

# **The Effectiveness of using the Monopoly Game with Integrating Hots to Improve Students' Writing at Tenth Grade of SMK ANDALUSIA Wonosobo**

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## **Abstract**

*One of the English language skills that must be mastered is writing. It serves as a tool to transfer ideas in written form. In cognitive ability, writing activities fall into the level of creation, which is one of the levels of HOTS (Higher Order Thinking Skills). The objective of this research is to determine whether there is an improvement in writing skills and an increase in HOTS among students using Monopoly games. The method used in this research is the quantitative method. This study focuses on a pre-experimental design with two groups for pre-test and post-test. Data are collected through questionnaires, tests, and documentation. The results of the research indicate that using Monopoly games significantly enhances writing skills among students. The subjects in this study consist of 42 students from class X AKL 1 and X PPLG 1, who undergo pre-test, treatment, and post-test. The test results are analyzed using the Paired Sample T-test in SPSS 27. The findings reveal that the average score of the pre-test was 52.7, while the post-test score was 77.4. These figures indicate that the post-test score is higher than the pre-test score, suggesting that the use of Monopoly games has a substantial impact on students' writing skills. It can be concluded that the Monopoly Game media can be used to enhance the writing skills of students in English learning for class X students of SMK Andalusia Wonosobo.*

**Keywords:** writing skills, monopoly game, HOTS

## **Introduction**

English is a tool for oral and written communication. Communication is the understanding and expression of information, ideas and feelings and the development of science, technology and culture. The ability to communicate in the true sense is the ability to speak, that is, the ability to understand and produce oral or written texts, which can be found in language skills that four of listening, speaking, reading and writing. These four skills are used to respond or create information in social life (Sulaiman, 2021).

Writing is the act of conveying thoughts or ideas to another person in written form using graphic symbols for others to read and understand. Writing skills cannot be acquired as they must continue to work. Writing skills are very difficult, because students need to focus on spelling, punctuation, word choice and effective use of sentences in writing. In addition to focusing on things, writing also requires thinking and creativity, especially in creative writing to make sense and make sense to the reader (Meiningsih, 2021).

Recognizing the importance of English language skills for future success, it is crucial to start teaching English at an early age in schools. This will help students develop the necessary competence to compete globally. However, current English language learning methods are not effective in motivating students to actively engage with the language. Many students simply memorize vocabulary and grammar rules, leading to a lack of confidence and motivation in learning English. Schools need to revamp their approach to encourage students to be more proactive in their language learning (Meiningsih, 2021).

In 21st century learning focuses on organizing resources to meet the demands of today's society. Professional companies manage work and quality to achieve optimal results, highlighting the differences between the 20th and 21st century education. In the past, teachers dominated learning activities with little student interaction. Now, students are encouraged to develop communication, critical thinking, collaboration, creativity, innovation, and evaluation skills while the teacher acts as a facilitator.

The 2013 curriculum reform emphasizes improving assessment, especially in terms of including Higher Order Thinking Skills (HOTS) components. Teachers are encouraged to create stimulating questions that measure critical and creative thinking abilities. Guidelines from the Ministry of Science and Culture suggest that HOTS questions should be challenging and measure students' ability to think critically and creatively. The Agency for National Education Standards (BSNP) aligns with international standards, aiming to produce students who can think at a higher level to effectively manage their lives (Mildasari & Aisiah, 2022).

Based on observation, the interest of students of SMK Andalusia Wonosobo in English still low, which has an impact on their writing skill. They believe that acquiring English skills can be perceived as unexciting and challenging. There are students who may not yet be familiar with the concept of descriptive text and might find paragraphs and grammar challenging to grasp. Teachers' failure to utilize creative teaching materials leads to students becoming disengaged and bored during English lessons. Within the present curriculum, there exists a component referred to as HOTS. Following the researchers' observations, it was noted that the students' HOTS level remained low. Even when tasked with composing descriptive texts about classroom objects, confusion prevailed among the students, with some displaying a lack of interest.

