

# To Develop Digital Monopoly Game as Learning Media for French for Tourism Lecture

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## ABSTRACT

The French for Tourism (or *Français du Tourisme*) is a lecture available in sixth semester. The objective of the lecture is to make students able to give information on tourist sites when they become tourist guides. The preliminary research showed that students were poor in vocabulary mastery. In the learning process, the methods were quite good, but they were necessary to be optimized in order learning was interesting. In addition, the learning media was not in line with the 4.0 industrial revolution; therefore, another media model, namely, digital monopoly game, was applied in this research. The model consisted of explanation on the material in the form of text, video, and audio and there are also interactive exercises. The advantage of this media was that it could be applied in offline mode, so it was accessible all the time. This research used the Research and Development (R&D) of ADDIE model. This research tried to know the development process, the validity, the practicality, and the effectiveness of the digital monopoly game in the lecture. To measure the effectiveness of the media, the pre- and post-tests were attempted to fifteen students who studied the lecture. The result showed that the learning media has already fulfilled all aspects of validity, practicality, and effectiveness and that there was a significant increase in the students' competence after they used such media. It can be concluded that the digital monopoly game is quite effective in the process of learning the French for Tourism.

**Keywords:** development, learning media, French tourism lecture, digital monopoly game

## INTRODUCTION

French is one of the most studied languages in Indonesia; learning French is not limited to general aspects of French as a foreign language, like Syntax, Semantics, among others, but also to French for Tourism (FfT) which is categorized as specific purpose. The FfT is a lecture specifically given to sixth semester at the Department of French Education in Universitas Negeri Medan. This course includes three credits with a learning time of 150 minutes and the objective of the lecture is bring students able to present and give information on tourist sites when they should speak French.

From interview with one of the lecturers who taught the FfT, information was obtained that the FfT is designed similar to French Civilization lecture. Essentially, cultural learning needs to be fun in order to grab students' attention but one of the problems encountered is the lack of variety of learning media in this case since media plays important role in facilitating the dissemination of learning materials. This is in line with the opinion of Arsyad that the benefits of using the learning media are to provide teachers to achieve the learning objectives so that they can explain the learning materials in a systematic order and help present interesting materials to improve the quality of learning.<sup>[1]</sup>

French materials are classified into A2-B1 levels and students have problems and difficulty in understanding the text in the levels because most of them have not already reached the levels. Their problems can be seen from the *Arrivées Départs* materials consisting conversations in the airport. In addition, they always misunderstood the use of vocabularies for information at the airport, for example, *Salle de Transit*. This error appeared because they translated the words directly into google; they had to understand, first of all, the vocabularies associated with airport, while the correct written form is *sale d'escale*. In short, students have serious problems the mastery of vocabulary.

The results of questionnaire from 32 respondents show that in the previous learning process, teacher uses presentation methods (56.3%), discussion (28.1%), and question - answer (15, 6%). The methods prove quite good, but it is necessary to optimize to use another interesting learning methods. In addition, the learning media for FfT lecture contains text (68.8%), pdf book (18.8%), video (12.5%), so, it is considered that such media is even less effective because 81.3% of students commented that the media was not in line with the 4.0 industrial revolution. What is proposed is to develop learning media, for instance, digital monopoly game for FfT course since such game platform is inspired by the Monopoly game which combines games, images, text, and audio. Explanation of the material in the form of text and audio and an interactive exercise exists; in addition, this game has advantage, for example, it can be used in offline mode and is accessible any time.

## LITERATURE REVIEW

The benefits of learning media is interesting and boost motivation to learn and learning material will be more explicit so that students can understand it better and to allow mastery and achievement of learning goals and learning method will be more varied.<sup>[2]</sup> Learning using digital media can greatly help learners in the learning process in the classroom; digital media is the one that has

content in the form of a combination of data, text, sound, and various types of images.<sup>[3]</sup> The monopoly game is one of the most famous board ones in the world; this game is played by taking turns rolling the dice to move the pieces, and, if he lands on a plot that does not belong to another player, he can buy that plot according to the price indicated.<sup>[4]</sup>

