

Developing a Bogamon-Talk (board game of monopoly talking) to improve students' English speaking skills

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ABSTRACT

The rapid development of technology emphasizes the importance of effective learning media. Students often struggle with English speaking due to limited practice and monotonous learning methods. This study aims to develop BOGAMON-TALK (Board Game of Monopoly Talking) to enhance student motivation and speaking skills. Using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), this Research and Development (R&D) study involved 33 eighth-grade students from Darul Ulum Purwogondo Junior High School. Data collection used interviews and tests, and was analyzed quantitatively. Validation by material experts yielded a score of 4.6 (very feasible), while media experts rated it 4.0 (feasible). The product's effectiveness was shown by a significant increase in student performance: pretest (52.03) and posttest (88.03). These results suggest BOGAMON-TALK is both valid and effective in improving students' English speaking skills. It is recommended that subsequent researchers consider the adaptation of this board-based educational game into non-print or electronic media to enhance its accessibility and facilitate the enhancement of English speaking skills.



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INTRODUCTION

English serves as a standard international communication language, which also serves to unlock educational opportunities and career growth options and networking potentials as well and information resources. Research shows English functions as the principal worldwide communication language while being utilized on a global scale (Khalmurzayevna & Zairjanovich, 2024; Nuriyanti, 2024; Rao, 2019). People value effective English communication skills in today's world to the same degree (Dewi, 2023; Leong & Ahmadi, 2017).

Ancient education systems have incorporated English into their curriculum for multiple years. Students in Indonesian public education systems learn English from elementary school until they reach college, and English functions as their primary official foreign language (Chotimah & Astiyandha, 2022; Crisianita & Mandasari, 2022). Speaking, listening, reading, and writing are the four components of English proficiency. Speaking is regarded as the most crucial of these four abilities for learning English (Rao, 2019; Suadi, 2020; Ginkel et al., 2017). Speaking is very important, as stated in Oktanisfia & Susilo (2021), as speaking in English is used by countries in the

world in various aspects such as education, culture, and politics. The ability to communicate orally in English is referred to as speaking the language. Harmer [Miranda & Wahyudin \(2023\)](#) define speaking ability as the capacity to articulate ideas clearly and fluently. This includes the ability to effectively communicate ideas, form cohesive sentences, and pronounce words correctly. Language learners of English experience substantial hurdles because their first language exists outside their native speech area ([Mandasari & Aminatun, 2020](#)). The collected personal communication data demonstrates that students face ongoing challenges with mastering English verbal skills. According to [Zuhriyah \(2017\)](#), student difficulties with verbal communication stem from three primary sources. The lack of speaking practice and difficulty with vocabulary acquisition and rote teaching techniques result in lower student interest in speaking. Accordingly, a lot of students believe that learning English is difficult and complicated ([Al-Roud, 2016](#); [Ork et al., 2024](#)).

Classroom management excellence proves essential for creating speaking practice opportunities for students based on the above analysis. [Miranda & Wahyudin \(2023\)](#) investigated speaking proficiency development by showing that "practice makes perfect". The researchers, including [Arfani & Sulistia \(2019\)](#) and [Ati & Parmawati \(2022\)](#), maintain that constant practice is necessary for outstanding speaking abilities. [Dewi \(2023\)](#) states that the language teaching process requires instructors to deliver instruction, ask questions, and answer them while making introductions and extending invitations and expressing agreement or dissent, and giving commendations.

In general, teaching is conducted using traditional methods. As stated by [Pandya et al., \(2024\)](#), the majority of instruction is carried out through textbook reading and preaching. As a result, this makes students feel bored and disinterested in learning. To enhance students' motivation to learn and practice speaking, it is essential to adopt innovative approaches that integrate the use of learning media. Recent studies show that media implementation serves as a strategic teaching method to develop English language competency skills for second language students ([Candraloka & Rosdiana, 2022](#); [Choirunnisa & Sari, 2021](#); [Chotimah & Astiyandha, 2022](#); [Oktaviani & Desiarti, 2017](#); [Suningsih et al., 2024](#)). The media that can be used is highly diverse. [Constantika et al., \(2022\)](#) classified learning media into two categories: print and non-print. Print media consists of images (visual media). Non-print media consists of sounds (audio media) and videos (audio-visual media). [Puspitasari \(2019\)](#) found that the use of printed teaching materials is effective in supporting 21st-century language learning, while the use of non-print teaching materials is very effective in increasing student interest in learning. However, as [Rustamana et al., \(2024\)](#) have demonstrated, the use of non-print teaching materials necessitates the availability of electronic devices and internet access, which may not be universally guaranteed for all students.

