

The Effect Of Monopoly Talabasa To Improve Vocabulary At Sixth Grade Of SDN 1 Tanjung Gading

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Abstract

This research is to assess the extent to which Monopoly Talabasa can have a significant influence on enhancing students' English vocabulary. This study used a quantitative method with control and experimental classes. Each received treatment for four meetings. Pretest to know students' initial English vocabulary abilities before treatment. The studies population consisted of class VI students at SDN 1 Tanjung Gading. The instruments used for data collection used pretest and posttest. The results of data analysis showed a significant increase in students' vocabulary. The pretest score for the control class was 59.40 and the pretest score for the experimental class was 63.20. Meanwhile, the posttest score of the control class reached 73.60 and the experimental class reached 80.00, with an increase in control class was 14.20 and the experimental class was 16.80. Statistical analysis showed a significant difference with a value of $0.022 < 0.050$ indicating that the use of Monopoly Talabasa had a significant positive impact on increasing students' vocabulary. So, teaching using Monopoly Talabasa may be effective in increasing students' English vocabulary.

Keywords: Education; Elementary School; Monopoly Talabasa; Vocabulary.

INTRODUCTION

Language is a sentence for effective communication and understanding between individuals. In the era of globalization, English is essential for communication and job

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opportunities. In Indonesia, English has become a significant lesson since the early 1990s, with the *Laws Constitution Depdikbud RI No 0487 of 1992* allowing elementary schools to add English subjects in curriculum. The 2013 revised curriculum prioritizes freedom of learning and upholds religious, cultural, and national diversity values.

The government introduced the 2013 curriculum in 2,598 elementary schools in Indonesia, eliminating learning English in elementary schools. English introduces simple vocabulary and expressions to young learners (Kulsum, 2016). With the introduction of the 2013 curriculum, English was removed from the primary school curriculum to focus on character building, raising concerns about students' readiness for English lessons in junior high school (Zein, 2017). The Indonesian Ministry of Education introduced the "Merdeka" curriculum in 2022, reintroducing English from grades 4-6 to help students develop a basic understanding before moving on to higher levels.

As schools adapt to the "Merdeka" curriculum, they must assess their resources, including facilities, teaching materials, and the availability of trained teachers to teach English to young learners. Effective teaching strategies are essential to maintaining student interest, as traditional methods can lead to disinterest and boredom (Nursidik, 2011). Research has shown that fun and interactive methods, such as games, enhance cognitive development and maintain engagement (Nunan, 2011). To adapt to the new policies, English language education needs to evaluate school resources to create fun learning experiences, and use games as learning tools. Recognizing this, researchers developed "Monopoly Talabasa," an educational game modeled after the classic Monopoly but enriched with cultural elements from Lampung, Indonesia, that blends English, Indonesian, and local culture. This innovative tool aims to make language learning interactive, fun, and culturally relevant, and encourage students' vocabulary acquisition through social interaction and engagement.

Playing games is essential for children's cognitive development. Researchers have initiated the use of Monopoly Talabasa as an English learning activity for elementary school students. In using Monopoly Talabasa, researchers hope to improve interpersonal intelligence and facilitate intensive communication of students. Monopoly Talabasa can be a multipurpose learning tool to acquire English vocabulary for elementary school children. In this case, teachers can help students adapt to the new policy of teaching English to elementary school students in grades 4-6.

Looking at the research background, the research question is, "How is the effect of Monopoly Talabasa to improve vocabulary at sixth grade of SDN 1 Tanjung Gading?" The objective



of this research to find out the effect of Talabasa Monopoly in improving the vocabulary of sixth grade students at SDN 1 Tanjung Gading.

LITERATURE REVIEW

Cameron (2001) identifies two types of principles for learning English: basic English skills and English components. Basic English skills include speaking, reading, writing, and listening, while English components include vocabulary, grammar, spelling, and pronunciation. Vocabulary is an important aspect of English language proficiency, which includes receptive and productive vocabulary. Vocabulary includes various words such as nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. According to Nation (2001) word formation involves understanding words of the function in various contexts. Acquiring vocabulary through formal education, reading, conversation, podcasts, word games, and vocabulary-building resources are essential. Vocabulary is important for students to use English effectively.

