

# THE EFFECT OF USING MONOPOLY GAME MEDIA ON THE EARLY WRITING SKILLS OF ELEMENTARY SCHOOL STUDENTS

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**Abstract:** This study aims to determine the effect of monopoly game media on early writing skills. The method used in this research is a quantitative method with a quasi-experimental design, while the research design employed is a one group pretest-posttest. The subjects in the study were 30 first grade elementary school students using purposive sampling technique. Data collection for this study involved the use of tests. The hypothesis of this research was tested using a mean difference test with an independent sample t-test. The results of this study showed that monopoly game media had a positive and significant effect on early writing skills among first grade students in elementary schools, with a t-value of -60.079 and a sig or p-value of 0.000, which is less than 0.05.

**Keywords:** monopoly game media, early writing skills, elementary school students

## INTRODUCTION

Indonesian language plays an important role in improving the quality of education at the elementary school level. This is because Indonesian is used as the medium of instruction at all levels of education (Andriyani & Hermanto, 2022). Indonesian language instruction can enhance students' communication skills, both oral and written (Ulfah & Soenarto, 2017). Language proficiency is a crucial requirement for effective communication (Amatullah & Iswara, 2019). In order to communicate effectively in writing, students can learn and acquire an understanding of writing skills in Indonesian language learning.

Writing skills have been identified as one of the language skills that elementary school students need to master. Writing is not a natural skill that can be acquired easily (Sanubari & Rahman, 2022). The teaching of writing skills starts at the first level of elementary school, often referred to as early writing skills. Early writing skills are

taught to students in the lower grades, specifically in grades 1 and 2 of elementary school. These early writing skills serve as the foundation for improving and developing students' writing

abilities in the subsequent grades (Ms et al., 2021). Students who possess good early writing skills will be better equipped to learn other subjects.

However, the reality is that many first-grade students in elementary schools have not yet mastered writing skills to their fullest. This can be observed from the research on students' writings, which showed the omission, substitution, and addition of letters when asked to write the sentence "aku adalah anak yang pintar". Students wrote the sentence as "aku adala anaq yang rajim", "aku adalah ana yag rajin", "a ad a ya raj", "aku dal ran", and "ak adalah ank raji". This is clearly not in line with the developmental expectations of students, as a child at the age of 6-7 should be able to construct sentences, even if they are short (Hartati, 2018). Additionally, there are students who are not actively engaged in learning activities, being busy playing alone, talking to each other, disturbing their classmates, and not paying attention to the teacher's explanations. The process of teaching writing skills can be effective if it considers the components of instruction. These components include a creative teacher, active students, learning objectives tailored to students' development, diverse learning materials, varied teaching strategies or methods, enjoyable learning media, and appropriate evaluation (Ulfa & Soenarto, 2017). The teacher plays a crucial role in providing these instructional components. Teachers are expected to develop their creativity by selecting suitable learning media as a means of delivering the materials. Learning media encompass anything that can serve as a medium for conveying messages, stimulating students' attention, attitudes, thoughts, and desires, and facilitating the learning process (Ahmadi & Ibda, 2018).

The use of learning media should be adapted to the subject matter and students' characteristics to achieve the learning objectives. Teachers need to be aware of the characteristics of their students so that the learning objectives can be easily understood by the students. First-grade students who are learning early writing skills are typically around 7-8 years old. According to Piaget, children at this age are in the concrete operational stage. This stage represents the refinement of three important domains (conservation, classification, and transitivity) in intellectual growth. It is also often referred to as the beginning of rational thinking, where children have developed logical

practices that they can apply to real problems (Khotimah & Agustini, 2022). Therefore, teachers need to consider students' developmental stages in providing effective learning processes. Teachers should be able to select appropriate learning media as tools for delivering instructional materials (Pebriani, 2017).