On the basis of these reasons, the researcher's objective is to develop a learning medium that can facilitate the enhancement of students' speaking abilities. The application of game elements in learning activities has been shown to increase engagement, motivate students to engage more actively, and minimize stress during training sessions ([Arfani & Sulistia, 2019](#); [Kaur & Aziz, 2020](#); [Anggraeni et al., 2022](#)). As a result, the researcher is interested in creating BOGAMON-TALK (Board Game of Monopoly Talking), a learning tool that combines classic Monopoly with English language content. BOGAMON-TALK is an educational game that employs a game board, dice, and question cards as its primary tools. Various development studies have been performed by previous researchers to both support English language acquisition and enhance students' command of the language. The board game REV-OPOLY, developed by [Nordin et al., \(2022\)](#), enhances learning interest along with student inspiration to learn. The Plinko Speaking Game represents a game development project by [Nurhaya & Destianingsih \(2021\)](#), which enhances students' speaking capabilities. This research presents an innovation by utilizing the monopoly board game as an educational game designed to stimulate oral communication between students through English dialogue instructions.

The study aims to create innovative and interesting learning media, BOGAMON-TALK, to improve students' motivation in learning English, especially in speaking. In addition, this research would evaluate the effectiveness of BOGAMON-TALK in improving the students' ability in oral English. The results of this study are expected to improve the teaching and learning process, especially English speaking skills.

