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THE USE OF MONOPOLY GAME AS A TEACHING MEDIA TO ENHANCE STUDENTS' ABILITY IN PRESENT CONTINUOUS TENSE (A Classroom Action Research at the Eighth Grade of SMP Katolik Unggulan Santa Maria Timika)

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Abstract

Grammar is the basic knowledge of language to understand English perfectly. Some students who study English face difficulties in understanding grammar, especially in mastering present continuous tense. The teacher must find new techniques to improve the students' mastery in grammar. Monopoly game is one of the techniques used to assist students in mastering present continuous tense. The aim of this research was to find out the implementation of Monopoly Game as teaching media in improving the students' ability in learning present continuous tense. Method: This research applied classroom action research to collect the data, which was carried out through four steps. They were planning, action, observation, and reflection. The subjects of this study were 31 students at the eighth grade of SMP Katolik Unggulan Santa Maria Timika in the academic year of 2022/2023. The research findings showed that there was a development on the students' ability in present continuous tense. It was proven by the mean score of pre-test was 28, the mean score of post-test in the cycle I was 50, and the mean score of post-test in the cycle II was 72. The percentage of the students' score in the pre-test was 3,2%, and the percentage of the students' score in the post test of the cycle I improved into 32%. It means that there was improvement as much as 28,8%. Then, the percentage of the students' score in the post test of the cycle II was 77%. It means that the improvement was 73,8%. From the data above, it is indicated that using Monopoly Game as teaching media in learning present continuous tense was effective. It can be concluded that the students' ability in present continuous tense had been improved by using Monopoly Game as the teaching media.

Keywords: monopoly game; teaching media; present continuous tense

INTRODUCTION

Education is a conscious and an organized attempt to build an environment and a learning process for students to actively develop their spiritual strength, personality, attitude, skills and self-control needed for themselves and society (Pradana et al., 2021). Hence, teachers become the most responsible one to organize the learning process and its environment. Teacher is one of the main components to manage learning more effectively, efficiently and positive. The success of learning is marked by the acquisition of skills, and positive attitude from students in expected goals. The success of learning is influenced by several factors, and one of them is the use of teaching media which is helpful to make teaching and learning process easier.



The use of media in the teaching and learning process is significant because it is beneficial for teachers in providing maximum, effective, and efficient teaching. Media provides various experiences for students in learning that will be able to improve students' outcomes. Puspitarini & Hanif (2019) stated that teaching media is media used as a tool to convey material or information from teachers to students. In addition, the teaching media also serves as a tool to stimulate student interest so that student learning motivation is expected to increase. Teaching media in the learning process aims to equate students' perceptions of the material presented (Prabawati, 2021). Teachers should use the appropriate media to facilitate learning or improve students' understanding of the subject. However, it is difficult for teachers to choose appropriate media for example when teachers intend to teach English class, especially in grammar.

Harmer (2007) as cited in Jamhuri (2021) stated that studying grammar means knowing how different grammatical elements can be strung together to make chain words. It seems that grammar will affect how students arrange a word into a phrase, clause, or even a complete sentence. With grammar mastery, students will be able to produce good utterances or sentences. This study focused on the use of Present Continuous Tense. According to Pahmi & Syahfutra (2019), present continuous tense is used to talk about action happening now, and action happening in the future. The present continuous tense describes an action which goes on at the moment of speaking. In other word, Azar (1992) stated that, present continuous tense gives the idea that an action is currently taking place, and may continue. The action began in the past, is in progress now, and will probably continue into the future.

In fact, mastering English grammar is challenging. The teachers and the students have several factors of difficulties in teaching and learning grammar. Students; English grammatical rules are difference with Indonesian language. They believe that grammar is a difficult and a boring lesson because there are many patterns in it, and they have to memorize the patterns, apply in the sentence and identify grammar in a task. Teachers; the use of monotonous teaching media that cannot attract students' interest in learning grammar. Therefore, a teacher should be more creative in teaching grammar to make students interested and enthusiastic in learning English grammar which more complicated than Indonesian grammar.