Teaching English to young students involves a unique approach adapting to their developmental characteristics and needs, focus on fun, interactive, and age-appropriate activities. Conceptual theory proposed by Freitas, Gollwitzer, and Trope (2004), identifies two types of thinking abstract and concrete thinking. Elementary school children exhibit unique thinking patterns, such as abstract concepts difficult, using imaginations to learn, and focusing on concrete aspects of real life. They also develop social and emotional relationships through interactions with peers and their environment.

The characteristics of learning in elementary schools can be categorized into two categories: lower classes, where concrete learning is more suitable, and higher classes, where logical and systematic teaching is essential. Professional teachers should understand their student's character to ensure students are comfortable and willing to accept new concepts. The approach focuses on developing English language proficiency through activities that stimulate curiosity, excitement, and active participation. Using games, songs, storytelling, arts, and crafts, interactive tasks may help improve language skills. Teachers often use visual aids, teaching aids, and body movements to suit diverse learning styles.

Games can increase learning motivation for better learning outcomes. Teaching with games is a learning approach that integrates game-based activities and techniques to facilitate classroom learning. It involves using physical and digital games as educational tools to engage students, encourage active learning, and enhance knowledge and skill acquisition. They combine



educational content learning principles, and game elements, with a learning sequence considering problems or failure factors.

According to Hermawan (2013), educational games aim to teach or expand the user's knowledge through unique, interesting, challenging, and fun effects. Games can increase learning motivation for better learning outcomes. Games offer several advantages, including entertainment, active participation, immediate feedback, flexibility, and easy creation and duplication.

Teaching with games creates a dynamic and interactive learning environment, reinforcing content knowledge, developing critical thinking skills, fostering collaboration, problem-solving, and providing opportunities for practicing and applying concepts. Provides an experiential learning opportunity, allowing students to explore and experiment in a safe and interactive environment. Effective game-based teaching implementation requires thorough planning, clear alignment with the curriculum, and intentional reflection on the learning outcomes achieved through game-based activities.

Monopoly is a popular and widely recognized board game designed to build property through managing and developing virtual properties in a simulated business environment. In Monopoly Talabasa, players buy, sell, and trade properties while collecting rent from other players who land on their properties. The game also incorporates elements such as chance, challenges, luck, and negotiations. According to Husna, as cited in Ulfaeni (2017:138), Monopoly game is a medium that can be used play to provide students with enjoyable and non-boring situations, make it easy students to answer questions from the materials they have learned. The goal of the Monopoly game is to accumulate as many properties and wealth as possible while maintaining capital to avoid bankruptcy. This game often requires financial strategy, basic business knowledge, and the ability to negotiate with other players. Unlike conventional Monopoly, Monopoly Talabasa has been modified as a foreign language learning game.

Monopoly Talabasa is a game that adapts the concept of Monopoly but is recreated by incorporating elements of the places and locations in Lampung Province, such as tourist destinations, mosque, office, and questions and challenges related to the English vocabulary and Lampungnese cultures. Monopoly Talabasa is an abbreviation of "Bentala Bahasa," where "bentala" means earth or land and "Bahasa" means language. Monopoly Talabasa is a game field that consists of squares representing iconic places in the Lampung Province and distinctive symbols in Monopoly Talabasa. The concept of Monopoly Talabasa game is different from



communicate the student. In Monopoly Talabasa buying places involves questions and challenges related to the English vocabulary learning.

The purpose of Monopoly Talabasa is as follows:

1. To revive conventional game without electronic devices.
2. To make language and cultural lessons enjoyable
3. To increase children's motivation to learn.
4. To create an interactive learning environment through the game.
5. To introduce iconic places from various regions in Lampung Province.
6. To build children's confidence
7. To encourage them to express their opinions and answer questions.
8. To enhance children's cognitive ability, particularly in language-related aspects.

Components of Monopoly Talabasa game include board game rule, question cards, challenge cards, property ownership cards, dice, miniature houses, and player tokens.

According to Katherine (2010, p. 567), vocabulary assessment important for language learners. Vocabulary assessment used to know their students vocabulary improvement and determine their learning achievement. It involves various types, such as multiple choice, matching, sentence completion, and translation. Assessment focuses on vocabulary use in learning contexts, understanding word forms, meanings, and usage. Teaching involves aligning methods with children's development, psychological aspects, and creating a supportive learning environment. Common vocabulary tests for elementary school students include multiple choice, matching, fill-in-the-blank, word definition, sentence construction, and picture identification. This study focuses only vocabulary assessment with multiple choice test to know improvement of students vocabulary.

