

**DEVELOPING MONOPOLY HANDBOOK BASED ON COGNITIVE THEORY
FOR STUDENTS' PRE-INTERMEDIATE SPEAKING OF POJOKREJO
ENGLISH COURSE**

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Abstract:

Pre-intermediate-level students must continuously improve their speaking ability through the learning process based on their needs and level, like the learning process of cognitive theory. It is because the students already had their experiences of learning to speak. Therefore, this research aimed to develop Monopoly Handbook based on cognitive theory for students' pre-intermediate speaking of Pojokrejo English Course and determine their perceptions of Monopoly Handbook as instructional media for speaking learning. Research and development model was the methodology employed in this research. The development of Monopoly Handbook was arranged by the learning process of cognitive theory with characteristics: using simple to complex patterns, focusing on the process than the result, and providing stimulated things to explore their understanding, becoming abstract ideas and thoughts. The product passed through validation to examine its effectiveness by material and design media experts. It was a "good" qualification, meaning the product could be used for revisions, with a score of 3,10 for the material and 3,04 for design media. The revisions were done, and it was tried out by eight pre-intermediate students at Pojokrejo English Course. The questionnaire was instrumented by Google Form to determine students' perceptions of the effectiveness of Monopoly Handbook for learning pre-intermediate speaking. The chart of recapped results showed that Monopoly Handbook had to revise its instructions and access codes. It was supported by the researcher's view as the teacher during the try-out. The revisions passed its perfection of the effectiveness of producing instructional media in improving speaking ability, and it covered students' interests and motivation.

Keywords: *Monopoly Handbook, Cognitive Theory, Instructional Media, Pre-Intermediate Speaking.*

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INTRODUCTION

In this research, because the students had to improve their speaking ability from the basic to pre-intermediate level. The students' pre-intermediate speaking of a non-formal institution, Pojokrejo English Course, Jombang has been analyzed that the instructional media which was shaped handbook they used was not enough to improve them in speaking because it did not provide the activities based on the students' needs in pre-intermediate speaking. It should contain the activities where the students more explore in improving their ability in speaking. There is needed making the best use of textbook if it may not be "perfect" on teacher's approximation.³ It would be the important media because the teachers used the media the most in learning process. However, they provided the other medium to facilitate students to share and support the materials sometimes like pictures, audios, videos, and so fourth.⁴ Furthermore, there was limited time in learning for students at the classroom. That was two days a week and the teachers faced the lack of students' interest in learning speaking. "*The students did not even open their handbook to review the materials the teachers shared before at their home,*"⁵ a teacher of Pojokrejo English Course informed. They have proved that the students would not review the materials to practice at their home and they thought that it may be more difficult to give the students a task of speaking.

In this case, related to the problems of Pojokrejo English Course, the researcher developed an instructional media according to the students' needs on cognitive theory concept. The student potentials of their experiences would be fixed, improved, adjusted, combined by new knowledge, then move to the memory.⁶ It was familiar with three representation modes of learning process, enactive, iconic, and symbolic.⁷ Besides, the instructional media was designed by the learning model of cognitive. It required the teachers creating the problematic learning situation, stimulating the students find out the

³ H. Douglas Brown and Heekyeong Lee, *Teaching by Principles* (New York: Pearson Education, 2015), p. 228

⁴ Dilla Rohmatu Sofia, a teacher of Pojokrejo English Course, in Pojokrejo English Course 20th May, 2023, at 15.18-15.31 p.m, cited with permission

⁵ Ratna, a teacher of Pojokrejo English Course, in Pojokrejo English Course 20th May, 2023, at 15.45-16.00 p.m, cited with permission

⁶ Martinus Yamin (2013) in Nurlina, Nurfadilah, and Aliem Bahri, *Teori Belajar dan Pembelajaran* (Makassar: LPP Unismuh Makassar), p. 17

⁷ Pusmo Nugroho, "Pandangan Kognitifisme dan Aplikasinya dalam Pembelajaran Pendidikan Agama Islam Anak Usia Dini," *ThufuLA*, 2015, p. 293

answer by their selves by doing experiment, and providing the examples until they can find out the answer by their selves.