To find solutions of the problems that exist in improving students' present continuous, the researcher used monopoly game. It is a part of display and activity media as Mahajan (2012) mentioned that, media are classified into seven categories such as graphic media, display media, three-dimensional media, projected media, audio media, video media, and activity media. The monopoly game is a game that applies several economic activities to win game by moving around the board based on the dice



(Carrol, 2011). Monopoly is board game that played by two to eight players. This game aims to be the richest player by buying properties; the richest player is the winner of this game. The monopoly games' technique is used to train students in identifying and applying grammar in the texts. The students will get some question cards from other players in turn and answer it. Students who can answer correctly will get money from the player who displays the question card. The students will practice grammar in fun way. There are several concepts for playing monopoly game. Teachers can choose and adjust depending on the topic and situation in the class.

The researcher uses monopoly game because of many reasons. First, by implementing monopoly game, it can make the students able to understand the material easily. Next, games are fun and interesting. Through games, learners are able to explore some new ways in learning the material because they are able to do playing while studying. Finally, by implementing monopoly game, the students will be more active in class for doing some activities related the material.

Considering the background above, the problem of research in this study is to find out how the use of monopoly game as teaching media to improve the students' ability in present continuous tense. The result of this research is expected to be beneficial for students, teachers, school, and future researcher. For students, this study helps them to increase grammar mastery and obtain various learning experiences. For teachers, it can be used as teaching media in learning grammar. For school, it can be an input for other subjects. For future researchers, it is expected to be a reference for other researchers who are interested to conduct further research in the related field.

RESEARCH METHOD

This research used classroom action research (CAR) design. Mills (2000) stated that the action research is any systematic inquiry conducted by teacher researchers, principals, school counsellors, or other stage holders in teaching or learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn. Moreover, Suyadi (2010) stated that the definition of classroom action research is an activity to observe an object by using way, rule or method to find an accurate data about something which is can improve the object that had been observed.

Classroom Action Research (CAR) in this study is a collaborative classroom action research. It means that researcher collaborates with the English teacher of SMP Katolik Unggulan Santa Maria Timika. In carried out the study, the researcher's roles as an English teacher who teach present continuous tense using monopoly game while the real English teacher's roles as an observer. The model



of action research figured by Kemmis and Mc Taggart (1988) was used in this research. According to the model, the steps of the research included four phases in each cycle. Those phases are identifying problems and planning the action, implementing the action, observing the action, and reflecting the action. This research used two cycles with those four phases.

Subject, Location and Time of Research

The subject of this research was the eighth grade students at SMP Katolik Unggulan Santa Maria Timika, in Mimika Regency. It was one class that consist of 31 students (16 female and 15 male students). The subject was chosen by the researcher to improve the students' ability in present continuous tense using monopoly game as a teaching media. The object of this research was students' ability and students' activities. The research was done from 12 September to 20 September in two cycles. Each cycle consists of three meetings.

Data Collection, Data Analysis and Research Procedures

The research variables consist of dependent variable: students' ability in present continuous tense and independent variable: using monopoly game as the teaching media. The technique of data collection:

1. Observation: The observation sheet was used to observe the students' activity during the learning process.
2. Test (pre-test and post-test): by using multiple choice and jumbled words to find out students' ability before and after implementing monopoly game.

To analyze the data, descriptive analysis was used and then the data were presented in the form of table and graphic. The technique of data analysis was done by comparing the learning process, students' response toward the game and their test results in each cycle. It was done to know the improvement as a result of the implementation. At the end, the results will be descriptively discussed. The quantitative data included the mean scores and percentage presented in table and graphic. The qualitative data will be processed qualitatively by giving meaning to the data obtained.

Moreover, the technique of data analysis was done by using the phases in class action research in each cycle. Below are the phases.

1. Planning: preparing lesson plan for each meeting which consists of topic, tools and sources for teaching.
2. Action: teaching used the lesson plan to implement the monopoly game. The procedures are:
 - a. Assign one colour per group; green, yellow, red, purple and blue.