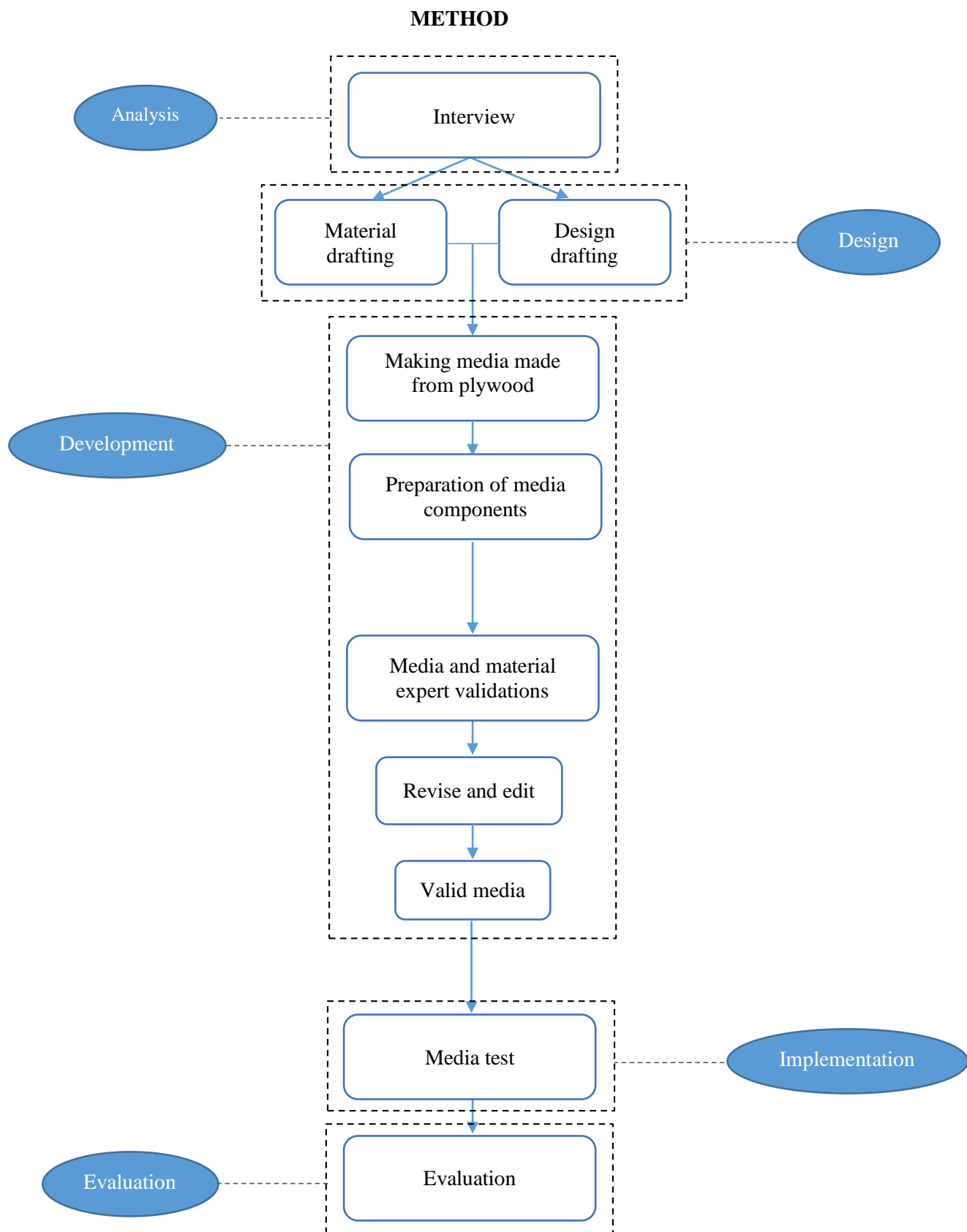


Figure 1. ADDIE Model

This study followed an R&D (Research and Development) method to develop a learning media product. Manning explains in [Novaliendry et al., \(2020\)](#) that the readily identified learning design model involves a systematic and structured approach used to develop educational products, including learning media. [Anggraini & Putra \(2021\)](#) also explained that with the R&D method, researchers can be responsible for the products developed. This method includes five steps: (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation ([Najuah et al., 2021](#); [Surya & Witaharahap, 2017](#)). The researchers conducted this study at Darul Ulum Purwogondo Junior High School. The researchers used the Pretest-Posttest Control Group t-test design to find out the effectiveness of the product. The employment of experimental design facilitates the acquisition of more quantifiable data ([Rustamana et al., 2024](#)). This study focuses on a sample of 33 students from a total population of 97 students. The selection of the sample was conducted using the Simple Random Sampling technique, wherein students were chosen randomly.

As shown in [Figure 1](#), conducting a needs analysis is the first step in this research process. Needs analysis using interviews with English teachers and 8th students of Darul Ulum Purwogondo Junior High School. It was found that English language materials were less well received because they were based on the LKS book media that seemed boring and difficult to understand. In response to these findings, the researcher created the BOGAMON-TALK learning tool, which uses game components to increase accessibility and engagement in the educational process. BOGAMON-TALK media was developed based on the findings of the needs analysis. The appropriate curriculum becomes the basis for media design. Beyond initial creation, the experts in learning design, together with those specializing in instructional materials, verify BOGAMON-TALK media for final recommendations. BOGAMON-TALK media implementation takes place in class VIII Darul Ulum Purwogondo Junior High School while teachers guide student learning processes. The evaluation process examines the effectiveness of BOGAMON-TALK media in supporting student speaking skill development. Implementing the BOGAMON-TALK media intervention results in administering a posttest to students to examine changes in their speaking ability between the start and end of the study.

Interview sheets, validity sheets, and test sheets served as the instruments for data collection. The researchers evaluated data from interviews and validation using quantitative descriptive analytic procedures. The analysis of pretest and posttest values through a paired sample t-test demonstrated the magnitude of students' speaking skill improvements.

RESULTS AND DISCUSSION

Results

Analysis

The present analysis stage constitutes a needs analysis, the objective of which is to collect data that will serve as the foundation for the subsequent creation of a product. According to [Prihandoko & Yunianta \(2021\)](#), a needs analysis is developed to identify the best way to achieve educational objectives. The needs analysis was conducted by conducting interviews, which is an important way of collecting data. The results of these interviews have been summarized in the table below.

