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Development of Monopoly Wordwall Media to Enhance English Vocabulary Mastery in Elementary School

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ABSTRACT

Game-based learning media integrates game elements with educational objectives, offering an engaging and enjoyable learning experience. This study aimed to (1) develop Mowall-based interactive media for English language learning, (2) evaluate its feasibility, and (3) assess its effectiveness for fourth-grade students. The research employed a Research and Development (R&D) design based on the Borg and Gall model. The participants were fourth-grade students from SDN Wonosari 02, Semarang City. Data were collected using interviews, documentation, needs and response questionnaires, validation sheets, and pretest-posttest instruments. Data analysis involved normality tests, paired-sample t-tests, and N-gain calculations. Validation results indicated high feasibility of the media: 96.9% from media experts, 95% from material experts, and 86.7% from language experts. Normality tests showed that pretest and posttest data were normally distributed (small-scale: 0.773 and 0.090; large-scale: 0.635 and 0.112). Paired t-test results showed significant improvement in student performance (small-scale: $p = 0.003$; large-scale: $p = 0.000$, both $p < 0.005$). N-gain scores were 0.35 (small-scale) and 0.53 (large-scale), both indicating moderate effectiveness.
In conclusion, the Mowall interactive media is both feasible and moderately effective in improving English learning outcomes among fourth-grade students.

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1. INTRODUCTION

To advance as a nation, education is paramount. The level of education one has a significant impact on their standard of living. Regardless of context, education encompasses all learning that contributes to the development of all sentient beings. (Pristiwanti Desi et al., 2022). Education is given to develop potential through the learning process. The process that occurs is an interaction of educating and being educated between educators and students. Through education, a person is equipped with knowledge, skills, and moral values that will shape their character and personality. The government has implemented numerous policies in an attempt to raise the bar for educational quality, such as changing the curriculum, improving teacher welfare, and developing infrastructure to support quality education.

Language is one of the important aspects of education that serves as the main tool in teaching and learning activities. As an international language, Academics, business, technology, and international communication are just a few areas where English plays an important role. The introduction of English from an early age is a strategic step in improving the competitiveness of the younger generation in the future. At elementary school age, children's brains are still very flexible in absorbing new information, including understanding language structures that are different from their mother tongue. This allows children to more easily master grammar, pronunciation, and vocabulary in English if taught with the right method. Since learning new words is the cornerstone of any language acquisition process, teaching students new vocabulary is essential when teaching English. (Pratiwi et al., 2024).However, the current problem is that many students still struggle to learn English (Sudatha et al., 2024).

The primary issue with fourth-grade language acquisition, according to observations and interviews with the SD Wonosari 02 fourth-grade teacher, is the pupils' inadequate command of the English language. The lack of mastery of English vocabulary is due to the fact that students think that English subjects are too difficult. This is due to the lack of use of English in everyday life. Students only learn while in class without any use of English outside formal learning. In addition, the language structure and pronunciation that are different from Indonesian make it more difficult for them to understand new vocabulary.

Uninteresting learning methods are also a problem that arises in learning. The use of monotonous and less varied learning methods makes students quickly feel bored. The fear of making mistakes in speaking or writing causes them to be reluctant to try using English. Students have a hard time remembering and mastering new words because they don't practice them enough.

In addition to problems in language mastery and less interesting learning methods, the use of media in learning English in class IV is also an obstacle. Learning media used by teachers is still limited and less varied. Students often only get material in the form of oral delivery or text without any more interactive tools. Students are less invested in their learning when there is little variety in the learning media used. The availability of learning media enhances students' ability to grasp abstract ideas, which in turn improves their overall educational experience. (Munajah & Anggraini, 2025; Ningsih et al., 2023). As a result of the uniformity in learning media, students feel bored and less motivated to understand the material being taught. The media used in the classroom is currently limited to PowerPoint and learning videos. With these limitations, students do not have many opportunities to practice directly in understanding and using English vocabulary.

