). Nova (2010) and Kacawati (2015) stated that Games
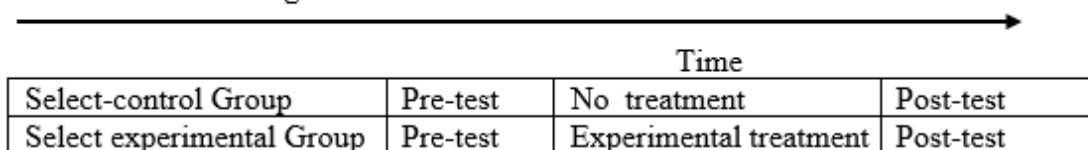
made students more interested because the game entertain them to learn the material and the students did not need to be given complicated explanation. Azmi (2018) stated that teaching writing by using the monopoly game made students interested and students enjoyed the learning process. The teaching and learning process by using Monopoly game gives more influence than the teaching learning process without Monopoly game (Agustiya, 2017).

The game used in the class is not so different from the real Monopoly game, the researcher modified the board into learning material. This game played together in the classroom and led by the teacher, student representatives was the one who throw the dice, for example, the dice shows three dots, then the third box is a question that student has to do by writing together.

II. Research Method

The researcher used quantitative research because it contained some statistical calculations to collect the data. A quasi-experimental design was used in this research. In quasi-experimental, the control and experimental groups was used in this research but did not randomly set the participants to groups, for example, they are the whole group existing to the researcher, (Creswell, 2014). In this research, the researcher used A versus no A (Gay et al., 2012). The researcher used the Monopoly game as the new approach and the Students' worksheet book as the existing approach.
The figure of this design can be seen as follows

Quasi-experimental design
Pre-and Post-test design

	Time		
Select-control Group	Pre-test	No treatment	Post-test
Select experimental Group	Pre-test	Experimental treatment	Post-test

The eighth-grade students' of MtsN Tanjungpinang was the sample of this research. The samples involved were as many as 20 students of 8.2 as the experimental group and 21 students in 8.1 class as the control group. A writing test was used as the instrument which was given in pre-test and post-test.

This research was did in the pandemic situation where the students studied by online learning. The researcher modified the original rule of monopoly game to be able to applied when study. The researcher applied the treatment by using video-call in WhatsApp group and use recount text as the material to be learned. Before the treatment applied, the researcher divide the students of experimental groups into 4 groups consist of 5 students. After that, the researcher set the time to call the students, the delay for each group was 10 minutes and the maximal duration of call was 25 minutes. When all students joined, the researcher check the attendants list first by call the student's name one by one. After that, the researcher explain the rule to students and when the students' ready, the researcher played the game together with the students. When play the game, student's representatives thrown the dice, for example, the dice shows three dots then, the third box is a question that student need to do by writing together. After they have succeed answer the question, they got points which has been set in the rent card. Each rent card consist of different units, and different units has different points. For example, unit A has 100 points, unit B has 500 points and so on. The students need to answer the question from the board as much as possible to collect the points. The groups who had highest points is the winner.

Because of the researcher modified the original rule, the researcher mentioned the after-before of the rule to applied when playing the Monopoly Game.

The original rule of Monopoly Game	The modified rule of Monopoly Game
In the original monopoly game, there is some rule to play it (Parker, 2007): 1. Roll two dice, the highest roll starts. Continue playing clockwise. 2. It's your turn, roll the dice and move the number of spaces clockwise on the board. 3. Depending on the land on your land, you can buy the property (if the property is not owned by other players). 4. If you have a color group, please build houses or hotels on these locations. 5. If you run out of money, please sell your property to the bank. If you cannot repay, you will be declared bankrupt and you will automatically exit the game. 6. Even if other players agree, no player can borrow money from other players. However, players can choose to accept any of your property. 7. If you turn double, you can turn as usual and roll again. If you get a triple double, you will go to jail. 8. Continue until there is only one player left in the game and that player becomes the winner.	Here are the modified rule set by the researcher: 1. The students divided into 4 groups consist of 5-8 students in each group. 2. The teacher chooses the group to arrange the turn. 3. On their turn, they roll the dice and move that number of spaces clockwise around the board. 4. According to the land they land on, they should answer the question on the board and got the points as mentioned in each unit card. 5. If they roll a double, they may take the usual turn and roll again. If they got three double, they must go to jail. To free them from jail, they should take a black card which has been given a question, and they should answer the question in the card to free them from jail. 6. There will be gold cards (advantages) and black card (disadvantages). 7. The games will played for 20-25 minutes for each groups. 8. The student's need to collect points as much as possible. The group which has highest points is the winner.

When analyzing the collected data, the researcher used Minitab 19 to test the research hypothesis through two-sample t-test. From the previous calculation, if the p-value is upper than 0.05 it represent that the H_0 is rejected and so, there is a significant effect of Monopoly Game towards students' writing skill.