[Table 1](#). Statements and Percentages

| No. | Statements | Answer | | Percentage |
|----------------|---|--------|----|------------|
| | | Yes | No | |
| 1 | English is a difficult subject | 28 | 5 | 85% |
| 2 | The most difficult English material is speaking | 25 | 8 | 76% |
| 3 | Students have difficulty understanding English material | 28 | 5 | 85% |
| Average | | | | 82% |

Data from [Table 1](#) shows that 33 students and some English teachers were interviewed, and a good number of students, approximately 85% referred to as the sample, were found to have difficulty in reading comprehension in English lessons. The students struggled mostly in speaking, which was

at a rate of 76%. This means that the students have problems when it comes to using English 'on the spot', which is a skill that requires speaking practice at a more intensive level. On the other hand, the interview results reveal that teachers most of the time used the student worksheet (LKS) book for learning purposes. The findings of the present study demonstrated that students exhibited a decline in motivation and an inability to effectively engage with the English language when provided with student worksheet (LKS) books. According to [Tiing & Yunus \(2021\)](#), students experience both cognitive and emotional changes during board game activities in educational settings. The collection of board games stands wide-ranging from ludo to snakes and ladders to monopoly to Scrabble to chess. Studies by [Astrida \(2024\)](#) showed that students achieved better average scores when using the Monopoly board game. Therefore, the researchers want to modify the monopoly board game to be used as a learning tool for improving students' speaking ability.

Design

The second phase in the development process is designing. As [Alex et al., \(2024\)](#) and [Nugroho \(2021\)](#) imply, this phase deals with the development of material design, media design, and other supporting component designs that will be the blueprint to the development process.

a. Designing Material

Design The building of the material design is founded on the education level and the curriculum used. According to [Matsum & Sarmita \(2022\)](#), in this stage, there is the collection of materials related to the learning experience. In this particular instance, the selected material is English-language focused. As [Pitriani et al., \(2021\)](#) noted, the selection of materials was driven by students' challenges in comprehending the existing materials. Consequently, it is imperative for researchers to accurately and appropriately determine the material. The material was collected through various sources, including the results of interviews with English teachers, school textbooks, and the internet. The resultant material was then arranged into a questionnaire, as illustrated in [Figure 2](#).

| | |
|-----------------------|---------------------------|
| Descriptive quiz | Simple present tense quiz |
| Daily expression quiz | Simple past tense quiz |

[Figure 2](#). Material on the Question Card

b. Designing Media

This research product is the result of a monopoly game developed to facilitate speaking acquisition. Consequently, the product has been designated "BOGAMON-TALK" (Boardgame of Monopoly Talking). The design plan is illustrated in [Figure 3](#). The media is designed with an appealing cartoon figure and is integrated with the Snakes and Ladders game. The set contains 44 boxes, which include a start box, 20 boxes with landmarks whose names are countries, 16 question boxes, 4 instruction boxes, 1 free parking box, and 2 jail boxes. There are also four additional quiz boxes, distinguished by various colours, which categorize four different categories of speaking materials. Media is printed in the form of 50x50 stickers and then stuck on a wooden board in the resized dimensions. The wooden board is foldable, as indicated in [Figure 4](#).



Figure 3. Media Design



Figure 4. Board Design

c. Supporting Component Design

Figures 5 and 6 show that BOGAMON-TALK media includes components such as dice, player markers, question cards, play money, landmark buddy cards, playhouses, and game clue books.