To address the challenges in English language learning among elementary students, this study proposes the development of interactive media based on the Monopoly Wordwall (Mowall) game. This modified version of the traditional Monopoly board game integrates modern technology and game-based learning principles to create a more engaging and effective learning experience. As technology continues to transform nearly every aspect of life—including education—there is a growing need for schools and educators to embrace digital innovations in teaching practices (Vnucko & Klimova, 2023). In line with this, educational institutions are expected to leverage technological advancements to improve student learning outcomes (Alfiansyah, 2023).

Game-based interactive media represent a promising approach that combines the motivational aspects of games with educational objectives. Such media not only make learning more enjoyable but also increase student engagement and participation. Monopoly, as one of the most widely known and accessible board games, offers significant potential when adapted for learning purposes. When redesigned with educational content—such as English vocabulary and phrases embedded in the game's properties, cards, and challenges—Monopoly can serve as an effective tool for language acquisition. Research by Jensen (2017), as cited in Calafato and Clausen (2024), found that oral and written English input in gaming environments significantly predicted receptive vocabulary knowledge among EFL learners. This suggests that integrating language learning within game-based formats provides meaningful contexts for students to acquire and retain new vocabulary.

Previous studies have highlighted the educational benefits of using Monopoly-based learning media in various subjects. Desyawati et al. (2021) demonstrated that problem-based Monopoly games can increase student participation and reduce boredom in elementary-level thematic learning. Similarly, Iftitah et al. (2020) showed that Monopoly-assisted media improved third-grade students' abilities in writing simple essays, largely due to increased engagement during the learning process. Additional evidence from Hafiyya et al. (2023) and Yusnaldi et al. (2025) further supports the use of interactive media in fostering enthusiasm and active participation among young learners.

Observations from Wonosari 02 Elementary School indicate that the Mowall media has been effective in facilitating vocabulary development among fourth-grade students. The game encourages students to practice English vocabulary in relevant and meaningful contexts, making it easier for them to understand and remember new words. Based on this rationale, the present study aims to (1) describe the development process of the Mowall-based interactive media, (2) evaluate its feasibility for classroom use, and (3) assess its effectiveness in improving English vocabulary acquisition among elementary school students.

2. *METHODS*

2.1 Research Design

The Borg and Gall development model serves as the guiding principle for this study's Research and Development (R&D) approach. There are ten distinct but related steps to the model: (1) Research and Information Collection; (2) Planning; (3) Developing Preliminary Form of Product; (4) Preliminary Field Tests; (5) Revising Main Product; (6) Main Field Testing; (7) Revising Operational Product; (8) Operational Field Testing; (9) Revising Final Product; and (10) Disseminating and Implementing (Gustina et al., 2024; Yuliani et al., 2021). However, the development was limited to the eighth stage, namely the usage trial, given the limited time and cost.

The first step begins with observations and interviews to identify needs and problems in the field. The information was used in designing Monopoly Wordwall (Mowall) learning media. The developed product was validated by media, material, and language experts before being tested on a limited scale and then on a large scale.