- b. Each group receive question card based on the set colour.
- c. Player 1 begins the game by rolling the dice on the board and moving forward.
- d. If the player 1 rolls in four and lands on red square, the owner of that property pick up a question card, show it to player 1.
- e. If the player 1 answers the question correctly, they will receive money from the property owner. An incorrect answer means player 1 pays to the property owner.
- f. The player with the most money is the winner.

Figure 1. Monopoly Board Game

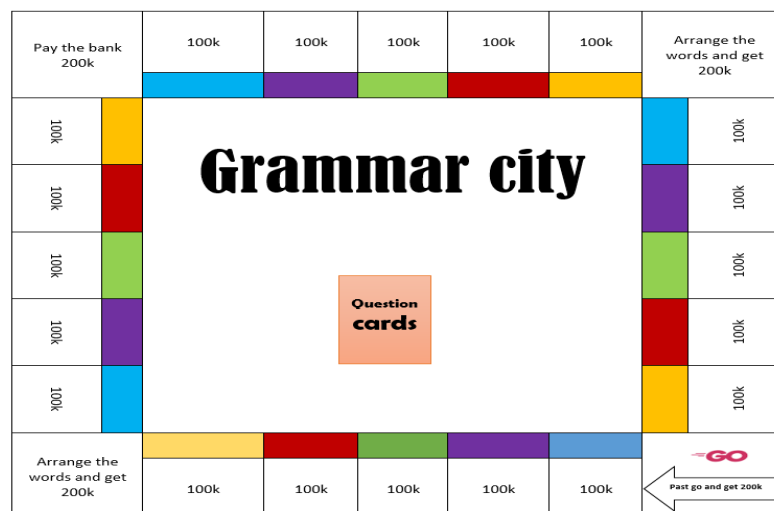
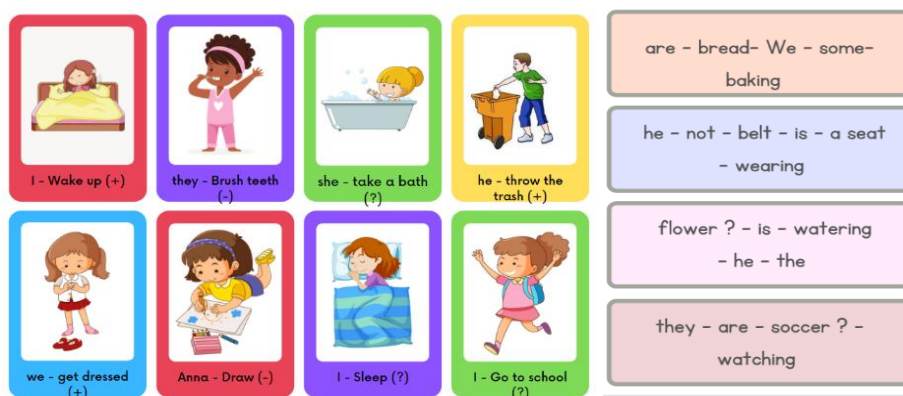


Figure 2. Question Cards



3. Observation; It was done by researcher and collaborator during learning process. The observation focused on students' activities to find out a. their attention toward the teacher's explanation, b. enthusiasm in teaching learning process, c. curiosity by asking the question, d. ability to answer questions from the teacher, and e. understanding toward the material given.
4. Reflection: After the implementation and test, the reflection was done to see the weakness and lack of cycle 1 implementation to create better planning in cycle 2.

FINDING AND DISCUSSION

This research was conducted to determine the students' achievement in using the present continuous tense by using a monopoly game. Monopoly game is one of the strategies that can be used by teachers in teaching English especially in the present continuous tense.

Pre-test

To find out the enhancement of students ability on present continuous tense after using monopoly game, the pre-test and post-test were given to measure it. Besides, the observation was also done during the class to see the students' performance during the implementation of the game. Below are the results.