The advantages of Monopoly Game, (1) monopoly game media is packed with attractive appearance (animation, images, sounds and colors), (2) learning French with this medium can make learners happy to learn French because they are invited to learn while playing, (3) improve learners' understanding of the material provided, (4) increase the attractiveness and attention of learners, (5) make learners more active, as students are directly involved in learning activity activities.<sup>[5]</sup> The quality of product development must meet three elements, namely validity, practicality, and effectiveness.<sup>[6]</sup> Tourism means travel-related things/activities for recreation, travel, tourism. According to Calmy, the FfT is a lesson for general, specialist and working students, allows students to learn about the world of tourism, and enrich their knowledge while developing communicative and professional skills. This course also focuses on the vocabulary and linguistic practices in tourism.<sup>[7]</sup>

## MATERIALS AND METHODS

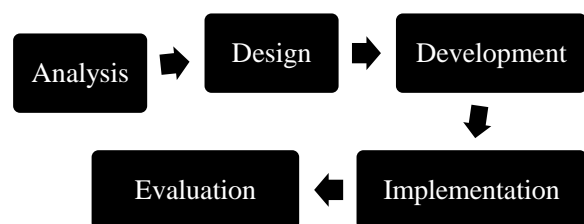


Figure 1. Stages of ADDIE Development Model

This research used the R&D method adapted from the ADDIE model which was developed by Dick and Carry (see Mulyatiningsih<sup>[8]</sup>) referred to the processes of main part of the development process, namely: analysis, design, development, implementation, and evaluation (see Fig. 1).

Subjects of this research are students of sixth semester at the Department of French Education, Universitas Negeri Medan (UNIMED). There were 53 subjects who were grouped into three classes.

### Data and Data Sources

Four main data were collected in this research, namely, (1) data on the development process of the FfT learning media based on the digital monopoly game, (2) validity of the media data on the development process of the learning media of FfT based on the game monopoly numérique, (3) data on the practicality of the learning media of FfT based on the game monopoly numérique, and (4) data on the effectiveness of FfT as learning media based on the digital monopoly game.

### Data Collection Techniques and Research Instruments

Media development process was collected from quantitative and qualitative data. Quantitative data involved a closed questionnaire and the instrument used was Microsoft Excel to find the mean. The qualitative data in this process was related to open questionnaires, open interviews, and document reviews. The instruments used to collect this data were the researcher as the main research instrument and the research note. Media validation data was collected using the validation results and the instrument used was material validity scorecard and media validity scorecard.

Data on media practicality was collected using quantitative and qualitative data. Quantitative data was in the form of closed questionnaires on user satisfaction in which the instrument used to collect this data was Microsoft Excel. While, qualitative data was collected by observing the use of media in the learning process. The instruments used were the researchers and the research notes. Data on media effectiveness was collected using pre-test and post-test results and the instrument used was SPSS.

### Data Analysis Technique

Data on the development process of the media was declared valid if the whole development process of the digital game monopoly media could be told chronologically and systematically on the basis of valid data. Appropriate learning media or not could be seen from the questionnaire data used in the form of a Likert scale. The instrument used to analyze the validity data was the validation data calculation table and the mean formula as written in the following:

$$P = f/N \times 100\%$$

Description : P = score percentage; f = total score gaining; N = score maximum number

The practicality of the media digital monopoly game could be applied if the overall value of given students and teachers reached a minimum value of 4 (good). Appropriate learning media or not could be seen from the questionnaire data used in the form of a Likert scale. The instrument used to analyze validity data is the validation data calculation table and mean formula. To find out the level of impact or the effectiveness of the FfT learning media, we used the normality test, the Wilcoxon test, and the N-Gain test.

## RESULTS AND DISCUSSION

The results of this study are based on the development, validation, practical, and effectiveness results.

### A. Development Result

The development process of the FfT learning media is based on the digital monopoly game and measured by the ADDIE model.

