

## ACTIVE LEARNING: MONOPOLY AS A MEDIA IN TEACHING GRAMMAR FOR EIGHT GRADER STUDENTS

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Article Info	Abstract
<b>Article History</b> Received: February 2022 Revised: March 2022 Published: April 2022	<i>The purpose of this study is to investigate the effectiveness of board games namely Engpoly (English Monopoly) in teaching grammar for the eight-grader students. This study employs a quasi-experimental design. It involves two classes as a control group and an experimental group. The control group is taught using Engpoly and the experimental group using Power Point presentation. This present study utilize grammar pre-test and post-test to collect the data. Analysis of Covariance (ANCOVA) is performed to analyze the data. The result finding indicates that there is significant difference between the means of the experimental and the control group, as evidenced by <math>F(1,31) = 5.591, p (.024) &gt; a (.05)</math>. It reveals that students who are taught using Engpoly board games get better score than students who are taught using PowerPoint presentation. The finding also demonstrated that the Engpoly board games can increase students' interest in learning grammar which was initially considered as a very boring lesson by most students. Since the use of Engpoly board games in teaching grammar has a significant contribution, this study recommends that English teachers can develop Engpoly board games as a teaching media for teaching grammar not only to eighth-graders but also to several other levels of English proficiency.</i>
<b>Keywords</b> English Monopoly; Teaching Grammar; Learning Media;	
<b>How to cite:</b> Lestari, A. D., & Ningrum, A.S.B. (2022). Active Learning: Monopoly as a Media in Teaching Grammar for Eight Grader Students. <i>JOLLT Journal of Languages and Language Teaching</i> , 10(2), pp. 256-265. DOI: <a href="https://doi.org/10.33394/jollt.v%vi%i.4894">https://doi.org/10.33394/jollt.v%vi%i.4894</a>	

### INTRODUCTION

Research on grammar learning in EFL group has been widely carried out, especially in Indonesia. It is because the position of grammar is the main reference in mastering English. Grammar is very important to learn with reasons to support the four English skills (*listening, speaking, writing, reading*) (Henny, 2016; Lien & Thi, 2017; Pradeep, 2013). Indeed, grammar is the key to using language effectively. Without grammar, students cannot develop their language skills higher, especially in speech skills and formal writing (Andrews, 2003; Borg, 1998; Borg & Burns, 2008; Ellis, 2006; Graus & Coppen, 2015; Saksit, 2017). However, interestingly, the research results show that grammar is considered a very boring and difficult lesson because it is often taught in the form of rote and translating (Firhan, 2018; Lillehaug, 2016).

Teaching grammar which is considered difficult and very boring is a challenge for a teacher to teach in the group room. Unfortunately, grammar learning often still focuses on using formulas that are considered less effective to be re-applied. By applying this method, students only focus on formulas to create sentences and are not confident developing more complex sentences. In this case, the teacher's mind set regarding the approach to student learning, the strategies, and the media implemented must be updated in order the objectives of learning can be achieved.

The selection of appropriate and effective grammar learning media is very important to do. The teacher's initial step in selecting and creating effective and efficient media is to know

the characteristics and tendencies of the students who will be taught grammar with these media. This statement is also supported by the results of research conducted by Singhal (2021) in English groups in the pandemic season that active learning is adapted from the character and tendencies of students during the learning process. Characteristics students at the second level of junior high school are those in generally preadolescent phase characterized by negative traits such as uneasy, pessimistic, less like work, and so on (Yusuf, 2004). In addition, children at preadolescent age have a negative tendency to achieve but like to compete and show up, negative in social attitudes and prefer to spend time with fun things such as playing games.

As a creative teacher we can use games as one way to build student learning activities and motivation in learning grammar. According to Gagne et al. (2005), games packed with pedagogical knowledge are very good and can increase students' knowledge with fun learning. Using learning media in games can intensify students' inclination to participate in grammar learning actively (Gozcu & Caganaga, 2016) and still the learning objectives can be achieved effectively and efficiently. Supported by Clarke et al. (2017), there should be room for fun activity such as games, songs, and puzzles to create a pleasant group room atmosphere.