Over time, many changes have been made in educational programs to improve the quality and quantity of education, for example in curriculum reform, teaching methods, learning media and knowledge structures. Therefore, teachers must be able to strengthen the teaching and learning process to make it more active and creative so that students can learn independently without any coercion. Therefore, knowledge and learning will be easier for students. Updating learning media is also important so that students do not get bored in the teaching and learning process. Teachers have the opportunity to prevent boredom in learning.

One of these is learning using interactive and educational games. Play in lessons is done by teachers and students. One form of the game is monopoly. Monopoly as a subject is a kind of game that is fun and easy. Monopoly is a board game in which players compete to collect prizes through a game system by rolling dice groups and moving squares on the game board by following the numbers that appear in the group. dice and answer the questions in the squares (Kurniawati, 2021).

In this study, the research tried to examine the effectiveness of using the monopoly game with integrating HOTS to improve students writing skills at tenth grade in SMK Andalusia Wonosobo. Improving writing skills is one of the keys to success in learning English and boosting Higher Order Thinking Skills (HOTS) among students is crucial for enhancing their critical thinking abilities and proficiency in the three levels of HOTS - creating, evaluating, and analyzing.

Based on the explanation above, finally the researcher wished to conduct with the title “The Effectiveness of Using the Monopoly Game with Integrating HOTS to Improve Student Writing Skills Skills at Tenth Grade In SMK Andalusia Wonosobo”. The researcher chose this title because the learning using Monopoly Game was more effective and fun for students who still difficulty in writing skills and the students HOTS.

### **Previous Study**

The researcher has some previous research; The first research was conducted by Fahira & Iswara (2023) in their research entitled “*The Effect of Using Monopoly Game Media on The Early Writing Skills of Elementary School Student*”. In this study, research found errors in writing words. The method used in this research was a quantitative method with a quasi-experimental design, while the research design employed was a one group pretest-posttest. The subjects in the study were 30 students took the first grade from SD Pekanbaru using purposive sampling technique. Data collection for this study involved the use of tests. 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. The similarities in this previous study and researchers are that they both use quantitative, focus on improving writing, use pretest and posttest. The difference in this previous study, the research location of the previous study is in elementary school while this research is in SMK.

The second research was conducted by Sari & Bakhtiar (2023) in their research “*Analisis Keefektifan Media Monopoli Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Kelas 4 Sekolah Dasar*”. The problem addressed in this research was the lack of development of teaching media for teaching English, so that the students were very bored and not enthusiastic about learning English. Some students also had problems learning English vocabulary and many students were not interested in learning English. In this research, researcher used qualitative method. To solve this problem, the purpose of this study was to investigate the effect of the monopoly game on the increase of vocabulary in English language learning or not. After observing 25 4th grade

students at SD Sidayu Muhammadiyah during the study, the researcher noticed an increase in the students' vocabulary while using the monopoly game as teaching media. Therefore, the Monopoly game is effectively used as teaching media. However, there is a difference between researchers and journal researchers. The previous study focused on increasing vocabulary, while this research focused on improving students' writing skills. The previous study uses a qualitative method, while the research used quantitative method. The similarities in this previous study and researchers was use monopoly game as teaching media.

The third research was conducted by Garwan, Saputri & Maskhuroh (2023) in their research *“The Use of Monopoly Game as Learning Media to Support Students’ Vocabularies Achievement”*. The problems in this research were that students did not understand English vocabulary, there was a lack of practice speaking in English, and the teaching media used by teachers in SMK Ma’arif Kebumen was very monotonous, so the students, especially the 10th grade students of SMK Ma’arif Kebuman felt bored and not confident when taking the English speaking test because they were afraid that their pronunciation would be wrong. This study used mixes method, journal researcher collected quantitative data from classroom action research (CAR) in the tenth grade DKV A of SMK Ma'arif 1 Kebumen using purposive sampling of about 30 students, and the results of the analysis were qualitative. After conducting the observation and collecting data in SMK Ma’arif 1 Kebumen, the result of this research was that Monopoly Game was a Learning Media to Support Students’ Vocabularies Achievement. It can be seen that the student’s score was 67.9 up to 85.2 points, and students increased by about 93 % in 28/30 students. It can be concluded that the use of specific games contributes to better understanding and development of communication skills. However, there is a difference between the previous study and this research. The previous study uses mixes method while researcher uses quantitative method. The previous study focused to increase speaking skill while this research focused on writing skill. The similarities in this previous study and researchers were use monopoly game as teaching media.