Monopoly was common in society, especially in the students' environment. An English teacher of SMK Muhammadiyah 2 Sukoharjo evidenced that using the Monopoly game in teaching speaking with the students of 9th Grade of TKJ (*Teknologi Komputer and Jaringan*) was effective by using qualitative method.⁸ The game was created because the students felt bored with monotone learning. This game was provided last semester in the classroom. The teacher thought that using Monopoly was effective, so it was no big deal if the game was conducted again by changing the material as the need. They could express their ideas there in a fan game.

This research has been conducted virtually by *Zoom* application since the researcher began to research. Even though it was virtual teaching, using the game could have positive impacts as the learning media helped the teacher's learning activity during the lesson. It was more interesting, easier to implement, and could be an alternative media. Nonetheless, this research escaped a weakness. Exception from the excellent, the weakness of this research was that the teacher must prepare the trap monopoly game previously as a potency to confuse the teacher when the internet signal was bad, making the learning process less smooth.

Another researcher proved a developing material of English for basic communication for students of Effective English Conversation Course, Pare, Kediri.⁹ Using Research and Development, the researcher developed the materials for the speaking class because there is no guidance module. The students only received the instructions of the teacher. So, the researcher gave an idea to create a product like a module with adding communicative grammar. It contained nine chapters of materials with simple patterns and instructions. The module was created for students who study for a month.

The developer used functional language as the primary topic of discussion. The module will be clearer and simpler to understand when learning basic spoken English, thanks to the addition of communicative grammar. Because of this, the module was

⁸ Fandy Nur Hidayat, "An Analysis on The Use of Trap Monopoly Game in Teaching Speaking," *International Journal of English Linguistics, Literature, and Education (IJELLE)*, 2021.

⁹ Fatqu Rofiqoh Dewi, "Developing Materials of English for Basic Communication for Students of Effective English Conversation Course, Pare Kediri," *Inovatif*, 2018.

appropriate for speaking teaching materials that cover both communicative grammar and functional language. As a result of conducting the product, the researcher got feedback from the students of the speaking class at the Effective English Conversation Course. The students' opinions about the module were favorable and understandable since it may help them enhance their speaking abilities and inspire them to learn how to speak English well.

The instructional media named Monopoly Handbook, was combination between monopoly of board game and a textbook. The game was to stimulate interest of students who perceive it as distinct from what they often get in class¹⁰ and stimulate them exploring their understanding in thinking on materials of pre-intermediate speaking based on the students' needs. Many teachers might not be going to argue how they tried their efforts, so they must be carefully creating and using a game in the classroom while students will almost always enjoy playing "good" games.¹¹ Besides, the Handbook development by using a pattern or structure in setting the materials from the simple to complex,¹² focus on learning process than the result¹³ and make students helped in memorizing what the materials they had before until understanding new materials. The process will be formed by the students' stimulation and response to learning to speak. Therefore, it needed an instructional media which was developed in this research and was expected be able to find out Monopoly Handbook based on cognitive theory for students' pre-intermediate speaking of Pojokrejo English Course, Jombang facilitating them to master the target language of pre-intermediate speaking and improved their ability and the teachers as well in teaching. So, after finishing the course, students can practice whatever they talk about in school and daily life, which was appropriate to the pre-intermediate level in speaking English.

There were two objectives in this study, first of all, to develop Monopoly Handbook for students' pre-intermediate speaking of Pojokrejo English Course based on cognitive theory and the second, to find out the perceptions of students' pre-intermediate

¹⁰ Adam Simpson, *Using Game in The Language Classroom* (Smashwords, 2015), p. 5-6

¹¹ Ulugberk Nurmukhamedov and Randall Sadler, *New Ways in Teaching with Game* (Virginia: TESOL International Association, 2020), p. 136

¹² Nurlina, Nurfadilah, and Aliem Bahri, *Teori Belajar dan Pembelajaran* (Makassar: LPP Unismuh Makassar), p.35-36

¹³ Nurlina, Nurfadilah, and Aliem Bahri, *Teori Belajar dan Pembelajaran* (Makassar: LPP Unismuh Makassar), p. 33

towards the effectiveness of developing Monopoly Handbook based on cognitive theory to increase their ability in speaking learning.