III. Findings and Discussion

Before testing the significant effect of Monopoly Game towards students' writing skill, the researcher needs to test the normality to see if the data come from a normal distribution or not. The
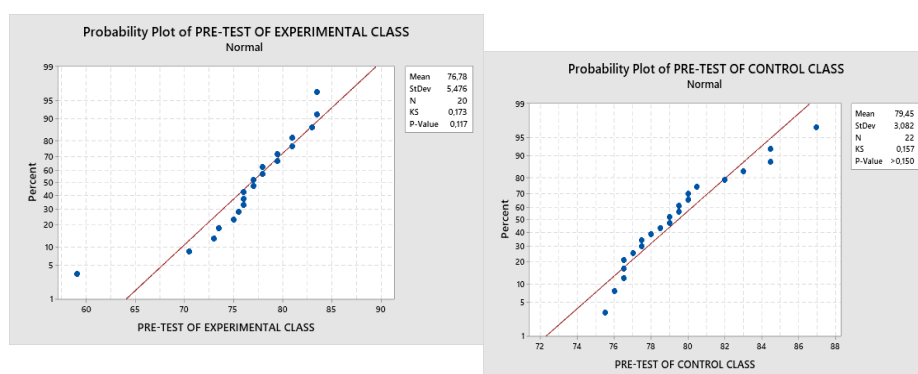
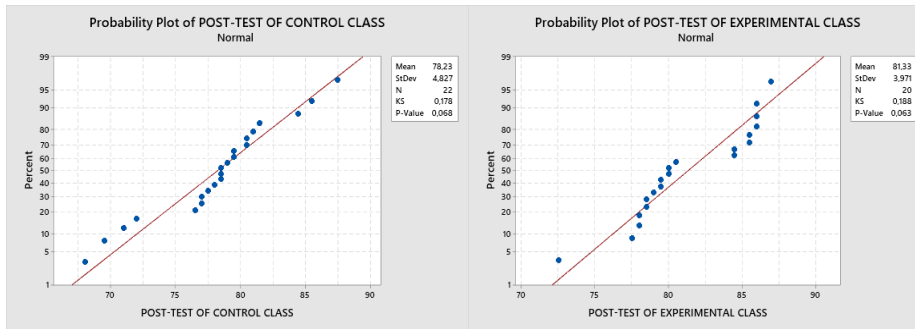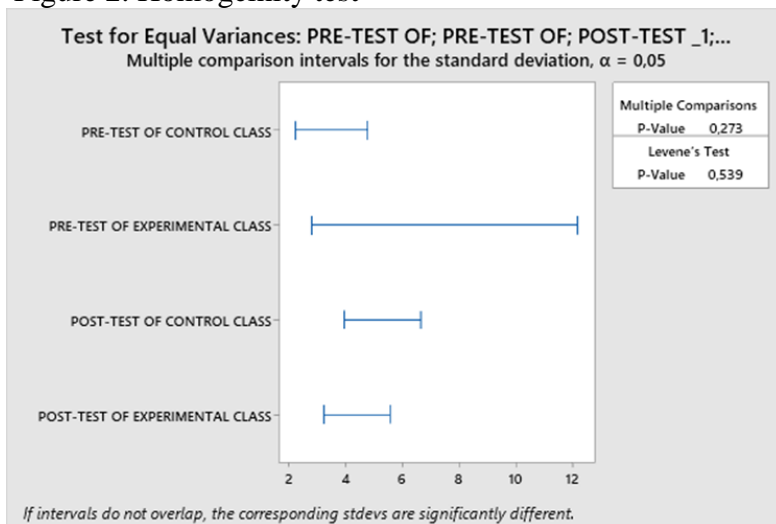result was shown in the following figure:

Figure 1. Normality Test

    a.   Kolmogorov-smirnov test

The figures above indicated that the significance value (p-value) of the normality test was 0.150; 0.117; 0.068; 0.063 which was higher than α or alpha (0.05). It means that the data come from a normal distribution.

Figure 2. Homogeinity test

    b.   Levene's test for homogeinity

From the figure above, the researcher took the significance value by using Levene's test. Levene's test is an inferential statistic used to estimate the variances of the variables counted for more than one groups are equal (Lewis, 2013). From the above figure, the p-value is higher than significance level (0.539>0.05). As mentioned earlier, if the p-value > 0.05, it could be said that the null hypothesis is rejected. So, it means that the experimental and control data are homogeneous. The researcher used Minitab 19 to calculate the two-sample t-test and the presentation of the data presented as follow:

Figure 3. T-Test

Descriptive Statistics

Sample	N	Mean	St Dev	SE Mean
POST-TEST OF EXPERIMENTAL CLASS	20	81,33	3,97	0,89
POST-TEST OF CONTROL CLASS	22	78,23	4,83	1,0

Null hypothesis $\quad H_0: \mu_1 - \mu_2 = 0$
Alternative hypothesis $\quad H_1: \mu_1 - \mu_2 \neq 0$

T-Value	DF	P-Value
2,28	39	0,028

    c.   Two sample T-Test of post-test in experimental and control class.

From the above data, the result of P-Value (the error value obtained by researchers from the results of statistical calculations) is 0.028.

The hypothesis testing of this research is such follow:

H_0: Among the eighth graders of MtsN Tanjungpinang, the use of Monopoly Game had no significant effect on students' writing.

H_a: Among the eight graders of MtsN Tanjungpinag, the use of Monopoly Game had no significant effect on student's writing

Lewis (2013) pointed out that if the p-value (significant value) < α (significant level) or p-value is under than α, H0 will be rejected, which means that students produce significant results in writing scores by using Monopoly game. The results showed that the p-value was 0.028 and the significance level was 0.05. As can be seen, 0.028 is less than 0.05 (0.028 <0.05). This is enough to show that H0 rejected. This means that H_a accepted. It can be concluded that Monopoly game has a significant effect on students' writing skills.

IV. Conclusion

The average in the experimental class before the treatment was 76.78, and the average score after treatment was 81.33. The results show that the use of monopoly game has a significant effect on students writing recount texts. After that, the researchers used the two-sample t-test in Minitab 19 for statistical analysis, and the results showed that the p-value was 0.028 and that is lower than significant (alfa) (0.028 <0.05). This represents that the null hypothesis has been rejected. So, the Monopoly Game has a significant effect on students' writing skills in the eighth grade students of MtsN Tanjungpinang.

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