The fourth research was conducted by Hasnah & Fatia (2021) in their research *“The Effectiveness of The Monopoly Game In Improving English*

*Speaking Skill For Young Students*” The problems discussed in this study are no different from previous research, to improve speaking in English. The reason why students do not speak English is the inappropriate selection of methods and media used by teachers in teaching. Therefore, students have no motivation to practice English. This study used quantitative method. The method used by the researchers is to divide them into 2 groups, the experimental group and the control group. As a result, 76% of the students demonstrated improvement in their English language proficiency, with a test score of 0.000 which is less than 0.050. This show that there were significant difference between the control group and the experimental group. In addition, there were a significant difference in the average value, namely 42.34 from the experimental group, while 21.32 from the control group. And based on the results of the interview, the teacher believed that the students’ able practice the speech without being embarrassed. It can be concluded that the monopoly game is very effective as a learning tool. The similarity in this previous study and researchers are they both use quantitative and use experimental method. However, there is a difference between previous study and researcher. The previous study focuses to increase speaking skill while researcher focused to increase writing skill.

The fifth research was conducted by Faidah, Lessu & Nur (2022) in their research “*The Use Of Monopoly Game As A Teaching Media To Enhance Student’s Ability In Present Continuous Tense (A Classroom Action Research at the Eighth Grade of SMP Katolik Unggulan Santa Maria Timika)*”. This researcher's reason is that it is difficult to teach and learn English grammar because it is different from Indonesian grammar. Many students find learning English grammar boring and difficult because they have to remember the patterns used in sentences, and it is difficult to understand the grammar in an action. The class that was used as the research project was class 8 at SMP Katolik Unggulan Santa Maria Timika. The study used quantitative method and the research used class action research (CAR). It was proven by the mean score of pre-test was 28, the mean score of posttest in the cycle I was 50, and the mean score of post-test in the cycle II was 72. The percentage of the students’ score in the pre-test was 3,2%, and the percentage of the students’ score in the post test of the cycle I

improved into 32%. It means that there was improvement as much as 28,8%. Then, the percentage of the students' score in the post test of the cycle II was 77%. It means that the improvement was 73,8%. From the data above, it indicated that using Monopoly Game as teaching media in learning present continuous tense was effective. The similarity in this previous study and researchers is used quantitative method. However, there is a difference between previous study and researcher. The former uses classroom action research (CAR) while the later uses experimental method. The previous study focused on grammar while researcher focused to increase writing skill.

According to earlier studies, it can be determined that the Monopoly game serves as a highly effective educational tool due to its engaging and enjoyable nature. The monopoly game is not only beneficial for English courses but also proves to be a very effective teaching resource for various other subjects.

## Research Methodology

This study employed a quantitative approach with a quasi-experimental design, specifically the pretest-posttest control group design. The research involved two groups: an experimental class that received treatment using the *Monopoly Game*, and a control class that did not receive any special treatment. This design aimed to evaluate the effectiveness of the *Monopoly Game* with integrating HOTS to improve students' writing skills. Both groups were given a pretest to assess the students' writing skills. Afterward, the experimental group was taught using *Monopoly Game*, while the control group followed conventional teaching methods. At the end of the intervention, both groups were given a posttest to determine the learning outcomes.

**Table 1. Experimental Design**

Group	Pre-Test	Treatment	Post Test
Experiment Class	O <sub>1</sub>	X	O <sub>2</sub>
Control Class	O <sub>1</sub>	O	O <sub>2</sub>

Description:

- O<sub>1</sub> : Pre-Test
- O<sub>2</sub> : Post Test
- X : Use *Monopoly Game*
- O : Without using *Monopoly Game*

This research was conducted on Class X in SMK Andalusia Wonosobo which is located in Ngadikusuman, Kertek, Wonosobo. As the selected to determine the result of the effectiveness of using the monopoly game with integrating HOTS to improve student writing skills of class X in SMK Andalusia Wonosobo. The study was conducted from November 2024 and April 2025.