METHOD

This study uses a quantitative research. According to Nunan (1992, p.2), quantitative research is intrusive, controlled, objective, generalizable, results-oriented, and assumes the existence of external facts. It is based on the philosophy of positivism, which emphasizes objectively studying phenomena quantitatively. The research used a quasi-experimental involves comparing experimental groups given treatment with one control group not given treatment.

The control class underwent conventional methods, while the experimental class underwent learning used educational game Monopoly Talabasa. The researcher chose the test



method used as a comparison to the educational game tool. The study was conducted over seven sessions within each group. The quasi-experimental non-equivalent used to assess the effects of the treatment in the subjects. Below is an illustration of the quasi-experimental non-equivalent, according to (Sugiyono, 2017) :

Table 1. Quasi-Experimental Design Model of Nonequivalent

Class Before Treatment	Treatment	Class After Treatment
O ₁	Monopoly Talabasa	O ₂
O ₃	Conventional Teaching Learning	O ₄

This research focuses on the population of sixth-grade at SDN 1 Tanjung Gading, consisting of 100 students from four classes for the academic year 2023-2024. The sample is selected using simple random sampling, ensuring homogeneity without considering strata within the population. The experimental group VI B and control group VI C consist of 50 students, each consisting of 25 students, to provide a comprehensive understanding of the population.

In this research, the independent variable (X) is the educational game Monopoly Talabasa, which has an effect on increasing vocabulary. The dependent variable (Y) is the effect of the game on increasing vocabulary. Thus, the educational game Monopoly Talabasa is an independent variable, and the effect of the game on increasing vocabulary is the dependent variable.

Researchers conducted research on the effect of the Monopoly Talabasa to improve vocabulary at sixth grade of SDN 1 Tanjung Gading. Data was collected through pretest and posttest. The results are analyzed using computer software. This study used descriptive statistics, independent t-test, paired t-test, and improvement to measure vocabulary improvement. The quantitative approach was analyzed using SPSS. The researcher used descriptive statistics to summarize the characteristics of the data set. Independent samples t-test was used to compare the means of two groups of data. Paired t-tests are used to compare two means from the same group measured twice, before and after a particular intervention or treatment. Improvement refers to a positive change or improvement in a condition, skill, or outcome. The results were analyzed using SPSS 25 to determine significance of students' vocabulary improvement. The researcher combined the pretest and posttest outcomes to draw conclusions. The study aimed to determine the effect of Monopoly Talabasa on vocabulary improvement in sixth-grade students.



RESULT AND DISCUSSION

The researcher conducted a T-test, including pretest and posttest, to measure students' vocabulary improvement in control and experimental class. Pretest measured students' initial vocabulary abilities before treatment. Posttest analyzed the extent of vocabulary improvement after treatment. The experimental class was taught using Monopoly Talabasa, and the control class was taught using conventional methods. The posttest was conducted after the treatment, using a different test instrument than the initial one. Data from both pretest and posttest scores were analyzed using SPSS, and a table was created to represent the students' pretest and posttest scores. The pretest was carried out in the control class on January 11, 2024, to measure students' understanding before the learning process. After four learning periods, a posttest will be held on January 25, 2024, as a final evaluation to assess the progress and understanding that students have achieved. The following are the student scores in the control class :

Table 2. Score of students Pretest and Posttest of Control Class

No	Name of Student	Pretest	Posttest
1	AB	50	65
2	ABN	55	65
3	AGN	55	70
4	AGP	60	80
5	AHP	50	60
6	AJP	50	65
7	AKL	65	80
8	ANP	60	75
9	APL	60	70
10	APM	45	65
11	APN	55	65
12	ARS	55	75
13	AST	65	80
14	ASV	50	60
15	BAM	60	85
16	BAP	60	70
17	BAT	55	65