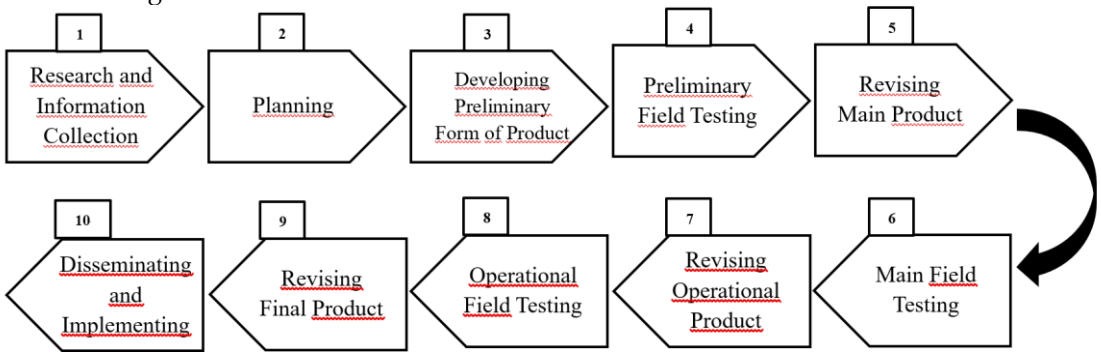

Figure1. Borg & Gall Model

2.2 Participants

During the even semester of the 2024/2025 school year, students from Wonosari 02 State Elementary School in Semarang City, who were in fourth grade, participated as subjects in this study. Part one of the product trial was: (3) Three high-ability students, two medium-ability students, and three low-ability students were among the eight students drawn using a purposive sampling technique from class IV A for the small group trial. In the large-scale trial, 26 students from class IV B were included overall. Researchers in the large-scale trial utilized a saturated sampling technique, which entailed sampling every single member of the population.

This study examines the relationship between the media platform Monopoly Wordwall (Mowall) and the English vocabulary proficiency of fourth graders at SDN Wonosari 02, with a focus on everyday activities as the dependent variable. Primary data, which includes information gathered from people rather than computer databases, is used in this study. This data came from interviews, surveys, and experiments. Since it more closely represents the study's context, primary data is often believed to be more accurate and useful. (Sulung & Muspawi, 2024).

2.3 Instrument

This study's instruments include: (1) a validation sheet that was given to three expert validators (media, material, and language) to evaluate the quality of Mowall media, (2) 30 multiple-choice questions organized according to indicators of English vocabulary mastery on the topic of daily activities; to be administered both before and after the course, (3) Response questionnaires given to students and teachers to measure responses to the media developed. (4) Interview guidelines to dig deeper into the conditions of English learning in the classroom, teachers' responses to the Mowall media, as well as suggestions or input for improving the media, (5) Forms for keeping track of what's happening in the classroom as a whole, including what students are doing, how engaged they are, how well they're interacting with one another, and how well the teacher is guiding their knowledge acquisition. (6) Documentation to record the entire process of research activities, starting from the planning stage, media development, and the implementation of small group and large group trials. Documentation collected in the form of photographs of activities, video recordings of learning, student work, and evidence of media use. This documentation was used as supporting data to strengthen the findings from observations and interviews.

2.4 Procedure

First, researchers observe and interview students and instructors of fourth grade at SDN Wonosari 02 to identify any issues that may be present in the school. The second stage is to collect data and information to plan the product to be developed using a questionnaire of student and teacher needs. The third stage, after obtaining and analyzing the results of the student and teacher needs questionnaire, the researcher designs the product to be developed starting with the design, material, and language to be used in the media. In the fourth and final stage, product design, professionals in the relevant domains verify the developed media. Three expert validators from the fields of media, materials, and language completed the validation test by using a Likert scale to fill out the provided validation sheet.

Fifth, the design is revised. Previously validated products that have undergone revisions in response to recommendations and comments made by professional validators. The sixth stage, after the product was revised, continued with the product trial to a small group of students in class IV A, consisting of 8 students using a purposive sampling technique based on different levels of cognitive ability, namely 3 upper-level students, 2 middle-level students, and 3 lower-level students. The seventh stage after the implementation of trial learning using Mowall media, teachers and students filled out teacher and student response questionnaires. The response questionnaire was given with the aim of finding out the shortcomings in applying Mowall media for English language learning for improvement in the next stage. If there are suggestions and input from teachers and students, researchers make revisions or improvements according to the suggestions given. In the eighth and final stage, known as the large-scale product trial, a total of twenty-six students from SDN Wonosari 02's class IV B will participate. Large-scale studies compared participants' performance before and after exposure to the media by administering a written test in the form of a pre- and post-test. The final step is to conduct a large-scale trial to evaluate the product. This trial will be based on test results from fourth graders at SDN Wonosari 02.

