

## **THE EFFECT OF USING MONOPOLY GAMES TO LEARN ENGLISH VERBS FOR STUDENTS AT SDN 5 PRAYA**

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### **ABSTRACT**

This research aimed to test the significant impact of using the Monopoly game on students' vocabulary mastery, specifically receptive English verbs, and to analyze student learning interest perceptions regarding the use of this medium at SDN 5 Praya. The method used was a pre-experimental research design with a One-Group Pretest-Posttest design, involving a single experimental class of 20 Grade V A students. The data analysis, which was conducted after confirming the instruments were valid, reliable, and normally distributed, utilized two main techniques: a Paired Samples t-Test and Normalized Gain. The t-Test results showed a statistically significant difference between the Pre-test mean (65.667) and the Post-test mean (83.000), with a highly significant p-value ( $4.03 \times 10^{-10}$ ). This led to the rejection of the null hypothesis ( $H_0$ ), confirming that the learning treatment significantly improved students' learning outcomes. Furthermore, the N-Gain test yielded an average score of 0.58 (58.48%), which falls into the Moderate and "Quite Effective" category. Student perception analysis, based on the questionnaire, showed strong agreement, with 85% of respondents finding the Monopoly game effective in enhancing their learning interest. The findings conclude that the use of the Monopoly game media significantly and effectively improved students' vocabulary mastery while also positively influencing their learning engagement.

*Keywords: Monopoly Game, Learning Media, Verb Vocabulary*

### **A. Introduction**

English is a crucial language, particularly in the field of education. English has become a selling point for those who can speak it in this modern era. Vocabulary mastery is essential for understanding the meaning of

language, as the larger our vocabulary, the more opportunities we have to comprehend it (Rusdi et al., 2022).

Vocabulary is essential for students learning English, because the correct vocabulary determines

students' ability to study effectively in speaking, reading, listening, and writing. It is a role in the four skills of English. Thornbury states that without correct grammar, we have very little to say; without too much vocabulary, nothing can be said (Thornbury in Ningrum & Pusparini, 2020). Further, Melani et al. (2021) stated that vocabulary is a prerequisite skill for reading comprehension.

According to Dontwi et al. (2013), if students do not regularly review what they have learned, they may forget it. Teachers need new techniques and materials to help students remember and easily expand their vocabulary. Active vocabulary is words ready to be used and can be clearly understood by both the speaker and the listener. In contrast, passive vocabulary can only be understood by certain groups, such as conversations between a professional and a particular group of individuals. Words that are partially "understood" but not good enough to use actively are included in a passive vocabulary (Al Febi et al., 2023). Students with an active vocabulary can spell and pronounce words correctly, understand them, and use them productively in reading and speaking.

Various issues or obstacles exist in the learning process, including external factors such as facilities, the media used, teaching models, and many other problems. In addition to these external challenges, some obstacles stem from within the students themselves. One example is motivation or enthusiasm for learning. To enhance students' motivation and enthusiasm when learning English, effective and engaging methods and learning media must be used in the educational process. Improved vocabulary acquisition through Game-Based Learning (GBL) enables children to learn words through engaging games and react naturally to new information when they encounter it later. Playing games can prompt us to react, making learning new words more engaging and appealing (Tang, 2023).

Games can make vocabulary learning a fun and interesting experience. They are often enjoyable, especially when teaching a second language. Most elementary students enjoy playing games and view them as a way to take a break while studying (Abshori et al., 2020). Games help make learning more engaging because students feel

like they are just playing, but they are learning.

One game that can improve students' English skills is Monopoly. It helps elementary students learn English in a fun way. In the game, students read instructions, interact with others, and use new words when buying properties or negotiating. This way, they learn new vocabulary while practicing speaking and listening.

Dana et al. (2017) stated that Monopoly is one of the most famous board games in the world. This game aims to control or collect all the wealth of the squares on the board by purchasing, renting, and exchanging properties in a simplified economic system. In addition, Ulfa & Rozalina, (2019) stated that monopoly media is one of the fun learning media. This monopoly game is tailored to the needs and preferences of students who still enjoy playing daily. One of the learning methods through game-based learning that can be applied to elementary school students is the Monopoly game. This game helps elementary school students learn English in a fun way. In the game, students read instructions, interact with others, and use new words when buying property or negotiating. In this

way, they learn new vocabulary while practicing speaking and listening.