18	BNP	70	80
19	BPT	60	75
20	BQT	80	95
21	BVN	75	95
22	CBT	65	80
23	CHT	65	75
24	CJT	60	75
25	CPT	60	70
Total		1485	1840

The experimental class, the pretest was held on January 12, 2024, to measure students' understanding before the learning process. After four learning periods, a posttest will be held on January 26, 2024, as a final evaluation to assess the progress and understanding that students have achieved. The following are the student scores in the experimental class :

Table 3. Score of student Pretest and Posttest of Experiment Class

No	Name of Student	Pretest	Posttest
1	DEM	60	75
2	DFT	60	75
3	DGH	65	80
4	DJK	60	75
5	DLK	50	70
6	DMN	55	70
7	DNM	65	80
8	EDP	70	85
9	EPT	50	65
10	EVN	55	70
11	EZM	65	80
12	GDP	65	80
13	GFP	70	90
14	GNM	65	80



15	GPM	55	70
16	HPT	65	80
17	HPZ	65	80
18	HRS	70	90
19	JDP	60	75
20	JKL	70	85
21	JNM	70	100
22	MAQ	75	90
23	MBL	75	95
24	MDP	60	80
25	MPT	60	80
Total		1580	2000

The study analyzed data on student count, minimum and maximum scores, and average scores. The control class had 25 students, with the lowest score at 45 and the highest at 80. The average pretest score was 59.40, and the average posttest score was 73.60. The control class showed an improvement from pretest to posttest, with an increase of 14.20. The experimental class had 25 students, with a minimum score of 50 and a maximum score of 75. The average pretest score was 63.20, and the average posttest score was 80.00. The experimental class showed an improvement, with an increase of 16.80. However, the experimental class achieved a higher score than the control class.

Table 4. Descriptive Statistic Control Class

Descriptive Statistics ^a					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	45.00	80.00	59.4000	8.07775
Posttest	25	60.00	95.00	73.6000	9.41187
Valid N (listwise)	25				
a. Group = Control					
Table 5. Descriptive Statistic Experimental Class					
Descriptive Statistics ^a					



	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	50.00	75.00	63.2000	6.90411
Posttest	25	65.00	100.00	80.0000	8.41625
Valid N (listwise)	25				
a. Group = Experimental					

The study used independent sample tests to assess students' starting level. The control class had an average pretest score of 59.40, while the experimental class had an average pretest score of 63.20. The experimental class had a higher score, indicating different pretest scores. The independent sample t-test showed no significant differences, but the significance of the pretest was that 0.050 students showed almost the same abilities, indicating equivalent vocabulary abilities at the beginning of the learning process. The study found that the control class had a mean score of 73.60, while the experimental class had an average score of 80.00.

This indicates an improvement in posttest scores in both classes. The experimental class showed statistical significance, with a variance value of 0.015, less than 0.050, indicating a notable difference in posttest results. The research concluded that using Monopoly Talabasa as a learning model resulted in a more substantial improvement in students' vocabulary compared to the control class using conventional learning models.

A paired sample T-test was conducted to compare the results of learning with Monopoly Talabasa and conventional teaching methods. The results showed a statistically significant increase in the output of the paired t-test procedure. The control class experienced a slight improvement during treatment, with a mean of 14.20 points. The teaching methods applied in the control class significantly increased students' vocabulary, indicating a significant improvement in the control class. The results suggest that the teaching methods applied in the control class are effective in improving students' vocabulary.

This output experimental class shows the statistical summary results of samples, or pretest and posttest data. With a pretest of 63.20 and a posttest of 80.00, total of the students 25. The paired sample t-test results in a mean of 16.80, indicating a significant change. The significance value for the control class is 0.000, which is less than 0.050. This suggests an improvement of 16.80 points in the control class from the pretest to the posttest, with statistically significant results (0.000). It implies that the experimental class experienced an increase in influence during the



treatment, and the data results were verified. Therefore, the treatment using Monopoly Talabasa significantly enhanced the students' vocabulary in the experimental class.

Improvement test to determine whether students' vocabulary in the control class and experimental class has increased significantly using posttest and pretest analysis. In this test, scores are reduced on the posttest and pretest, resulting from improving students' vocabulary. In the control class, there is a minimum score of 10.00, a maximum score of 25.00, and a mean of 14.20. In the experimental class, there is a minimum score of 15.00, a maximum score of 30.00, and a mean of 16.80. The statistical results for increasing students' vocabulary have an average of 14.20 in the control class and 16.80 in the experimental class. Which means $14.20 < 16.80$.