2.5 Data Analysis

In order to analyze the data obtained from the test questions, the SPSS version 25 application was used to test validity, reliability, difficulty level, and differentiation. The following procedures were used to analyze

the data in this study: (1) Validity test to determine valid pretest and posttest questions. To find validity in the data, researchers applied the point-biserial correlation formula to test item validity, under the assumption that an item is deemed valid when the computed r-value surpasses the critical value from the r-table. In contrast, an item is considered invalid if its computed r value is less than its r-table value. A 5% significance level is associated with the r-table that was utilized. The validity of the instruments could not be established without first ensuring their reliability. It is crucial to evaluate the reliability of an instrument to guarantee accuracy and consistency, even though valid instruments are usually reliable. To determine the reliability of a test, you can use the KR (Kuder Richardson) formula 20, (3) Analysis of the level of difficulty, used to determine the extent to which a question item is easy or difficult for students. Questions that have a moderate difficulty index (0.31-0.70) are retained for use in the final test, because they are considered ideal in measuring students' mastery of the material, (4) The differentiation of test questions is used to ensure the quality of pretest and posttest questions as well as to show the ability of a question item to distinguish between high and low ability students, (5) We used the Shapiro-Wilk normality test to see if the data from the pretest and posttest followed a normal distribution. (6) We used a paired sample t-test to see if there was a significant change from the pretest to the posttest after using Mowall media. (7) We used the N-Gain calculation to see how useful the media were for improving vocabulary mastery. There are three groups based on the effectiveness: high (≥0.7), medium ($0.3 \leq g < 0.7$), and low (< 0.3).

3. FINDINGS AND DISCUSSION

Research on the development of Monopoly Wordwall (Mowall) media in English class IV subjects was conducted at Wonosari 02 State Elementary School, Semarang City. The results of the research on the development of Mowall media in English class IV with the material of daily activities in English are as follows: (1) the result of Mowall media development design, (2) the result of Mowall media feasibility, and (3) the result of Mowall media effectiveness.

3.1 Media Design

The first stage in developing Mowall media is to determine the potential and problems by conducting pre-research. In the pre-research, problem identification was carried out using observation techniques and discussions with instructors of fourth grade at Semarang City's Wonosari 02 Elementary School. Several learning issues have been identified based on the findings of the preliminary research, namely, students' difficulties in understanding vocabulary, especially in English. This difficulty arises due to various interrelated factors, such as the lack of use of English in everyday life, the lack of student interest in learning foreign languages, and learning methods that are less effective in building memory and understanding of new vocabulary.

A lack of variety in learning media is a problem that goes hand-in-hand with students' inability to comprehend and master new vocabulary. Learning media plays a significant role in facilitating students' comprehension of course material because, with the correct media, students can have a more engaging and memorable educational experience and retain more of what they learn. Nevertheless, there is still a lack of variety and limitations in the learning media utilized by educators. There is a lack of more interactive tools, and students are often only given information orally or in text form. There needs to be more variety in how games are used as learning tools in the classroom, rather than just relying on theories that might bore students. (Neck, Neck, & Murray, 2018) in (Ahsan & Faletehan, 2021). The development of Mowall media will help students in learning because the application of this media is packaged in the form of games that children have often played physically and digitally, so that students will be interested and more enthusiastic in the English learning process. Mowall media consists of 2 components, namely the main component of the monopoly game board and its completeness, and the second component is presented in digital form in the form of an interactive PowerPoint, which contains introductory material, game rules, and questions.

Mowall Media provides a monopoly-based educational game concept designed to improve English comprehension in the context of daily activities. The main component of this media is a 40x40 cm monopoly board, which becomes the main arena of the game. This monopoly board consists of various game boxes, each of which has its function, such as:

a. Start, as the starting point of the game.
b. Chance contains cards that contain advantages for players.
c. Challenges, where players must complete a task or answer a specific question.
d. Stop 1 Turn, which requires players to stop one turn before continuing the game.
e. In Prison, players cannot continue the game if they have not managed to get out of prison by fulfilling several conditions.
f. Free Parking, a special area that allows players the freedom to go to any area, either favorable or unfavorable to the player.
g. 25 cities in Indonesia, each representing a question in English related to the learning material.
h. To support the game, this media is also equipped with various additional components, namely:
i. 4 pawns to mark the player's position on the game board.
j. 2 dice are used to determine the player's move.
k. Chance cards that give players an advantage.
l. Challenge cards that test the player's understanding through questions.
m. Stars are used as a scoring system in the game instead of money.