Besides being fun, using games as a medium for learning grammar also has high effectiveness. Kamra (2010) concluded that applying games is an efficient way to teach English in the classroom because games prepare learners for life, and also acquire positive social attitudes. Unfortunately, most teachers think that games are too complex and require a lot of preparation. Supported by Kristianto (2016) pointed out that games helped to boost the student's motivation, particularly in cooperative mode, game could be a way to make sure all students were included in the learning effort, not only a few high motivated or extroverted students. However, in the same time teachers also realize that applying games may distract the students' attention. Sometimes, games ineffective way to deliver the materials because it needs to be properly prepared. In this case, the selection of efficient and economical media can be made by own while paying attention to the characteristics of students in learning and the material to be taught. It would be better if the game used as a learning media is a popular game, which means that most students already know the game and how to play it.

The monopoly game is one of the games that have been popular since ancient times and is still popular with children today. This is in line with Haqiqi & Suprayitno's (2017) remarks that monopoly is one of the popular game which is effective and efficient because the teacher can modify the game creatively by adding learning material based on curriculum and learning objective. Monopoly is a game played by one to eight people by rolling the dice and moving according to the number of dice. In this study, the monopoly board and its accessories such as opportunity cards and penalty cards were updated by changing the country columns into active instructions in learning grammar.

Some previous studies yield the result of the effectiveness of games such as Engpoly (English Monopoly) as a strategy in creating effective English teaching practices. Study conducted by Latifah (2018) found that Engpoly is an effective strategy to enhance the vocabulary size of third grade elementary school students. The effectiveness of using monopoly as a learning medium also improves students' writing (Azmi, 2019). In addition, Santoso (2008) applies that Engpoly is an effective medium for learning speaking in a group.

By following the results of some previous studies, it may be assumed that Engpoly is effective to use for teaching any aspect and skill in teaching English. However, there is still a need for an empirical study to investigate the effectiveness of Engpoly as a medium for teaching grammar at the eighth level of junior high school. Thus, this study is conducted to provide it. Furthermore, this study can be the key to developing media in creating an active and effective group in learning grammar.

## RESEARCH METHOD

This study employs quantitative methods as a research approach and uses quasi-experimental research as a research design. There are two existing group in this study. First is experimental group, and the other is control group. The experimental group are taught using board games namely English Monopoly (Engpoly) board games in learning grammar, while the control group are taught using Power Point presentations. This study utilizes pre-test and post-test as the instruments to collect the data. Then Analysis of Covariance (ANCOVA) is performed to analyzed the data.

### Research Design

The research design of this study is quasi-experimental design. This study aims to determine the effectiveness of Engpoly in teaching grammar on grade 8 junior high school students. Therefore, two existing classes are selected as research samples. One class is as an experimental group and the other class is as a control group. In the experimental group, grammar lessons is taught using Engpoly media, while in the control group, grammar lessons are taught using Power Point media.

The population of this study is the eighth-grade students of junior high school at MTs. Sunan Gunung Jati Gurah, Kediri, East Java. Two existing classes are taken to be the samples of this current study. The number of students in the experimental group and control group are same that is 17 students in each group.

This study applied pre-test and post-test for collecting data. The test is adopted from the student worksheets used and validated by the English teaching teacher in the school. The test instruments is grammar test in the form of subjective test. The test instructions is asking the students to make 10 sentences in the form of positive, negative, and interrogative sentences. Students are asked to make 5 sentences in simple present tense, and the other 5 sentences in the form of simple present continuous tense. The results from the pre-test were used to determine the students' ability to compose sentences before the experiment, meanwhile post-test results are used to determine the significance of student learning outcomes after given treatment.

At the first meeting, the students are asked to do a pre-test. Then at the second to seventh meeting, both groups are given treatment using media. In the second to the fourth meeting the topics taught are simple present tense and in the fifth to seventh meeting the topics taught are simple present continuous tense. Learning in experimental group is carried out using Engpoly media, while in the control group learning is done using PowerPoint media. Post-test was given directly at the eighth meeting. Giving post-test and pre-test directly in the group room is intended to prevent bias.

### Data Analysis

The data of this study are obtained through the students' pre-test and post-test. As the pre-test and the post-test in the form of subjective test, the test results are assessed by two raters who had agreed to the same scoring system to avoid the bias. The collected scores are then compared and inputted into SPSS to determine the significance of student learning outcomes after applying Engpoly and PowerPoint media.