The data collection techniques encompass several methods. First, tests are conducted in the form of creating descriptive texts for pretests and posttests to measure students' writing skills. Second, classroom observations are carried out to monitor the learning process and student engagement with *Monopoly Game*. Third, questionnaires are distributed to the experimental group to gather students' perceptions regarding the effectiveness of the media. Fourth, documentation in the form of photographs and examples of students' work is used to support and illustrate the research process. The primary research instrument is a writing test that consists of pretest and posttest items with comparable levels of difficulty and content coverage. This instrument underwent validity and reliability testing. All test items were declared valid ( $r\text{-calculated} > r\text{-table}$ ), and the reliability score exceeded 0.07 (Alpha Cronbach), indicating a high level of internal consistency.

The procedure of the study began with preliminary observations and instrument preparation. The pretest was administered to both classes, followed by the treatment using *Monopoly Game* in the experimental class. Meanwhile, the control class received standard instruction without media intervention. After the treatment phase, a posttest was administered to both groups. Additionally, a student questionnaire was distributed in the experimental class, and documentation was collected throughout the teaching and learning process. Data analysis was conducted using SPSS version 27. The analysis included a normality test (Kolmogorov-Smirnov and Shapiro-Wilk), homogeneity test, independent sample t-test to examine the significance of differences between groups. Validity and reliability tests were also conducted to ensure the quality of the instruments. The results from these statistical procedures were used to draw conclusions about the effectiveness of using the *Monopoly Game* with integrating HOTS to improve students' writing skills at tenth grade.



## **Findings and Discussion**

### **Research Findings**

In this part, the researcher presented the findings of study carried out at SMK Andalusia Wonosobo. The researcher selected two classes as subject for the research, with class X AKL functioning as the experimental class and X PPLG 1 serving as the control class. This research was conducted from November 2024 and April 2025.

### **Data Result of Students**

The pre-test and post test result were used in this research to gather information on the condition of students. The writing skills of the students were used to collect pre-test value data. To choose which class would be experimental class and which one would be control class, a homogeneity test was done to make sure both classes were similar and the data was normally distributed. Pre-test value data was utilized to ascertain whether or whether the control and experimental class are homogeneous and regularly distributed tested using the normality and homogeneity test. Post test score information was derived from students results. The experimental class and control class starting ability scores are displayed in the following table.

**Table 2 Data Results Students**

No.	Experiment Class		Control Class	
	Pre-test	Post- test	Pre- Test	Post- Test
1	60	80	60	67
2	40	67	54	60
3	67	87	54	74
4	40	74	40	47
5	54	80	60	74
6	54	94	47	47
7	67	80	60	67
8	40	67	40	47
9	54	60	67	67
10	54	87	47	80
11	54	87	47	60
12	40	67	47	54
13	60	87	60	60
14	47	74	34	54
15	54	80	67	80
16	54	74	47	47
17	54	80	60	80
18	40	60	67	74
19	67	94	60	67
20	60	80	40	67
21	47	67	67	67
<b>TOTAL</b>	1107	1626	1125	1340
<b>MEAN</b>	52.7	77.4	53.6	63.8
<b>Minimum Score</b>	40	60	34	47
<b>Maximum Score</b>	67	94	67	80

Based on the table above, as could be observed, there were 21 students in the experimental class. The pre-test average score was 52.7, and the post-test average score was 77,4. The pre-test had a minimum value of 40 and a maximum value of 60. The post-test had a minimum value of 60 and a maximum value of 94. There were 21 student in the control class. The pre-test average score was 53.6 and the post-test average score was 63.8 The Pre-test then had a minimum score of 34 and a maximum value of 67. The post-test had a minimum value of 47 and a maximum value of 80. To find the average of the above calculation results, use the formula:

$$X = \frac{\sum x}{N}$$

In which:

X : Mean Score

$\sum x$  : Total Score

N : The number of students.