The learning media used in this research is the Monopoly game. Monopoly game was chosen because it can enhance students' memory in mastering the material, encourage and train students' courage in expressing their opinions, and improve students' understanding of the learning concepts (Vika (Ramadhani et al., 2016)). Furthermore, the Monopoly game is a learning media that can improve the quality of the learning process (Naz & Akbar (Agustiya et al., 2017)). The Monopoly game used in the research was adapted by considering the concept of the Monopoly game and adding other aspects to align with the concept of early writing skills. The Monopoly game allows students to engage in repetitive activities, enabling them to understand how to write letters and words by repeating the same activities.

Research on early writing skills has been conducted extensively, but each study addresses different issues. A study conducted by (Ms et al. 2021) showed that the structural analytic synthetic method significantly influences students' early writing skills. Similar issues regarding the lack of early writing skills also exist among elementary school students in Pekanbaru. This calls for alternative and varied teaching methods to make students more enthusiastic about participating in early writing lessons. This aligns with the benefits of using the Monopoly game, as it can improve students' knowledge of writing skills.

## **METHODS**

The method used in this research is a quantitative method with a quasi-experimental design. Quasi-experimental research has a control group but cannot fully control external variables that may affect the experiment's implementation (Sugiyono, 2017). The quasi-experimental research aims to determine the effect of a treatment. This study was conducted to investigate the impact of using the Monopoly game as a learning media on the early writing skills of elementary school students.

The quasi-experimental design employed in this study is the one-group pretest-posttest design. The research was conducted on 30 first-grade students in elementary schools in

Pekanbaru. The sampling technique used in this research is purposive sampling. The selection of these 30 students was based on specific criteria, namely having inadequate early writing skills.

The instrument used in the research is a test instrument. The assessment indicators for the early writing skills test are as follows:

Table 1. Assessment Guidelines for the Test

Indicators	Score Range
Letter writing	0 – 20
Word writing	0 – 20
Sentence construction	0 – 20
Creativity and ideas	0 – 15
Writing with clarity	0 – 15
Completeness and neatness	0 – 10

The data collection technique in the research was obtained through pretest and posttest. The pretest was administered to measure students' initial abilities before the intervention with the Monopoly game, while the posttest was used to measure students' abilities after the intervention. After obtaining scores from the pretest and posttest, a mean difference test was conducted using an independent sample t-test with a significance level of 0.05 in SPSS 26 software.

## RESULTS AND DISCUSSION

Language skills refer to four language usage skills, one of which is writing skill. Writing is a linguistic activity that plays a crucial role in human civilization. Through writing, individuals can express ideas, communicate, and enrich experiences (Arini et al., 2020). Writing is classified as a complex skill, where the process involves various phases that engage almost the entire sensory system and brain structure (Bezrukikh & Kreshchenko, 2004).

Writing skills serve as a means of communication for students in written form. In elementary school, writing skills are divided into two categories: early writing skills for students in grades 1 and 2, and advanced writing skills for students in grades 3-6. The

process of learning to write takes a long time. The initial phase of writing instruction is often known as handwriting skills. From the early years of school, elementary school students must learn to write by hand because it is a prerequisite for learning other subjects (Abdurrahman, 2012).

The proficiency of students in early writing skills still needs attention, as there are still many elementary school students who have not mastered early writing skills adequately. This poses a responsibility for teachers to provide appropriate instruction. One of the ways to address this is by using the Monopoly game media. The Monopoly game media allows students to engage in repetitive activities, enabling them to practice writing and master early writing skills. As stated by (Winarni et al., 2021), writing is not a simple activity that can be disregarded; it needs to be mastered. To achieve proficiency in writing, students need frequent practice and writing exercises.

Indonesian language instruction, especially in early writing skills in elementary schools, has often been considered dull. Students often feel bored when teachers teach them writing. To overcome this issue, teachers need to have specific methods to cultivate students' interest and engagement in writing instruction at school. One component that can enhance early writing skills is the use of appropriate instructional media. Media plays a role in enhancing motivation and making the learning process more interactive (Maryani & Sumiar, 2018). Instructional media is highly needed by students to support their interest in writing (Ulfah & Soenarto, 2017). One instructional media that can be used is the Monopoly game media.