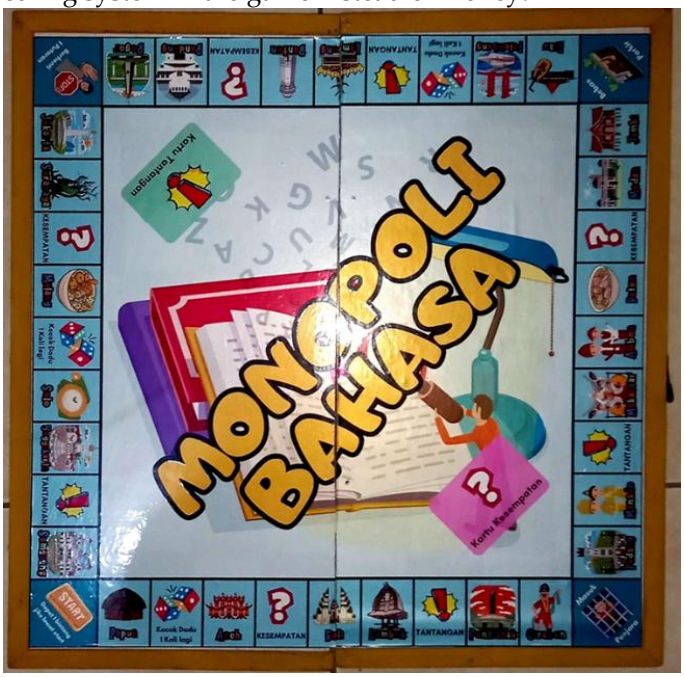

Figure 2. Mowall Media Main Component Display

In addition to the physical game board, Mowall media also has a digital component that provides additional information and play guidance. It is presented in a size of 1080 × 1920 cm to match the screen display of digital devices. This component is designed to clarify concepts and learning objectives through the following sections:

a. Preface, which introduces the purpose and background of making this media.
b. Introduction, which explains the importance of learning English through game methods.
c. Learning Objectives, which outline the English skills that players will master.
d. Learning Outcomes, which describe the expected learning outcomes after using this media.
e. Introductory material, which provides a basic overview of the topic to be studied.
f. Game Rules, which explain how to play systematically to make the game effective.

g. The contents of the 25 cities contained in the Main Component, which contain various questions in English. Each question relates to everyday activities, allowing players to improve their English skills in a more real-world context.

Figure 3. Second Component View of Mowall Media

3.2 Validation

The Mowall learning media developed will then go through a validation test to ensure its quality and feasibility before being used in learning. Experts evaluate the media's design, content, and language usage as part of this validation process. The goal of the validation process is to make sure that Mowall media is useful for students and instructors and can help them learn. The assessment process in this validation uses a validation sheet that has been prepared previously. The scores obtained from each validator will be converted into assessment categories with the following criteria

a. Very feasible if it scores in the range of 86% - 100%
b. Appropriate if you score within the range of 71% - 85%
c. Fairly feasible if it scores in the range of 56% - 70%
d. Less feasible if it scores in the range of 41% - 55%
e. Not feasible if it scores in the range of 25% - 40%

Expert validation assessment is conducted by linguists, media specialists, and materials scientists. The following is a description of the outcome of the Mowall media feasibility assessment, as reviewed by linguists, material experts, and media expert validators:

Table 1. Recapitulation of Expert Validation of Mowall Media

Aspect Feasibility	Total Score	Validation Index (%)	Description
Media Expert	63	96.9%	Very Decent
Material Expert	114	95%	Very Decent
Language Expert	52	86.7%	Very Decent