RESEARCH METHOD

Research design

The method of this study uses Research and Development (R&D) method. Borg and Gall defined R&D as developing and validating an educational product¹⁴ which findings to design new products and procedures, which were then systematically field tested, assessed, and improved until they meet specific effectiveness, quality, or similar standards.¹⁵ The processes were named R&D because the processes were systematic, Dick and Carey in a book of Borg and Gall, which was research results, were used to build new goods and techniques, then repeatedly field-tested, assessed, and improved until they satisfied a set of requirements for quality, effectiveness, or another benchmark.¹⁶ The character of this method was the validation as correctives of the step in the process to develop the product to conduct the ideal product. It purposed to increase knowledge and find practical to answer problem, and satisfaction of human needs. Furthermore, "The systematic study of planning, producing and assessing educational programs, procedures, and products that must fulfill the criteria of internal consistency and effectiveness" is how developmental research is defined by Seels and Richey¹⁷.

A model of research was a framework that was decided by a researcher to develop the theories and research. The development model could be procedural, conceptual, or theoretical.¹⁸ The researcher decided to use the procedural model of Dick and Carey, procedural and descriptive, to develop and validate an educational product¹⁹ to settle the problems of this research. Conceptually, it was needed research and

¹⁴ Agnes, "Multicultural Character Building as An Alternative Assessment in ELT," *Second ELTLT International Conference Proceedings*, 2013, p. 57

¹⁵ Meredith D. Borg, Joyce P. Gall and Walter R. Borg, *Educational Research* (United States of America: Pearson Education, 2003), p. 569

¹⁶ Agnes, "Multicultural Character Building as An Alternative Assessment in ELT," *Second ELTLT International Conference Proceedings*, 2013, p. 56

¹⁷ Scott, Debbie, *A Framework for Evaluating Instructional Design Models Resulting in A Model for Designing and Developing Computer based Learning Tools with GIS Technologies*, (Grahamstown, Rhodes University, 2004), p. 5

¹⁸ Sunarto. J, "Development of Design and Teaching Materials Training: Orientation Needs in Improving Pedagogical Competencies," *IEOM Society International*, 2021

¹⁹ Mohammad Syamsul Anam, "Model-Model Penelitian Pengembangan," *Blog Syamsul Anam*, 2017

information collection, planning, early product development, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination. The model as procedural model had a sequence and detailed steps. However, effectiveness testing is always needed and examined in this model.

There was a modification for the steps in this research's development model. The researcher considered that the background of subject research was not support and the time was limited in the process of research. The modifications were research and information collection, planning, early product development, expert validation, main product revision, main field testing, operational product revision, operational field testing and final product revision.

The research subject in this study was eight students' pre-intermediate level of Pojokrejo English Course, Jombang, for three weeks (May 20th – June 3rd, 2023). The learning was two meetings weekly (on Friday and Saturday) and two teachers who taught them.

Data Analysis

The data type in this research was descriptive qualitative and quantitative data. The 'who, what, and where of events or experiences' are described in qualitative descriptive research's data from a subjective point of view.²⁰ The term highlighting that qualitative research was more concerned with studying individual cases than with studying populations and samples. Besides, when a researcher had to quantify a problem, they employ quantitative data to provide the "what," "how many," and "how often" answers. In mathematic calculations, algorithms, or statistical analysis, this kind of data is widely used.²¹

The data were obtained from the interview of two teachers as the need analysis, the questionnaire for experts' judgement and the questionnaires for students' responses. In addition, there was documentation. It aimed to support and give more information for this research in collecting the data. Fauziah defined documentation as a broad category of textual, tangible, and visual elements, including what other writers may refer to as

²⁰ J. Res Nurs, "An Overview of The Qualitative Descriptive Design within Nursing Research," *PMC PubMed Central*, 2020

²¹ "What is Quantitative Data," *FullStory*, 2023

artifacts.²² The researcher consulted written materials or other artifacts to comprehend the topic under study. The researcher used the documents related to the research object as written, physical, and visual materials for pre-intermediate speaking in Pojokrejo English Course.

It was according to the types of data which were used for this research. Kim et al., stated in qualitative data analysis, to accomplish the goals and objectives of the research, data analysis will entail finding common patterns among the responses and critically assessing them.²³ Besides, it can be used to describe phenomena that have a numerical value.²⁴

This research used descriptive-qualitative data for the teachers' interviews as the need analysis before designing the product, students' responses after using the product and information, suggestion, and comments of experts. Then, quantitative data for the result of experts' evaluations of the product (media and materials). Those were to improve the product. Alternatively, quantitative obtained from evaluation scores of the experts' validation. The researcher calculated the scoring average using the *Likert scale* formula below using all the quantitative data from all validation questionnaires. It is applied by Arifin, Z (2013) as cited in Sagita.²⁵

Sum of Strongly Agree	=	SA × 4	= . . .
Sum of Agree	=	A × 3	= . . .
Sum of Disagree	=	D × 2	= . . .
Sum of Strongly Disagree	=	SD × 1	= . . .