The implementation of the Monopoly game media in early writing instruction is by packaging the instruction in the form of a game, allowing students to learn while playing. Learning through games can reduce difficulties, boredom, and students' feeling of being pressured during the learning process. The developed Monopoly game has been tailored to the needs of elementary school students. Elementary school students enjoy playing games, and presenting early writing instruction in the form of a Monopoly game allows students to engage physically. Elementary school students enjoy interacting with peers in groups, so in the Monopoly game, students can socialize and compete with their friends in a healthy manner. Additionally, elementary school students enjoy hands-on activities, and the Monopoly game involves students actively participating in writing activities.

The technique of implementing the Monopoly game media in early writing instruction is by completing writing exercises instructed on Monopoly cards. The provided writing instructions vary based on the square where the pawn lands. Some examples of writing instructions in the Monopoly game media for early writing include "write your full name on the paper!", "write the name of an animal/plant that starts with the letter 'b'", "show how to hold a pencil correctly!", "demonstrate the proper sitting position when writing", "copy the sentence 'aku senang belajar' on your paper!", and others. In this game, it is possible for students to receive the same instructions as before. This allows students to practice writing by engaging in the same activities, leading to a better mastery of writing skills.

The results of this research are useful to understand the influence of the monopoly game on early writing skills in elementary school students. The obtained research findings can be explained in the following table:

Table 2. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error of Mean
Pretest	41.67	30	1.768	.323
Posttest	69.73	30	2.638	.482

Based on the calculations in the Paired Samples Statistics table above, it can be concluded that the Monopoly game media has an influence on the early writing skills of elementary school students. This can be seen from the average scores obtained from the pretest and posttest, which are 41.67 and 69.73, respectively. The average writing skills of the students increased by 28.067. This means that there is a difference in the average scores before and after the implementation of the Monopoly game media in improving the early writing skills of the students. The pretest and posttest questions given to the students were in the form of essay questions, totaling five questions with six assessment indicators, namely letter writing, word writing, sentence construction, creativity and ideas, writing with safety, and completeness and neatness.

Table 3. Paired Samples Correlation

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	.379	.039

In the Paired Samples Correlation table above, the coefficient correlation value for the early writing skills of students before and after being treated with the use of the Monopoly game media is .379, with a sig or p-value = 0.039 > 0.05, indicating that it is not significant.

Table 4. Paired Samples Test

Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	upper			
-28.067	2.559	.467	-29.022	-27.111	-60.079	29	.000

In the Paired Samples Test table, it is found that the mean difference is -28.067, indicating the difference in average scores of early writing skills between students before and after being treated with the use of the Monopoly game media. Furthermore, the obtained t-value is -60.079 with a sig or p-value of 0.000 < 0.05, which means that the null hypothesis (H0) is rejected. Therefore, it can be concluded that there is a significant difference in the results between the period before the use of the Monopoly game media and after being treated with Monopoly in terms of the early writing skills of elementary school students.

## CONCLUSION

The writing skill taught to elementary school students in the early grades is called early writing. The purpose of early writing instruction is to enable students to write well and accurately. Considering the importance of early writing skills for elementary school students, teachers are required to present the learning materials effectively. To assist students in learning to write, we need instructional media (Rokhmani & Suhardi, 2021). The Monopoly game media can enhance students' engagement in writing. In this game, students can practice writing repeatedly, allowing them to master writing skills more effectively. This is supported by the research findings, which show a significant difference in early writing skills before and after using the Monopoly game as evidenced by the t-value of -60.079 with a sig or p-value of 0.000 < 0.05. Therefore, there is a possibility that the Monopoly game media will also have an impact when used in early writing instruction for other students in different elementary schools.



This research solely focuses on improving early writing skills for elementary school students. There are some limitations that were not addressed in this study, such as the selection of students based on their general inability to write. The research findings rely on scores obtained from pretests and posttests without any other confounding variables for comparison. Therefore, future research directions could further explore the influence of the Monopoly game media on enhancing advanced writing skills by involving a larger number of students. Additionally, it may be worth considering conducting quasi-experimental research using two or more groups for comparison in order to further validate the results.

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