### Normality Test

The purpose of testing normality of data is to determine whether the sample used has a normal distribution or not. According to Gunawan (2020), the normality test of data is a test used to determine and measure whether the obtained data has a normal distribution or not, and whether the data obtained comes from a normally distributed population. A regression model that is normally distributed or approximately normal is considered a good regression mode. The normality test used in this research was the Kolmogorov-Smirnov test. Data can be said to have a normal distribution if the Asymp. Sig. value  $> 0.05$ , if  $\text{Sig} < 0.05$  then the data is not normally distributed. The data called normally distributed if:

1. If  $\text{sig} > 0.05$  the data was normally distributed.
2. If  $\text{sig} < 0.05$  the data was not normally distributed.

**Table 3 Normality Test Results**

Tests of Normality							
	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	Eksperimen	.181	21	.072	.924	21	.105
	Kontrol	.115	21	.200*	.909	21	.052
Post test	Eksperimen	.132	21	.200*	.946	21	.289
	Kontrol	.143	21	.200*	.936	21	.183
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

From the table it is known that the significance value of both groups was greater than 0.05 proving that the data was normally distributed. This demonstrates that the results between the control class and the experimental class can be considered normal.

### Homogeneity Test.

The homogeneity test in experimental research is important to ensure that the groups being compared are 'equal' before treatment, so that the results that appear after treatment can be considered as the effect of the intervention, not due to initial differences. The results of the homogeneity test for this study are shown below:

**Table 4 Homogeneity Test Results**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post test	Based on Mean	.192	1	40	.664
	Based on Median	.156	1	40	.695
	Based on Median and with adjusted df	.156	1	39.526	.695
	Based on trimmed mean	.191	1	40	.664

From the table, it is noted that the significance value based on the mean of the two variable results was greater than 0.05. Therefore, it can be stated that the variances of two or more population data groups are the same (homogeneous).

### T-Test

The independent sample t-test is used to determine whether there is a difference in the mean of two unpaired samples. The basic requirements for the independent sample t-test are that the data is normally distributed and homogeneous (not absolute). Decision-making basis:

1. If the sig. (2-tailed) value  $< 0.05$ , then there is a significant difference between the results of group 1 and group 2.
2. If the sig. (2-tailed) value  $> 0.05$ , then there is no significant difference between the results of group 1 and group 2.

**Table 5 T Test Results**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.477	.494	-.844	40	.403	-3.524	4.173	-11.959	4.911

	Equal variances not assumed			-.844	39.230	.404	-3.524	4.173	-11.964	4.916
Post test	Equal variances assumed	.192	.664	2.768	40	.009	13.667	4.938	3.687	23.646
	Equal variances not assumed			2.768	39.988	.009	13.667	4.938	3.687	23.646

From the table it is known that:

1. The significance value of the pretest results shows a value of 0.403 which was greater than 0.05, it can be concluded that there was no significant difference between the pretest results of the experimental and control classes.
2. The significance value of the posttest results shows a value of 0.009 which was less than 0.05, it can be concluded that there was a significant difference between the posttest results of the experimental and control classes.

From the explanation above, it can be concluded that  $H_0$  is accepted while  $H_a$  is rejected. This indicates that there is a significant difference in the writing skills of tenth-grade students at SMK Andalusia Wonosobo between those taught without and those taught using *Monopoly Game* as a media.

#### Validity and Reliability Test

**Table 5 Validity Test Results  
Correlations**

		Grammar	Mechanics	Organization	Total
Grammar	Pearson Correlation	1	.628**	.777**	.908**
	Sig. (2-tailed)		.000	.000	.000
	N	42	42	42	42
Mechanics	Pearson Correlation	.628**	1	.607**	.831**
	Sig. (2-tailed)	.000		.000	.000
	N	42	42	42	42

Organization	Pearson Correlation	.777**	.607**	1	.911**
	Sig. (2-tailed)	.000	.000		.000
	N	42	42	42	42
Total	Pearson Correlation	.908**	.831**	.911**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	42	42	42	42

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The validity test was carried out to see extent to which an instrument could be used to measure what should be measured. The validity test in this study was conducted on 42 respondents, testing the validity using a significant level ( $\alpha$ ) of 5% or 0.05. To obtain the value of r table first find  $Df = N - 2 = 42 - 2 = 40$  so that the value of r table = 0.312. The data is considered valid if the value of r count > and a significant value < 0.05. If r count is more than or equal to 0.312 (r count > 0.312). Since r count = (0.908 > 0.312) is known based on the computation results, the indicator is considered valid.