The null hypothesis of this study is tested by using .05 level of significance ( $p = .05$ ) by means of SPSS 16.0 for Windows. This study using Analysis of Covariance (ANCOVA) to analyze the data. The purpose of using ANCOVA with pre-test and post-test instrument is to reduce error variance and eliminate systematic bias. The one-way ANCOVA is allowing us to "statistically control" for a third variable (known as a covariate), which we believe will affect the result. Then a one-way ANCOVA in this present study was running with: (a) post-test as

the dependent variable; (b) the control and the experimental group as levels of the independent variable; and (c) the pre-test as the covariate.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

This study aimed to investigate the effectiveness of using Engpoly on grammar knowledge for the eighth graders of junior high school. This section presents the results data on the pre-test and the post-test between students who in the experimental group (taught using Engpoly) and students who in the control group (taught using PowerPoint presentations).

To avoid bias in this study, test results are assessed by two raters who had agreed to the same scoring system, that are the researcher and the English teacher. After collecting the test scores from the experimental group and the control group, the researcher then looked for the correlation between the scores given by the two raters using person product-moment correlation with SPSS. The form of assessment used is the number 0-100 or called a continuum, where the correlation coefficient results are used to determine the reliability of the data used. The correlation of the two assessments can be seen in Table 1 below.

Table 1  
Reliability Test

Pre-test	Rater 1	Rater 2
Control Group		
Experiment Group	0.899	0.899
Post-test	0.889	0.889
Control Group		
Experiment Group	0.934	0.934
Pre-test	0.927	0.927

According to Landis and Koch, the correlation coefficient value is said to be perfect if it reaches 1.00. Table 1 shows the pre-test value from experimental group with a correlation coefficient of 0.889. It means that the correlation coefficient between the two raters is almost perfect. The correlation coefficient of the control group pre-test results showed 0.899. The correlation coefficient between two raters is almost perfect. At the same time, the results of the post-test correlation coefficient from two groups were 0.934 from control group and 0.927 from experimental group. This shows that the correlation coefficient is almost perfect and it can be concluded that there is almost no bias in this study, so this research can be said to be reliable. The results data from post-test and pre-test of the two groups are described in Table 2.

Table 2  
Scoring

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control group	17	15	45	30,88	8,521
Post-Test Control group	17	30	75	56,18	11,796
Pre-Test Experimental group	17	15	45	32,65	6,873
Post-Test Experimental group	17	45	85	65,59	12,855
Valid N (listwise)	17				

This descriptive analysis describes and represents research data, which includes the amount of data, maximum, minimum, average, and standard deviation. From Table 2 it can be known that number of each student in the experimental group and control group consisted of 17 students. The table shows the average pretest score for both the control and experimental groups. The average pre-test score from experimental group was 1.77 points higher than the control group. The average of experimental group was 32.65 and control group was 30.88

with the highest and lowest pre-test scores being the same between experimental and control group. Where both groups have the same highest score. That is 45 and the lowest score is 15.

Then, the standard deviation of the experimental group was 6.873 and control group was 8.521. Meanwhile, the results of the post-test showed that the average score of the experimental group was higher than the control group. The post-test mean from experimental group was 65.59 and control group was 56.18. Likewise, the lowest and highest values from the experimental groups showed a higher number than the control group. Where the experimental group has the lowest post-test score of 45 and the control group is 30. The highest score from experimental group was 85 and control group was 75.

From the results of the calculation of descriptive analysis, the experimental group that received treatment using Engpoly media obtained a higher average post-test result than the control group who received learning using PowerPoint media.

To see the effectiveness of Engpoly media, it is seen from the average results between the two groups and the results of ANCOVA calculations using SPSS. Before carrying out the ANCOVA test, four assumptions must be met, including normality test, homogeneity test of variation, regression homogeneity test, and linear test of covariate relationship with the dependent variable.

#### *Normality test*

The researchers conducted a normality test to fulfill one of the assumptions of the ANCOVA test. The results of the normality test can be seen in Table 3.

Table 3  
Tests of Normality

	Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre_test	Experimental Group	.232	17	.015	.908	17	.093
	Control Group	.223	17	.024	.927	17	.197
Post_test	Experimental Group	.198	17	.077	.935	17	.259
	Control Group	.156	17	.200*	.948	17	.418

a. Lilliefors Significance Correction

\*. It is a lower bound of the true significance.

The normality test results from both experimental and control group is more than (0.05). The distribution of pre-test results from both groups is normal with  $p(0.093) > (0.05)$  for experimental group and  $p(0.197) > (0.05)$  for control group. Furthermore, the distribution of post-test results from both groups both shows a normal distribution. The distribution of post-test results from experimental group is  $p(0.259) > (0.05)$  and  $p(0.418) > (0.05)$  for the control group.

#### *Variation homogeneity test*

The researcher conducted a homogeneity test of variation to fulfill the second assumption. The results of the homogeneity test can be seen in Table 4.