English learning at SDN 5 Praya is still conducted conventionally, mainly through lectures and monotonous assignments. This method is considered less effective in improving students' understanding and fails to spark their interest in learning. As a result, students' mastery of basic vocabulary remains low, which becomes one of the main obstacles in the learning process. Students often struggle to understand the teacher's material, especially when explanations are given in English. Given this issue, an innovative teaching method is needed—one that is more interactive and enjoyable. One alternative that can be implemented is using educational games as a learning medium.

Monopoly is one of the games that is quite popular among children. Based on initial observations conducted by the researcher at SDN 5 Praya, it was found that most students, especially those in upper grades (4th to 6th grade), are already familiar with this game. The students' familiarity with Monopoly became one of the key considerations in selecting it as a learning medium. Therefore, the

researcher utilized the Monopoly game as an alternative model for game-based learning.

It is expected that by using a medium that students already know and enjoy, the English learning process, particularly in vocabulary acquisition, can become more enjoyable, interactive, and effective. This research investigates the effect of utilizing Monopoly educational games on vocabulary development among students at SDN 5 Praya.

## **B. Research Method**

This study employed a pre-experimental research design, specifically the one-group pretest-posttest design, involving a single experimental group consisting of 20 students from Grade V A. Data were collected using both tests (pretest and posttest) to measure student performance, and a questionnaire to assess student perceptions regarding the teaching medium. Before the main analysis, the instruments were confirmed through preliminary tests—validity, reliability, and normality tests. The subsequent analysis focused on the T-test, which was conducted to determine whether there was a significant difference in students' performance before and after the

activity (Afifah & Astriani, 2025). N-gain (normalized gain) was used to measure the effectiveness of the learning process using Monopoly game media on students' vocabulary mastery (Sundayana, 2014). The Microsoft Excel application assisted the data processing process. The results obtained were then interpreted and supported by field evaluation data to obtain conclusions. Finally, the questionnaire data were analyzed descriptively using percentage analysis. Data analysis was conducted through several stages, including data reduction, presentation, and conclusion drawing (Miles, 1994).

## **C. Results and Discussion**

Before conducting the research, the researcher tested the validity and reliability of the pre-test and post-test instruments to ensure that the test items used were appropriate (valid and reliable). At SDN 5 Praya, there are two fifth-grade classes, namely class 5A and class 5 B. This research was conducted in class 5A; therefore, the researcher tested the validity and reliability of the items in class 5B to confirm that the instruments were feasible for assessing students' knowledge.

**Table 1. Validity Test**

Item	Results
Number of Items	15 (Q1-Q15)
Minimum <i>r</i> calculated	0,444
Maximum <i>r</i> calculated	0,646
<i>r</i> table	0,444
Conclusion	<b><i>R</i> calculated ≥ <i>r</i> table for all items All item (Q1-Q15) are valid</b>

**Table 2. Reliability Test**

Result		
Reliability Coefficient	Cut-off Value	Interpretation
0.791	0.70 – 0.90	High Reliability

The data presented in Tables 1 and 2 show that each item, from number 1 to 15, used in this study's pre-test and post-test instruments, is valid and reliable. Thus, the pre-test and post-test instruments are deemed appropriate for this research.

The normality test in this study was conducted using the Shapiro-Wilk test on the pretest and posttest scores.

**Table 3. Shapiro Wilk Normality Test**

Results			
Test	SW (W)	W Table	Interpretation
Pre-test	0.917974	0.905	Normally Distributed
Post-test	0.928755	0.905	Normally Distributed

Based on the calculation results (Table 3), the W value for the pretest data was 0.917974, and for the posttest data was 0.928755. These values are greater than the W table (0.905), indicating that the pretest and posttest data are typically distributed. Thus, the normality assumption is fulfilled, and subsequent data analysis can be conducted using a parametric statistical test, namely the t-test.