Figure 5. Supporting Component

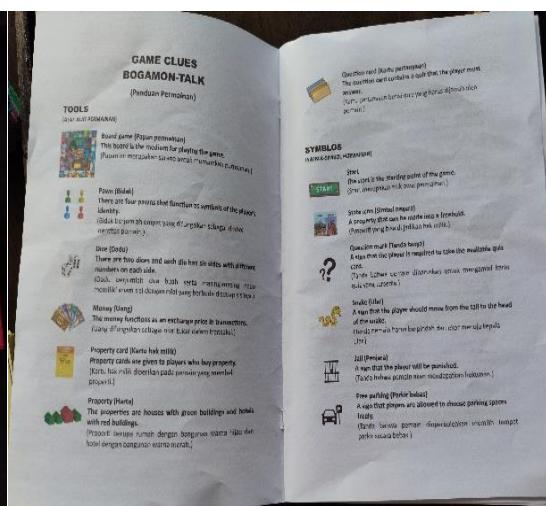


Figure 6. Game Clues of BOGAMONT-TALK

Development

The third stage of this research is development. During this phase, the researcher implements the product according to the designed design. Before conducting a product trial on the research subjects, the researcher conducted a validation test, namely validation by material experts and validation by media experts. Ningsih et al., (2023) have asserted that the objective of this validation is to ascertain the feasibility of the media, and it is conducted by experts proficient in the domains of English language proficiency and learning media. Khotimah & Wahyuningtyas (2023) further emphasize that the outcomes of this validation can serve as a foundation for enhancing the quality of the developing media. According to Gusmida & Islami (2017), the validation test was carried out in four aspects: design, material, content, and usefulness. The findings from the material expert validation test and the media expert validation test are presented in Tables 2 and 3.

Table 2. Validity Test Results by a Media Expert

| No. | Aspects | Score | Description |
|----------------|----------------------|------------|--|
| 1 | Accuracy of Material | 5 | Very good, the material is by the curriculum and grade level. |
| 2 | Content Suitability | 5 | Very good, the content of the material is English-speaking material. |
| 3 | Media Usefulness | 4 | Good, the media supports learning objectives. |
| Average | | 4.6 | |

Table 3. Validity Test Results by a Material Expert

| No. | Aspects | Score | Description |
|----------------|--|----------|---|
| 1 | Media Visual Design | 4 | Good, the visual design of the media is attractive. |
| 2 | Media Diversity (Layout, Background, Color Proportion, Font, Text Size, Icons) | 4 | Good, variations in media support learning. |
| 3 | Easy to Use | 4 | Good, the media is easy for students to use. |
| Average | | 4 | |

An expert in the field reviewed the evaluated materials, which demonstrate proper alignment with both curriculum expectations and specific grade-level standards. An expert assessment confirmed that the selected materials demonstrated their suitability for student speaking instruction at each academic grade level. Experts have judged the material to be sufficiently accurate. An evaluation by the materials expert suggested adjusting the wording structure of the question cards to enhance clarity. The researcher should make the language on the question cards simpler and more user-friendly. Visual design met good evaluation standards, but the design expert suggested additional enhancements to improve visual attractiveness. Students appreciate diverse aspects of media resources because their interactive elements capture attention and boost student interest in educational content. A media expert praised the educational materials positively because the booklet with game clues presents clear instructions effectively. While the media provides excellent instructional benefits, students need an individual who understands both the BOGAMON-TALK game and the subject content to offer guidance. The experts within the field consider this medium successful in developing students' speaking skills positively.

Implementation

The researchers assess media implementation based on its practicality and effectiveness to serve as educational learning tools. The researchers measured media effectiveness using a Pretest-Posttest Control Group Design to conduct experimental research. A pretest measuring student understanding occurred before the researchers distributed the BOGAMON-TALK educational tool. The pretest serves to determine the starting knowledge level of students. The assessment features 19 validated multiple-choice questions that measure classroom speaking competence. Analysis of the pretest revealed an average score of 52, which demonstrated that students had minimal understanding of speaking interactions. Results from the pretest establish baseline student abilities, which makes it possible to evaluate student growth after media intervention and measure BOGAMON-TALK effectiveness. The students receive classroom treatment immediately after pretest administration and progression to the next research phase. The researchers deploy BOGAMON-TALK media during this implementation phase.

Evaluation

After treatment, researchers conducted an evaluation through a posttest to determine the effect of BOGAMON-TALK media on students' speaking skills. The results of the product effectiveness test are shown in [Table 4](#).