Table 4  
Homogeneity test

Levene's Test of Equality of Error Variances			
Dependent Variable: Post_test			
F	df1	df2	Sig.
3.176	1	32	.084

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

The results of the Lavene test reveals a significant value with the results of Sig p (0.084) > (0.05). It means the homogeneity test results of the variation of two groups shows homogeneous results.

#### Regression homogeneity test

To fulfill the third assumption, a regression homogeneity test is conducted. This test is to determine the interaction between the covariate and independent variable. Terms of acceptance are no interaction between covariate and independent variable. The results of regression homogeneity test can be seen in Table 5.

Table 5  
Tests of Between-Subjects Effects

Dependent Variable: Post_test						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	3459.674 <sup>a</sup>	3	1153.225	15.988	.000	
Intercept	873.699	1	873.699	12.113	.002	
Group	247.946	1	247.946	3.438	.074	
Pre_test	2593.407	1	2593.407	35.955	.000	
<b>Group * Pre_test</b>	<b>448.721</b>	<b>1</b>	<b>448.721</b>	<b>6.221</b>	<b>.018</b>	
Error	2163.855	30	72.128			
Total	131650.000	34				
Corrected Total	5623.529	33				

a. R Squared = ,615 (Adjusted R Squared = ,577)

From the table above, the results of the homogeneity test from regression assumption show that there is a relationship between the covariate and independent variable where p (0.018) < (0.05), so this third assumption cannot be fulfilled. It means the differences of the independent variable are also influence the covariates. It means that the covariates also influence the differences that exist in the dependent variable.

#### Linear test of the relationship between covariates and dependent variable.

The last assumption is a linear test of the relationship between covariates and dependent variable. The results of linear test relationship between covariates and dependent variable can be seen in Table 6.

Table 6  
Linear test of relationship between covariates and dependent variable  
Tests of Between-Subjects Effects

Dependent Variable: Group						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	3010.954 <sup>a</sup>	2	1505.477	17.864	.000	
Intercept	1255.790	1	1255.790	14.901	.001	
<b>Pre_test</b>	<b>2258.013</b>	<b>1</b>	<b>2258.013</b>	<b>26.793</b>	<b>.000</b>	
Group	471.218	1	471.218	5.591	.024	
Error	2612.576	31	84.277			
Total	131650.000	34				
Corrected Total	5623.529	33				

a. R Squared = ,535 (Adjusted R Squared = ,505)

The results of the test show  $p(0.000) < (0.05)$ , because the results of the linear test are smaller than  $(0.05)$ , then  $H_0$  is rejected and  $H_a$  is accepted. In another word, the selection of the pre-test as a covariate is correct because the covariate is linearly connected with the dependent variable.

### The hypothesis testing with ANCOVA

To find out the effectiveness of applying Engpoly media in learning grammar at eighth grade level, the item *group* in Table 6 is used as a reference. Based on the results of sig. The item group in Table 6 shows the results of sig  $(0.024) < (0.05)$ . So  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a significant difference between students who are taught using the Engpoly board and PowerPoint on their grammar learning outcomes. The results of descriptive statistics show that the average group taught by Engpoly is better than the average group taught by PowerPoint. It means that the Engpoly media is effectively used for teaching grammar at the eighth grade of junior high school, which can be seen in Table 7.

Table 7  
ANCOVA test results

Dependent Variable: Class						
Parameter	B	Std. Error	T	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	34.15	7.966	4.358	.000	18.447	50.984
[Group=1,00]	-24.132	13.015	-1.854	.074	-50.713	2.450
[Group=2,00]	0 <sup>a</sup>	.	.	.	.	.
Pre_test	.695	.249	2.789	.009	.186	1.204
<b>[Group=1,00] * Pre_test</b>	<b>.990</b>	<b>.397</b>	<b>2.494</b>	<b>.018</b>	<b>.179</b>	<b>1.800</b>
[Group=2,00] * Pre_test	0 <sup>a</sup>	.	.	.	.	.

a. This parameter is set to zero because it is redundant.

Based on the number Sig. of group pre-test\*, the result shows it is lower than 0,05, it can be concluded that Engpoly's media is effective for teaching learning grammar at the eighth grade level.