Reliability test was conducted to determine the extent to which the assessment tool used can provide consistent results. In this study, the instrument assessed for reliability consists of three aspects of evaluation, namely grammar, mechanics, and organization. Reliability analysis is performed using the Cronbach's Alpha formula, and the results can be seen in the following table:

**Table 6 Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	3

Based on the calculation results, a Cronbach's Alpha value of 0.859 was obtained from three assessment aspects. This value indicated that the three aspects possess a high internal consistency in evaluating student abilities. Since the Cronbach's Alpha value was greater than 0.70, this assessment instrument considered reliable and can be used consistently in research.

## Conclusion

Based on the data analysis results, a pre-test was given to the research at the start of the investigation. Pre-tests for the experimental and control classes were implemented. According to the experimental and control classes pretest data, a large number of students scored badly on the test. The average score in the experimental class was 52.7 in pre-test the lowest was 40, the highest was 67 and average score for a post-test was 77.4 lowest 60, the highest was 94. The average score in the control class was 53.6 in pre-test the lowest was 34, the highest was 67 and average score for a post-test was 63.8 lowest 47, the highest was 80.

Students in class X AKL 1 became more engaged and able to participate in writing activities from the first to the fourth meeting, according to the researcher's experience and observations of the students' performance in the writing class at the beginning of the research conducted in the experimental class. This strategy was ultimately implemented successfully, although initially many did not pay attention to the researcher's explanation of the *Monopoly Game* aimed at improving writing skills, which required the researcher to repeat it several times before the students understood the concept.

Additionally, as they were being taught and developing, students encounter issues with vocabulary, syntax, spelling, punctuation, and idea development in their descriptive paragraph writing. When students face difficulties, they seek answers from the researcher. From the results of the researcher's observations, students have made significant progress, and further meetings indicate improvement.

In the control class, the researcher used conventional learning methods, such as lectures, questions and answers, and discussions throughout the learning activities. Students in the control class presented the material or told stories using only the available textbook, leading to boredom among other students. Conventional learning also limited the opportunity for students with lower abilities to express their opinions in the learning process, resulting in a lack of understanding of the material. The learning atmosphere in the control class was less conducive, and the process was less efficient compared to the experimental class.

The results indicated that the control class and the experimental class engaged in different learning activities. Students in the control group tended to comply and quickly lost interest in what they were learning. This was due to the differing treatments received by the experimental and control groups. The researchers provided both classes with examples of post-test questions on descriptive texts, which were descriptive questions regarding the same descriptive texts as the pre-test, after the learning session. The findings from the post-test indicated that there was a difference between the writing skill scores of the experimental class and the control class. The improvement in writing skills using *Monopoly Game* significantly enhanced the overall writing skills of the students.

Because the sig.2 tailed result from the t-test was less than 0.05, it indicated that there were differences between improve students writing skills with and without *Monopoly Game* as a media.  $H_a$  was approved whereas  $H_0$  was denied. This indicated that there was a significant difference in the vocabulary mastery of the tenth graders at SMK Andalusia Wonosobo between those who were taught without and those who were taught using *Monopoly Game* as media.

The researcher also distributed a questionnaire consisting of 10 statements to grade tenth students to evaluate the effectiveness of the media in improving their writing skills. Prior to the completion, the researcher explained the purpose and procedure of filling out the questionnaire to ensure students' understanding of the instrument used.

The results of the questionnaire analysis indicate that the majority of students provided positive feedback regarding the use of *Monopoly Game* media. Most students stated that this media helped them understand writing skills in English, while some students still did not fully grasp writing skills. This aligns with constructivist learning theory, which emphasizes the importance of active student engagement in the learning process to build a deeper understanding. Therefore, *Monopoly Game* media can be used as a medium to enhance students' writing skills.

According to the research results, the improvement in writing skills among students before and after the intervention differs significantly. In conclusion, tenth-grade students at SMK Andalusia Wonosobo can benefit from the use of the



*Monopoly Game* to enhance their writing skills, as it has proven to be a useful instrument for skill improvement in writing.

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