Then, calculate the average by using the following formula:

$$M = \frac{B}{N}$$

M : Mean score

²² Aulia Fauziah, *An Analysis of Deixis in "A Thousand Words" Movie Script by Steve Koren*, (Tulungagung: IAIN Tulungagung, 2015), p. 37-38

²³ Kim H, Sefcik JS, Bradway C, Characteristics of Qualitative Descriptive Studys: A Sistematic Review, *Research in Nursing & HealthI*," 2017, p.23-42 in *PMC PubMed Central*, 2020 Assistance

²⁴ DEWI, Desi Surlitasari et al. INVESTIGATING THE RELATIONSHIP BETWEEN CULTURAL INTELLIGENCE AND STUDENT'S LISTENING COMPREHENSION. *Journal of English Education Program*, [S.l.], v. 3, n. 1, jan. 2022. ISSN 2721-6896. Available at: <<https://jurnal.untan.ac.id/index.php/JEEP/article/view/46-58>>. Date accessed: 26 aug. 2023. doi:<http://dx.doi.org/10.26418/jeep.v3i1.50221>.

²⁵ Enhana Tarbiatunnisa, *"Developing Basic English Speaking Module for The English Club Program at Senior High School of Modern Islamic Boarding School Datok Sulaiman Putri PalopoI,"* (Thesis, English Educational Study Program Tarbiyah and Teacher Training Faculty, 2021), p. 45-47

B : Total score

N : Total sum of question

Table 1. Qualification Score²⁶

Qualification	Score
Excellent	$3,2 \leq x \leq 4$
Good	$2,5 \leq x \leq 3,25$
Fairly	$1,75 \leq x < 2,5$
Poor	$1 \leq x < 1,75$

RESULT AND DISCUSSION

Results

1. Research and Collection Preliminary

The researcher found in observation step on students' pre-intermediate speaking of Pojokrejo English Course, the instructional media was not appropriate with their level, pre-intermediate level. During the observation, the contents of topic materials in the instructional media named module did not provide activities to stimulate students into speaking because the instructions also did not provide well, the activities the teachers gave in process learning that still using teacher-center and also the lack of activities to stimulate students expressing their understanding through the learning media. They took much time to share the material with students, and the passiveness which appeared on the students even though they studied outdoors. However, the teacher sometimes tried to use another media to share the learning material. Those things made students were obstructed and did not have opportunities improving their ability. Otherwise, it was forbidden to ignore the students' potentials in their selves. They formed the understanding of experiences through basic level. It proved that they had cognitive structure of learning process.

Furthermore, to get more information, the researcher analyzed it by using the method of interviewing two teachers of the Pojokrejo English Course, which named Dila

²⁶ Gregoria Maharani Prasetya, *Pengembangan Media Pembelajaran Monopoly Pop Up pada Materi Sistem Pencernaan Manusia Kelas VIII SMP*, Yogyakarta, Universitas Sanaya Dharma, 2020, p. 52

and Ratna. It was giving them nine questions. Here, the questions of the teachers' interview:

1. Which media is used in speaking learning?
2. Are there any mediums for teaching-learning?
3. What do the materials in the module?
4. Is it enough for students to learn for two days a week?
5. Are there any exercises to practice the students' skill in speaking?
6. How do the teachers measure the students' achievements?
7. What things can build the students' interest?
8. Is there a need to create a media like "*Monopoly Handbook*"?
9. Which materials can be included in "*Monopoly Handbook*"?

The interview was a preference to produce the primary problems. It was learning media. The researcher combined and concluded the answers of two teachers who were interviewed. The teachers shared the materials in daily learning using one of the course modules and it was not theirs. Although, they said they sometimes used other mediums like pictures, audio, or videos to facilitate the student's learning based on the learning topic. However, the researcher found that the topic materials and the contents of their instructional media named module they usually used to share materials was not suitable and there were lacks of using the activities and instruction in module which can improve the students' speaking ability. Then, limited time in learning of speaking ability was one of the problems the researcher found from the teacher's interview. Based on the researcher's experiences before, two days a week was not enough for learning. It could have a bad impact on the student's memory of the learning topic, so that the solution needed to the students learn at their home as well to cover the limited time and activities in improving their ability of speaking independently. However, it might not be worked because the students would not do what the teachers ordered for their task at home. The lacks of students' interest of pre-intermediate did not only come from when the teacher gave a task for learning at their home, but also when they learnt in the classroom of the course. However, the teachers always do the monthly test to measure the students' achievements.