### **The effect of using the Monopoly Game on students' mastery of receptive vocabulary for English verbs at SDN 5 Praya**

To determine the effect of using the Monopoly game in improving

receptive vocabulary verb skills, the researcher conducted several statistical tests, including comparing the test results between the pretest and posttest, performing a t-test to examine whether there was a significant effect, and carrying out an N-Gain test to measure the extent of the impact of the Monopoly game as a learning medium on the receptive vocabulary verb skills of fifth-grade students at SDN 5 Praya.

**Table 4: Mean and Score Difference of Pre-test and Post-test**

Score	Pre-test	Post-test	Different
Total	1313,34	1660,009	346,669
Mean	65,667	83,00045	17,33345

Table 4.4 shows the mean and difference of pretest and posttest scores; students' learning outcomes improved after the treatment. The mean pretest score of 65.667 increased to 83.00045 in the posttest, with an average difference of 17.35345. This improvement indicates a significant difference between the results before and after the learning process, suggesting that this study's teaching strategy or medium positively enhanced students' learning outcomes.

**Table 5: T-Test Results**

Parameter	Pre-test	Post-test
Mean	65.667	83.000
Variance	291.343	156.608
<i>N</i>	20	20
<i>df</i>	19	
<i>r</i>	0.946	
<b>t-statistic</b>	<b>-11.690</b>	
<b>p-value (Two-tailed)</b>	<b><math>4.03 \times 10^{-10}</math></b>	

Based on the paired sample t-test results in the table above, the Post-test mean score (83.000) is substantially higher than the Pre-test mean score (65.667). This suggests a notable increase in scores following the intervention. The calculated t-statistic is -11.690, with 19 degrees of freedom (*df*). The strong positive Pearson Correlation ( $r = 0.946$ ) 15 indicates a high consistency or relationship between the two sets of scores. Since the calculated t's absolute value is greater than the critical t, there is a significant difference between the pretest and posttest scores.

In addition, the significance test results show that the p-value ( $4.03 \times 10^{-10}$ ) is smaller than  $\alpha = 0.005$ , indicating that the null hypothesis ( $H_0$ ) is rejected and the alternative

hypothesis ( $H_1$ ) is accepted. Thus, it can be concluded that the learning treatment significantly improved students' learning outcomes.

This result aligns with the study conducted by Syavaqilah et al. (2025), which also produced similar results. That research employed a Game-Based Learning model assisted by the Scratch-based educational game Wheels & Words. The results showed that the students' average score increased from 57.81 in the pretest to 79.75 in the post-test. The Paired Sample t-Test results with a Sig further supported this effectiveness. (2-tailed) value  $< 0.001$ , confirming a significant difference between pre-test and post-test.

**Table 6 N-Gain Test Results**

Parameter	Pre-test	Post-test
Average Score	65.667	83.000
Maximum Ideal Score	100	100
Average N-Gain Percentage	58.48%	
Interpretation	Moderate	Quite Effective

The N-Gain calculation results show an average score of 0.58 or

58.48%, which falls into the medium category and is interpreted as fairly effective. This means that Monopoly games significantly improved students' vocabulary mastery, although the improvement was not yet optimal. Thus, it can be concluded that the use of the learning media/strategy in this study contributed positively to enhancing students' mastery of the material.

This result aligns with the study conducted by (Umasugi et al., 2018), which used the Scramble game in vocabulary learning. That research also found a significant difference between students' pretest and posttest results ( $p\text{-value } 0.00 < 0.05$ ), indicating that game-based media can improve students' vocabulary. Thus, whether through Scramble games or Monopoly games, game-based media has been proven to enhance vocabulary mastery.

#### **Students' perceptions of using the Monopoly game as a learning medium for learning receptive vocabulary for English verbs**

To identify students' perceptions of their learning interest toward the Monopoly game, the researcher administered a questionnaire

consisting of five statements referring to students' learning interest. Students were allowed to choose one response: disagree, neutral, or agree. The statements provided were as follows:

1. I feel that learning verbs through the Monopoly game is enjoyable.
2. This game makes me more motivated to learn English.
3. I find it easier to remember verbs after playing this game.
4. I feel that I actively participated during the game.
5. I want to learn using this kind of game in the next lesson.

From these five statements, the students' perception responses were obtained as follows.