### Discussion

This study aimed to determine the effectiveness of Engpoly media in learning grammar. The findings show that students have a positive view of using media in games. It can be seen from the students' responses when applying Engpoly media. If some students looked sleepy and less enthusiastic at the previous meeting, when teaching with Engpoly media, none of the students looked sleepy. In fact, most students were reluctant to leave the group immediately after group ended. Most of them liked the Engpoly game and concluded that the Engpoly media is a useful tool for teaching sentence structure in learning English. It is in line with the theory proposed by Gagne et al. (2005), games packed with pedagogical knowledge are very good and can increase students' knowledge with fun learning.

Another finding in this study also shows that the selection of appropriate learning media can be a place for students to develop their abilities in English. This fact can be proven from the fact that all of the material applied in the Engpoly board comes entirely from student workbooks. But when learning only focuses on student workbooks, students look passive. They only listen to the teacher's explanation and do the assignments given so that they do not get the opportunity to improve their English skills, especially in writing.

Unexpectedly, students who previously looked passive showed significant developments when active learning was carried out using Engpoly media. It is marked by increasing their confidence when expressing their opinions in groups or when asked to present the results of their group work in front of the group.

From the facts above, it can be concluded that passive students have the same potential as active students. The difference is only in the opportunity they have to show themselves because active students will dominate the group and passive students are more often silent. Often, teachers are more inclined to active students when asking for feedback from students because passive students are hesitant to give opinions. With the intention of providing stimulation to passive students, this actually makes passive students feel that their presence is not being cared for by the teacher. Therefore, active learning and appropriate media are vital for teachers in carrying out learning activities. This statement is in accordance with Anita's opinion (2015) that a good media is a medium that can be a tool to process, present, and explain students' abilities. The statement that the media is an effective tool is also explained in the Ministry of Education and Culture (1992) that using media in the learning process can arouse students' interest and motivation in learning. It also can reduce and avoid verbalism, generate regular, systematic reasoning, and to foster understanding and values. on students.

On the other hand, the findings show that the Engpoly media or an example of a fun language game is an effective medium to use in learning English. This is in line with previous studies. For example, the results of research conducted by Albab (2014) which uses a similar game to teach the simple past tense in writing recount text. In addition, it is also in line with the findings of Santoso (2008) which combines Engpoly media to teach speaking accurately and get better at mastering the simple past tense (Masrukhah, 2021). Ariansyah and Syafi'i (2018) also reveal the success of English Monopoly with an Islamic context to improve writing skills. In fact, the implementation of English Monopoly has also been successful not only in English groups but also in Arabic groups in Indonesia (Rahman et al., 2016).

If the previous research emphasized the results of the investigation of the effectiveness of the media used, namely monopoly, this is different from this study. This study focuses not only on the results of the observed media investigations but also on the formation of student learning strategies. By applying active learning strategies through Engpoly media, students can evaluate and reflect on their learning strategies that they have used before. Because it is proven that active learning strategies using Engpoly media can improve their achievement in writing sentence structures. This is in accordance with the theory put forward by Gagne (2005) which states that learning can be defined as a process in which an organism changes its behavior as a result of experiences.

Thus, the use of Engpoly media can be used and developed as an effective learning medium at the elementary school, junior high school, and senior high school levels. Engpoly can also be used in intensive learning in English language education at the academic level. However, Engpoly media as an artificial medium still has a few weaknesses. In its application, Engpoly media requires a lot of preparation because the equipment used is quite a lot, such as pieces according to the number of students, dice, Engpoly boards, punishment and opportunity cards, and play money. So this media cannot be used spontaneously. However, Engpoly media can be developed and keep up with the times and is not inferior to other electronic or modern learning media. That this media can still be used and exist in group room learning for the next few years.

## **CONCLUSION**

In contrast to previous studies, which only focused on investigating the effectiveness of monopoly as a learning medium at a certain level, this study offers observations on students' active learning strategies to reflect on students. In increasing their interest in learning grammar. As a result, this study explains no significant difference in influence between students taught using Engpoly and students taught using Powerpoint. However, students in the

experimental group who were taught grammar using Engpoly media had an average post-test result higher than students from the control group who were taught grammar using Powerpoint media. However, the research results described in this study show a significant contribution, which means that the use of Engpoly in learning grammar contributes effectively to the achievement of eighth-grade students' grammatical competence. As an implication of the results of this study, teachers are expected to be able to develop Engpoly media as a medium in teaching grammar, especially at the junior high school level.

### ACKNOWLEDGEMENT

The researchers would like to express their gratitude to Ms. Fitriatul Masitoh who have provided a number of constructive feedbacks in refining this study. We also thank to Dr. Rohmani Nur Indah who has supported us with guidance and direction in writing this article.

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