Table 4. The Result of Pretest and Posttest Analysis

| No. | Indicators | Pretest | Posttest |
|-----|------------------------------|----------------------|--------------------|
| 1 | Mean | 52.03030303 | 88.03030303 |
| 2 | Variance | 541.280303 | 82.46780303 |
| 3 | Observations | 33 | 33 |
| 4 | Pearson Correlation | 0.36119104 | |
| 5 | Hypothesized Mean Difference | 0 | |
| 6 | Df | 32 | |
| 7 | t Stat | -9.527772868 | |
| 8 | P(T<=t) one-tail | 0.00000000004 | |
| 9 | t Critical one-tail | 1.69388874838 | |
| 10 | P(T<=t) two-tail | 0.00000000007 | |
| 11 | t Critical two-tail | 2.03693334346 | |

The findings from the t-test analysis of BOGAMON-TALK media data appear in Table 4. Results from the t-test revealed a value of 0.00000000007 that falls below the 0.05 significance threshold. The test results are enabled to accept the alternative hypothesis (H1) because the findings show significant performance improvements among students after using BOGAMON-TALK media. Students achieved significantly improved scores according to results showing pretest scores at 52.03, rising to 88.03 in the posttest assessment. The research data shows that integrating BOGAMON-TALK media leads to improved student speaking skills.

Discussion

The results of the study demonstrated that the implementation of BOGAMON-TALK teaching media resulted in a significant enhancement of students' speaking skills, as evidenced by the substantial increase in pretest and posttest scores. The media under consideration has been developed as an educational instrument to motivate students to engage in verbal interaction in English. Based on [Suyono \(2021\)](#), speaking skills are only presented in the explanation of the functions of language expressions, without providing opportunities to practice the expressions. Therefore, [Agustina et al., \(2022\)](#) revealed that the use of media as a learning tool is needed. The utilization of this media can facilitate an opportunity for students to engage in the practice of student English speaking skills. The implementation of BOGAMON-TALK is designed to encourage students to adopt an active role as participants in the learning process. This approach involves expressing opinions, asking questions, and responding in English according to the game instructions. This approach motivates students to speak English because it creates a relaxed and non-stressful learning environment. This effectively reduces students' anxiety level when speaking a foreign language, especially English, which has been a major obstacle in developing foreign language speaking skills.

In addition, the integration of these media facilitates student autonomy and collaborative learning. As stated by [Lisnawati \(2021\)](#), the role of teaching media is not only as a tool to make it easier for students to understand the material, but also to facilitate students to become a generation that can think critically, creatively, innovatively, work together, and collaborate. This role is of crucial importance for the acquisition of language skills, as the development of speaking skills is optimized when students engage in communicative tasks. BOGAMON-TALK media facilitates a learning environment in which students feel comfortable experimenting with language and learning from other students. In this way, the use of this media supports the cognitive and affective domains of learning.

The implementation of BOGAMON-TALK aligns with the principles of communicative language teaching (CLT), which emphasizes interaction as both the means and the objective of language learning. The media-structured instructions and interactive instructions incorporated into the game encourage students to use English in a meaningful way, improving not only students' fluency but also students' confidence, as stated ([Rifa'i, 2021](#)). The interactive nature of the game has been demonstrated to facilitate the maintenance of students' interest, rendering the learning process more dynamic and enjoyable.

In conclusion, the utilization of BOGAMON-TALK as an educational game media and speaking skill training instrument is effective when incorporated into English learning activities. The

findings indicate that BOGAMON-TALK, a game-based learning media, can serve as an effective alternative to enhance students' English speaking skills, boost learning motivation, and improve academic outcomes.

CONCLUSION

A BOGAMON-TALK (Board Game of Monopoly Talking) functions as instructional material for enhancing students' speaking competence. The development of the model utilized the five sequential stages known as Analysis, Design, Development, Implementation, and Evaluation, which stem from the ADDIE Model. The effectiveness of BOGAMON-TALK in teaching English to students was documented by materials and media experts. An evaluation of BOGAMON-TALK through a t-test showed that students experienced substantive improvements in their speaking abilities when they used the program. This research encounters material restrictions despite its findings. It is recommended that subsequent researchers consider the adaptation of this board-based educational game into non-print or electronic media to enhance its accessibility and facilitate the enhancement of English speaking skills.

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