**Table 7 Students Perception Respons**

Question	Respons		
	Agree	Neutral	Disagree
Q1	85%	15%	0%
Q2	90%	10%	0%
Q3	70%	30%	0%
Q4	85%	15%	0%
Q5	100%	0%	0%

Based on the table above, it shows that students are highly interested and enjoy learning when using the Monopoly game. The first item shows that a strong majority of

students (85%) agreed that learning verbs through Monopoly games was enjoyable, while the remaining 15% reported a neutral response, and none disagreed. These results indicate that the game-based method was widely perceived as a pleasant learning experience.

For the second item, 90% of students agreed that the Monopoly game increased their motivation to learn English, with 10% remaining neutral and no students expressing disagreement. This suggests that the activity had a notably positive influence on learners' motivational levels.

The third item reveals that 70% of respondents found it easier to remember verbs after playing the game, while 30% selected neutral, and none disagreed. This indicates that the use of Monopoly as a learning tool contributed to improved verb recall for most students.

In the fourth item, 85% of students agreed that they actively participated during the game, with the remaining 15% responding neutrally, and no disagreement was recorded. These findings reflect high levels of student engagement throughout the activity.



The last item shows full agreement from all respondents (100%), who expressed a desire to learn using similar games in future lessons. This unanimous response demonstrates strong student preference for game-based learning as a continued instructional approach.

**Table 8: Students' perceptions**

Interval	Category	Freq.	Present.
5 - 8	Disagree	0	0 %
9 - 12	Neutral	3	15 %
13 - 16	Agree	17	85 %

The findings derived from the distribution table of the student learning interest questionnaire strongly suggest that the use of the Monopoly game media effectively enhances students' learning interest. This conclusion is quantitatively supported by the data: 85% of the respondents expressed agreement (or strong agreement) with the questionnaire items, 15% maintained a neutral stance, and 0% registered any form of disagreement regarding the efficacy of Monopoly game media in promoting learning engagement.

#### **D.Conclusion**

Based on the findings and discussion of this research, the following main conclusions are drawn:

Instrument Quality (Validity and Reliability): The pre-test and post-test instruments used in this study were declared Valid (all 15 items had  $r$ -calculated  $\geq r$ -table) and possessed High Reliability (Reliability Coefficient of 0.791). Thus, the instruments were deemed appropriate for data collection. Data Normality: The data for both the Pre-test ( $W=0.917974$ ) and Post-test ( $W=0.928755$ ) were Normally Distributed as the calculated  $W$  values were greater than the critical table value (0.905).

Significant Difference (t-Test): There is a statistically significant difference between the Pre-test and Post-test scores. The Paired Samples t-Test yielded a t-statistic of -11.690 and a p-value ( $4.03 \times 10^{-10}$ ) significantly less than the alpha level ( $\alpha=0.05$ ), leading to the rejection of the null hypothesis ( $H_0$ ) and confirming that the learning treatment significantly improved students' learning outcomes.

Intervention Effectiveness (N-Gain): The effectiveness of using the Monopoly game medium falls into the Moderate category, with an average Normalized Gain of 0.58 or 58.48%.

This indicates that the Monopoly game contributed positively and was quite effective in enhancing students' vocabulary mastery.

**Student Perception:** The use of the Monopoly game media was effective in enhancing student learning interest. This is supported by the questionnaire results, where 85% of the respondents expressed Agreement regarding the efficacy of the medium in promoting engagement.

In conclusion, the utilization of the Monopoly game medium as a learning strategy proved to be effective and led to a statistically significant improvement in students' vocabulary mastery while positively influencing their engagement and learning outcomes. Based on the significant findings that the Monopoly game media effectively improved students' vocabulary mastery and engagement, it is strongly recommended that teachers regularly utilize this tool as an innovative and effective approach to teaching English vocabulary, while also striving to adjust its implementation to reach an optimal (High) level of effectiveness, given the current Moderate N-Gain result. For

future research, it is suggested to employ a True Experimental Design to enhance the internal validity of the findings and to explore the application of the Monopoly game in improving other English skills, such as speaking or listening, across various educational levels and with larger sample sizes to confirm the long-term effectiveness of this game-based learning strategy.

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