#### 1) Analysis

There are three sources of information, namely, (1) the result of closed and open questionnaires for students. The result shows that the learning process of FfT requires innovative learning media that supports the 4.0 development of technology. Digital media-based learning that combines images, text, video, audio, and games can engage students' attention in learning, (2) the result of an open interview with one of teachers of

FfT show that there are difficulty of students in this course and the poor mastery of vocabulary. In addition, students in this course must be at the level of A2-B1, but in reality, most students have not reached this level, and (3) the result of document analysis in which the results show that there are errors because the students translated directly into google.

## 2) Design

There are several reference sources in the material design process; the main source is the tourisme.com book containing images using canva and video using animaker. Monopoly board use of blender application and digital monopoly app display using unity app.

## 3) Development

The results of the development display of FfT learning media based on the digital monopoly game are shown in six menu as in the followings.

a) Main menu



b) Level menu



c) Material menu



d) Evaluation menu



e) Exercise menu



f) Corrected menu



## 4) Implementation

A pre-test which was given to subjects consist of 20 questions with a variety of questions, namely multiple choice, matching, and true-false. The questions are presented in the form of a google form with a duration of 20 minutes. The average score of the students in the pretest is 57,33 and we make a treatment for four meetings for each material. The post-test process uses monopoly digital game media and students answer questions from the assessment menu; they send the obtained scores to the teacher. The average score for pretest is 81,83.

## 5) Evaluation

The minimum and maximum student score in the pre-test are 40 and 65 with the average score is 57,33 (fairly well) category. In the post-test the minimum mark is 63 and the maximum is 94 with the average is 81,83 (very good).

### **B. The Validity Result**

Validation of the material is based on four aspects: content, linguistics, presentation, and context. The result shows that all four aspects indicate that the material is valid with an average of 92.7 percent which is in the “very good” category. Validation of the media is based on aspects: presentation, readability, and programming and the score obtained is 94.3 percent which is in the category of “very good”. The validity result from the material and media expert is 95.

### **C. The Practical Result**

From the process of observing the activities of teachers and students in the FfT learning process based on the digital monopoly game, a score of 87% was obtained (in good category). In general, the learning process can take place in accordance with the FfT learning plan, and, moreover, with the use of technology that applies games to learning could increase students’ motivation. But, there are some things to consider when the learning process uses an app that requires students to learn how to use their mobile phones. There are several students make mistakes in using cell phones which are not related to learning like opening chat apps etc, therefore, teacher supervision needs to be improved.

The result of the practicality by the questionnaire given to professors show that this evaluation is based on aspects: content, display, and advantage of the digital monopoly game. The score obtained is 92 which is in the “very good” category. The result of practice by the student questionnaire. The score obtained of 92.4 which is in the “very good” category. It can be concluded that the digital monopoly game media is practical to use in the French Tourism course

### **D. The result of efficiency**

From the normality test result, the value of sig at the pretest is less than 0.005. So, the value is not distributed normally, and instead, we use the Wilcoxon test. From the Wilcoxon test result the sig value is less than

0.05, meaning, the hypothesis is accepted so that there is an influence of the use of the digital monopoly game learning medium on the FfT learning outcomes. From the N-Gain test result, and to find out the level of impact or the effectiveness of the FfT learning media based on the monopoly game, the mean of N-Gain score (g) is 0.58, indicating that the effectiveness of using digital monopoly game is in the average category.

### **CONCLUSION**

The process of developing French for Tourism (*Français du Tourisme*) lecture is based on digital monopoly games as well as with the help of ADDIE model, covering analysis, design, development, implementation, and evaluation. Assessment of the quality of the developed media product is reviewed from the aspects of validity, practicality, and effectiveness. The validity results can be seen from the average value of the material validation results, which is 3.7 and the average value of the media validation results is 3.8. The results of the effectiveness seen from the average value of the results of observations of lecturer and students’ activities, is 3.5. The average value of the results of the lecturer satisfaction questionnaire is 3.7 and the average value of the results of the student satisfaction questionnaire is 3.7. The value of the effectiveness of learning outcomes using *jeu monopole numerique* media which is developed and based on the results of converting values from the form of percent to the average is 2.6. Based on these values, the final value of product quality is 3.5 showing “good” category.

#### **Declaration by Authors**

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