Offering a new instructional media for speaking learning to the teachers was their best chance because they realized that Pojokrejo English Course was a program of a non-

formal institution, like in Kampung Inggris. However, the students' enthusiasts were still the students of formal school. It meant they realized that the students there could not follow Kampung Inggris' system. So, they planned to remake their learning media with a combination of the formal curricula. The material selection was selected from the materials of eighth grade. It was because eighth grade dominated at the pre-intermediate level and offered a program for three months.

Pojokrejo English Course permitted the researcher to develop Monopoly Handbook as instructional media for learning. From the observation process, where the students could set their cognitive structure, the development was not apart from cognitive theory as the base of development. Its elements were expected to be able to solve the problem of this research through Monopoly Handbook as instructional media for students' pre-intermediate speaking.

2. Research Planning

Observation and interviews gave a way to explain why there was a need to develop instructional media in learning. Because of that, the researcher made the framework of this research by the following. The researcher helped the teachers to select the materials for pre-intermediate speaking ability based on the student's needs. In the process, we got 11 materials of pre-intermediate speaking for the contents of the Handbook. It was created for three months, which was the program duration of the course. In addition, because the background of students who study English at Pojokrejo English Course is different from students of Kampung Inggris, selecting materials were selected by intervention on what the students will learn in their classroom in their formal school. The second was collecting resources for learning to speak based on the selected materials and always paying attention to the three steps in managing learning materials. There were enactive, iconic, and symbolic. To fulfil them, Monopoly Handbook had to provide activities stimulating understanding of each material and, in practicing speaking, provide pictures or other visualization to accept the point of learning in the process of material transformation and provide the evaluation tool to examine how far the students understand for their learning so that they were competent to think and convey the ideas or abstract thoughts through what they have learnt.

Meanwhile, the researcher thought about what the Monopoly would look like. Monopoly was designed to provide the symbolic, the last step of managing learning material. It was

a tool to evaluate students. The illustrations and designs were like a game. Students may be unaware and enjoy the fun game. The concept, activity and provided questions on Monopoly were to stimulate their capability to speak up and talk based on the topic material the teacher evaluated.

Then, the researcher combined the Handbook and Monopoly, called Monopoly Handbook. The Handbook would also be a guide to playing Monopoly, so the students need to bring it while playing the Monopoly game. It was not similar to Monopoly; the game did not provide a bank, money, or the rental of houses or hotels. But, it was going to be changed by the teacher as controller. Moreover, Monopoly, in this research, was not a game that anyone could "win," if a player reached the end of the road, the last tile meant "go back," and the game was restarted from the beginning. The game focused on the question orders so that the students could speak more than before.

3. Early Product Development

The researcher provided Monopoly game, including challenge questions with characteristics which can stimulate them to convey their ideas through their understanding of learning materials. That was the last of the cognitive learning process. The game was not only to get their interest in speaking learning, but it could also measure how far the students got the materials like evaluation. The game could be examined according to the materials shared by the teachers. Besides, there were instructions to guide the students in the game. There was the early product development of Monopoly.

The Monopoly Handbook was designed to support the handbook and make it as enjoyable as possible to get the students' interest in doing evaluations in different ways and help the teacher make it easy without rejection that is usually sound. The product was designed for any practicing speaking because that is the students' need in pre-intermediate speaking skill.