A pre-test was given to collect data before implementing monopoly game. The result is presented in the table below:

Table 1. Frequency of Students' Score in Pre-Test 1

No	Score	Frequency	Percentage	Category
1	≥ 70	1	3,2 %	Complete
2	< 70	30	96,8 %	Incomplete
Total		31	100 %	

The data displayed in table 1 showed that there was only one student (3,2%) from 31 students who could reach the minimum standard criteria (70 points). The 30 students (96.8) were failed. The result of the pre-test had proven that students' ability in the class was *poor* in mastering present continuous tense. Clearly, the students needed to be treated by using different way. As for them, grammar is a difficult and boring lesson which full of patterns and it is more complicated than Indonesian grammar. Therefore, the more attractive and fun way is expected to gain students' interesting and enthusiastic in learning grammar. It is believed that the more interested and enthusiastic the students are the better scores they can achieve.

Post-tests

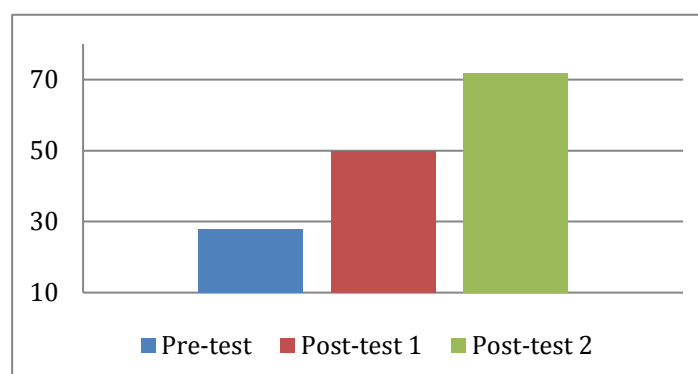
The implementation of Monopoly Game started. In the two cycles, the researcher followed these procedures: the researcher explained the rule of present continuous tense: writing the patterns and some sentences as example. Then, the teacher asked students to answer questions on the board. After that, the students were grouped into 5 groups and were introduced about the use of monopoly game in learning present continuous tense and the procedures of playing the game and finally students played after the example was given by the researcher. The students should answer questions based on the clue they had on the card. Lastly, the teacher gave motivation and stimulated them to conclude the material. At the end of the cycle, the post-test were given. The following table presented the results of test and observation in the two cycles.

Table 2 Students' Score Frequency in Post-Test 1 and 2

No	Score	Category	Post-test 1		Post-test 2	
			F	P	F	P
1	≥ 70	Complete	10	32 %	24	77%
2	< 70	Incomplete	21	68 %	7	23%
Total			31	100%	31	100%

The number of students reached the minimum standard improved from cycle I with 10 students (32%) to 24 students (77%) in cycle two. On the other side, number of students who failed decreased from 21 students (68%) to only 7 students (23%). It can be stated that the use of monopoly game in enhancing students' present continuous tense significantly successful. The 25% of the total number of students have passed the test.

Figure 1. The Students' Mean Score in Tests



Based on the results of students' scores, it was found that students' scores were getting better. There was average progress score from the pre-test was 28, post-test I was 50, and post-test II was 72.

There was an increase in the average score and the number of students who passed the test from the pre-test, post-test I, and post-test II.

Observation

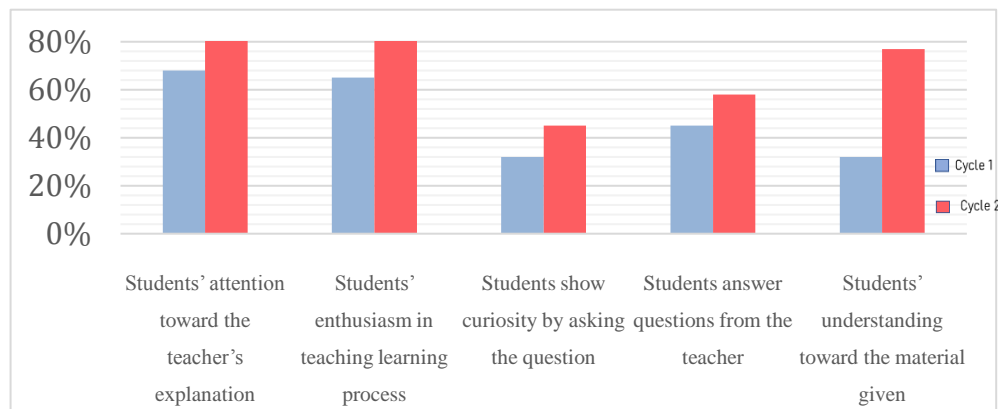
The data of observation result also showed improvement in students' attitudes towards the monopoly game's implementation in the two cycles. The result is presented below.