An analysis was carried out to find out whether the Monopoly Talabasa improved students' vocabulary skills more effectively. The control class and experimental class exhibited noteworthy advancements from the pretest to the posttest, with the control class and the experimental class showing an improvement of 0.22. Learning Monopoly Talabasa demonstrated significant increases, as evidenced by the results ($0.022 < 0.050$ for the control class and the experimental class). This indicates that both learning Monopoly Talabasa led to improvements, but the increase was particularly significant in the experimental class due to the use of Monopoly Talabasa. Monopoly Talabasa learning was increasingly more effective compared to conventional learning in enhancing students vocabulary. The results showed a significant impact of utilizing Monopoly Talabasa to improve student vocabulary growth among students.

This research aims to find out how Monopoly Talabasa increases students' vocabulary. This research includes the implementation of the pretest and treatment stages, with students ranging between enthusiastic and lazy. The experimental class was given treatment using the Talabasa Monopoly model, and the control class received conventional learning. The research results show that the use of Monopoly Talabasa increases students' vocabulary significantly, in line with Nunan's (2011) theory that the game improves language achievement, memory, and knowledge. The pretest results showed a significant increase in vocabulary before and after treatments. Research concludes that using Monopoly Talabasa can increase students' vocabulary and interest in learning English. The results of the paired sample t-test show a significance value of 0.000, below the alpha limit of 0.050, indicating that Monopoly Talabasa can improve the quality of student grades.



CONCLUSION

After getting the research results, there are several facts that must be summarized. First, the total score for the control and experimental classes was low on the pretest. The total score of the control class was 59.40, while the experimental class was 63.20. In the pretest, most students in the experimental class and control class found difficulty answering the test. The significant level is 0.050, and the sig 2-tailed pretest ($0.080 > 0.050$) means it is not significant. Therefore, the alternative hypothesis (H_a) is rejected and the hypothesis (H_0) is accepted. The researcher's paired sample T test concluded that students' vocabulary had a significant increase in the influence of using Monopoly Talabasa learning. These results are supported by the total posttest scores for the experimental class and control class. The total average score of the control class was 73.60, and that of the experimental class was 80.00. The significance level is 0.050, and the 2-tailed sig is lower than the significance level ($0.000 < 0.050$). This also shows that the hypothesis alternative (H_a) is accepted, it means that learning Monopoly Talabasa has influenced students' vocabulary improvement. The researcher's concluded that the use of conventional methods and Talabasa Monopoly both increased, with an average score for the control class of 14.20 and the experimental class of 16.80. For the significant level of 0.050 and sig. 2-tailed, it is lower for the control class ($0.022 < 0.050$) and the experimental class ($0.022 < 0.050$). This shows that the alternative hypothesis (H_a) is accepted. Researchers can conclude that learning with Monopoly Talabasa is a good learning model to increase students' vocabulary. This is proven by the results of the analysis of students average scores on the posttest, which show rejection of the null hypothesis (H_0) and acceptance. Alternative Hypothesis (H_a), which means there is a good influence of using learning with Monopoly Talabasa to improve vocabulary at SDN 1 Tanjung Gading.

FUTURE DIRECTIONS

The researcher would like to provide some suggestions that maybe useful for those involved in teaching learning English, especially for schools, teachers, and students. It is hoped that the suggestions can be important guidelines for improving the quality of learning English. Implementation of Monopoly Talabasa learning in schools, especially for English teachers who focus on teaching vocabulary. Monopoly Talabasa is not only useful for improving students' understanding of vocabulary but also increasing students' interest in learning English because of its interesting game. The process of improving vocabulary requires consistent and regular practice.



It is important for students to engage in continuous practice to strengthen their memory. Students can play Monopoly Talabasa outside of class hours to hone their vocabulary. By providing adequate teaching and learning materials, schools can provide optimal support to teachers and students in improving and honing their English skills. Finally, the researcher suggested that further research could be carried out over five meetings for better results. This can provide a deeper understanding of the effectiveness of the Monopoly Talabasa learning model in the long term. Hopefully, these suggestions can be a positive contribution to the development of English language learning in the school environment.

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