Table 2. Lists of Monopoly Handbook Set

No.	Kind of sets	Amount
1.	Handbook	A book for each student
2.	Monopoly board	A board
3.	Pawn	4 pawns with different color
4.	Dice	A dice
5.	The paths	

	Free Challenge Star Vocabulary and tasks Corners	Six paths Nine paths Three stars Seven paths Four paths (start, prison, freedom from prison, and free to go anywhere)
6.	Cards Challenge card Star card	22 cards Five cards

4. Expert Validations

Monopoly Handbook was validated by experts of media and material once on May 2023. They are Muhammad Yasminto, M.Pd as the expert in media. He is a lecturer of IAI hasanuddin and Kadnawi, M.Pd as the expert of material. He is a lecturer of IAI Hasanuddin Pare- Kediri. Both of them have good and suitable background to be validators in this research. The expert media validated the product, including the aspects:

1. Presentation design of the media
2. Physical appearance
3. Autonomous language learning
4. Illustration of the media

Here is the result of recapitulation data from the expert of media:

Table 3. Result Validation of Media's Expert

Aspects	Score
Presentation Design	21
Physical Appearance	22
Autonomous Language Learning	9
Illustrations	12
Total Score	64
Sum of items	21
Mean	3,04
Qualification	Good

The qualification of media's expert validation showed that it qualified of qualification score which was used in this research. The validation gave 3,04 score which was showed "Good" of qualification. It could be proved by the qualification score below. However, that means that the product was able to be used by revisions.

Table 4. Qualification Score²⁷

Qualification	Score
Excellent	$3,2 \leq x \leq 4$
Good	$2,5 \leq x \leq 3,25$
Fairly	$1,75 \leq x < 2,5$
Poor	$1 \leq x < 1,75$

Besides, the expert of material validated the product including:

1. The contents of the media
2. The activity of the media
3. Utilization of the materials on the media
4. The language structure of the media

Table 5. Result Validation of Materials' Expert

Aspects	Score
The Contents	13
The Activity	13
Utilization of Materials	24
Language Structure	9
Total Score	59
Sum of items	19
Mean	3,10
Qualification	Good

According to the table above, the expert of materials gave mean 3,10 which was qualified by good. It meant that the product was able to be used by revision. The revisions would

²⁷ Gregoria Maharani Prasetya, *Pengembangan Media Pembelajaran Monopoly Pop Up pada Mataeri Sistem Pencernaan Manusia Kelas VIII SMP*, Yogyakarta, Universitas Sanaya Dharma, 2020, p. 52

become from the comments and suggestions of both experts. It could be proved by the qualification score below.

5. Product Revision

The product, which was named Monopoly Handbook, has been revised according to the comments and suggestions of the experts. This was the result of the revision from the experts of media and material on Monopoly Handbook, including:

1. Removing the vocabularies which were following the materials and making the glossary in the end page of Handbook.
2. Improving the instructions which were more understandable and pay attention to the punctuations on the Handbook. It was adding exclamation mark for every exclamation sentence.
3. Revising the sentences based on the language structure and the level of the students. It was fixing the use of a few words based on their level.
4. Modifying the symbols of illustrations based on the paths and adding the information on both of challenge and reward.
5. Adding an instruction on challenge questions so that the students can convey their ideas to explore more in answering.

6. Try-Out

6.1 Early Testing

In this study, the researcher who shared them the materials in learning directly as a teacher. However, the researcher took the data as well in learning process to collect the data as well. It purposes that this research is only get their interest and improvement in speaking. The students of pre-intermediate speaking tried the product for the first time which was named Monopoly Handbook, as the trial whether the product was effective or opposite to be their instructional media and to help them in learning speaking.

On the learning process, the researcher shared the first material which contents on Handbook, but it was just review. It was because when the researcher came to the classroom, that was not the first meeting the students got the material. It was Jobs/Occupations topic. Furthermore, we tried the audio of the topic whether it sounded clear or opposite and whether the students could access the *QR-Qodes* on Handbook.

The students used the Monopoly Handbook well in learning process and it was seen through the students' interest. However, while Monopoly was applied by the students, it was little bit chaos. The researcher realized that it appeared from giving the instructions of the researcher as the teacher which was the moderator in the game before starting the playing. Even the confusion was existed in the learning by using the media, the researcher got their responses well enough. It proved from the result of questionnaires the researcher gave to the students by *Google Forms*. The researcher concluded that there was no problem in applying the instructional media in learning process. There was list of students' names whom answered the questionnaires and recapitulation of student responses:

1. Six from eight students said excellent in their opinions about the product and two of them said Good.
2. All of the students said interested in the product.
3. All of the students thought, the product could improve their speaking skills.
4. All of students agreed that the product could motivate in learning speaking.
5. Four students said the instruction of monopoly was very clear and four others said the instruction was clear.
6. Six of the students said, they could follow the instruction very clear, and two of them said clear.