Table 3. Students' Activity in Cycle I and II

	Students' activity	Frequency		Percentage (%)		Grade	
		CI	CII	CI	CII	CI	CII
1.	Students' attention toward the teacher's explanation	21	25	68%	81%	Good	Excellent
2.	Students' enthusiasm in teaching learning process	20	25	65%	81%	Good	Excellent
3.	Students show curiosity by asking the question	10	14	32%	45%	Fair	Fair
4.	Students answer questions from the teacher	14	18	45%	58%	Average	Average
5.	Students' understanding toward the subject given	10	24	32%	77%	Fair	Good
Average		15	21	48%	66%		
Total Students		31					

In cycle I, from 31 students, 21 of them (68%) were *good* in attention to teacher's explanation, 20 students (65%) were *good* in enthusiasm during the class. The 14 students (45%) were *average* in answering questions and the 10 Students (32%) were *fair* in both asking questions and understand the subject. It can be stated that the students still needed adjustment with the monopoly game and more practice on present continuous tense. In cycle 2, the result indicates progress in students' attention and enthusiasm which is graded *excellent* with 25 students (81%) and students' understanding which is graded *good* with 24 students (77%). Meanwhile, in students' curiosity to ask and ability to answer questions, both were still graded *fair* with 14 students (45%) and *average* with 18 students (58%) but they improved than in cycle I.

Figure 2. Percentages of Students' Activity



Referring to the result of students' activity from the observation sheet, it was found that the class ran effectively. The average progress of the students' attention to the teacher's explanation was 13%, students' enthusiasm in the teaching and learning process was 16%, students showed curiosity by asking questions was 13%, students answer question from the teacher was 13%, and students' understanding toward the material given was 45%. Then, it could be said that the observation sheet also showed the improvement of the teacher's and the students' activities during the teaching learning process (Hariati et al., 2020; Hasanah et al., 2021; Mansah & Safitri, 2022; Romaito et al., 2021; Romansyah et al., 2019; Safitri, 2017; Safitri et al., 2019). It indicated that the application of monopoly game could motivate the students became more enthusiastic in learning grammar especially present continuous tense.

CONCLUSION

In accordance with the result of classroom action research, the researcher would like to conclude the research that Monopoly Game as the teaching media especially in English subject was very effective to improve the students' ability in present continuous tense of eighth grade of SMP Katolik Unggulan Santa Maria Timika. Even though in the cycle I, the students' ability in the present continuous tense had not yet reached the minimum standard criteria (MSC), but they could increase their understanding of the present continuous tense. In the cycle II, most of the students were able to achieve the target of success in this research.

In improving students' present continuous tense, monopoly game was used as a teaching media to train and make students understand the present continuous tense in sentences and also interested in learning English grammar. Because the monopoly game media not only made students able to



understand the material about the present continuous tense but also made students interested and active in the teaching and learning process.

In addition, the students are suggested to be active in learning present continuous tense as it is important. The English teacher is suggested to solve the problems in learning present continuous tense by monopoly game. The purpose is to make the students enjoyed and excited in English learning especially in learning present continuous tense. The further researchers are suggested to conduct the similar strategy with other respondents to find out the advantages of this topic or improve this research by doing further examination on the students' ability through the implementation of monopoly game.

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