The instruction in the Monopoly Handbook needed revisions because the students got confused about playing Monopoly Handbook. The Handbook needed more instruction so that the students could easily understand what they must order.

6.2 Early Product Revision

The revisions came from the instructions which was not clear. It was the information from the researcher as a teacher. In addition, the students used the media like Monopoly Handbook was for the first time for them. Thus, the researcher tried to convey the information of the rule and added an instruction on the Handbook for challenge questions. It was "*Tell your chosen question and ask your teacher to guide you answering it!*" The instruction was also to build the students and teachers' relationship in a conversation to explore the students' answer on their speaking ability.

6.3 Second Testing

The students of pre-intermediate speaking applied to use the medium for the second. It examined the product after revision. It was better than before. It proved when the students could obey every rule of the game and they more enjoy the learning process with the game. It because the students understood the instructions of Handbook well. Furthermore, the students were not fear to express their ideas and thought in answering the challenge questions so that the teacher could stimulate the students to talk more in answering. Between the teacher and the students who must answer the order of the game, they did not only answer based on what the question was, but aslo the students could explore whatever they thought about at the present while the teacher was starting to stimulate them in speaking into a conversation. In the other word, the statement of "*Tell your chosen question and ask your teacher to guide you answering it!*" affected how the students answered each question with a guidance of teacher as good partner in exploring their answer to be conversation.

The result evidenced that the students can build their cognitive process of learning through understanding the material which was carried out by the researcher in classroom. The last was considering their perceptions of their understanding during they learnt. To save the experiences in storing, they need to considering which one they have to be assimilation or which one they have to be accommodation to achieve equilibration.

On contrary, the researcher got another thing which needed to be revised again. It was the *QR-Code* which provided on the Handbook. The codes cannot be access because those limited codes. Then, the researcher realized and understood that the codes which were provided on Handbook had a limited time to access. Thus, all the codes needed to change into another version which was unlimited to access.

7. Operational Product Revision

Because there was a need which must be improved from the result of test before. The researcher revised the product by improving the *QR-Code* which provided on the Handbook to unlimited codes without changing the audios and videos. It remade the codes with different patterns which was named static code. The purpose of the code gave what the researcher needed in this research. The static code purposed to save the data through to the patterns directly and they could not be changed anymore after creating. Thus, the patterns of *QR-Codes* could be accessed by the teachers or students again in learning process of speaking.

In addition, because the teacher of Pojokrejo English Course suggested that the materials of making the product was recommended to be smaller so that it made easier to use anywhere. Therefore, the researcher tried to make it and it could appear in the Handbook. The researcher remade it based on the size of Handbook's paper which was A5. Here was Monopoly looked like. That was in the middle of Handbook.

8. Final Product

The development of a product based on cognitive theory achieved its perfection to overcome the problems of this research. Monopoly Handbook was designed by the learning steps of cognitive theory with the size of A5 and presented several pictures to improve the students' interest. The content of the Handbook consisted of 11 topics based on cognitive characteristics in providing material. Then there were six audios and two videos in the codes to introduce their digital learning. Besides, Monopoly design and layout were on Handbook with a smaller design without changing anything. However, it was presented with colorful pages like a similar game of Monopoly.

CONCLUSION

An instructional media named Monopoly Handbook was developed based on the result of need analysis through observation, interviews, and the previous handbook that was usually used in learning to speak. It employed the model development of Dick and Carey with eight steps, including research and information collection, research planning, early product development, expert validation, product revision, try-out, operational product revision, and final product, by implementing cognitive characteristics of the learning process. The development emphasized using a simple pattern to complex, focusing on the learning process than the result, providing a stimulated thing to explore their understanding become abstract ideas and thoughts.

The development of Monopoly Handbook passed through expert validation to examine its effectiveness of material and design products by giving questionnaires to the experts. The product could be used for revisions by a "good" qualification. It scored 3,10 for the material and 3,04 for design media. The product's effectiveness through revisions tried out by students' pre-intermediate of Pojokrejo English Course to know their perceptions toward using the product in speaking learning. A questionnaire from *Google*

Forms determined it. It concluded half of the subject research was confused because the instructions in Monopoly Handbook were unclearly, and the limited access to codes. Therefore, there were revisions to produce a suitable product. However, they were helped to improve their speaking ability. Those were supported by *Google Form* conclusions, including students' opinions, interests, improvements, motivations, understanding, and explicitness of Monopoly Handbook.

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