In order to learn English IV, Mowall's learning media were deemed "Very Feasible" according to the data in the table above. A whopping 96.92% of the time was devoted to the media validation test, which took into account various facets of media usage and display. The assessment conducted by the material expert validator yielded a 95% success rate across all domains, including content appropriateness, student comprehension, and overall material suitability. A total of 86.7% of the

points were awarded based on the linguist validator's evaluation, which covered topics like media language usage and student suitability. Students' ability to acquire new English words can be enhanced by utilizing the Mowall media that was created, according to the findings of validators I, II, and III. It is feasible and can be used as a learning media in elementary schools, according to research by (Mahesti & Koeswanti, 2021) and (Apreasta et al., 2023), which both achieved scores of more than 75%.

3.2 Effectiveness of Mowall Media

The sixth stage in the Borg & Gall model used in this study is the Product Trial stage. At this stage, the researchers conducted a small group trial. In the small group trial, there were 8 students of class IV A using a purposive sampling technique based on different levels of cognitive abilities, namely 3 upper-level students, 2 middle-level students, and 3 lower-level students.

The data used to measure the effectiveness of Mowall media are the results of students' pretest and posttest scores. The pretest questions were given at the beginning before the application of Mowall media in learning, and the posttest questions were given after students received learning using Mowall media. The average student pretest result in the small-scale trial was 61.3, and the average student posttest result in the small-scale trial was 75.

After the implementation of the learning trial using Mowall media, teachers and students filled out teacher and student response questionnaires. This questionnaire aims to determine the extent to which Wordwall Monopoly media can increase student involvement, facilitate understanding of the material, and provide an interactive and fun learning experience. In this questionnaire, teachers and students are asked to provide an assessment of several aspects, such as the effectiveness of the media in increasing student participation, ease of use for teachers as well as the contribution of the media in supporting the understanding of English concepts, ease of use of the media for students, suitability of media design, ease of understanding the language, and students' opinions about Mowall media. In addition, this questionnaire also includes space for teachers and students to provide suggestions, criticisms, and feedback for further development.

Table 3. Result of data processing of students and teacher responses on a small scale

Respondent	Percentage%	Information
Teacher	80%	Very Practical
Students	100%	Very Practical

Based on Table 3, it can be concluded that the average assessment of Mowall media by teachers reached 80% with the assessment criteria "Very Practical ", with a positive response. And the average assessment of Mowall media by students reached 100% with the assessment criteria "Very Practical ", with a positive response. Therefore, it is safe to say that Mowall media can be incorporated into educational pursuits. In the small group trial, no product revisions were made based on the results of the response questionnaire in the group that received the "Very Practical" criteria.

Large groups participate in the Usage Trial stage, which is the final stage of the Borg & Gall model. By including every single person in the population, researchers were able to employ saturated sampling in the large group usage trial. The 26 participants in the large-scale trial were therefore all students in class IV B. In this part of the process, researchers analyzed data from the large group trial's pretest and posttest scores to determine how effective the Mowall media were. We compared students' pre- and post-test scores to see how much progress they made in learning new English words. The small-scale trial had an average student posttest result of 82.5 and an average student pretest result of 62.5. Both instructors and students were asked to complete a survey after the large group's use of Mowall media for learning was put into action.

Table 4. Result of data processing of students and teacher responses on a large scale

Respondent	Percentage%	Information
Teacher	100%	Very Practical
Students	95.38%	Very Practical

Table 4 shows that the average assessment of Mowall media by teachers reached 100% with the assessment criteria "Very Good", with a positive response. And the average assessment of Mowall media by students reached 95.38%, with the assessment criteria "Very Good", with a positive response. So, it can be concluded that Mowall media can be used in learning activities

To determine how well the Mowall media worked for learning, researchers looked at data from both the small-scale product trial and the large-scale implementation trial. The first thing to do is check if the data is normally distributed by running a normality test. If the data is determined not to follow a normal distribution, then non-parametric statistical methods should be explored for additional analysis; otherwise, it cannot move on to the next step. The results of a normality test can help researchers choose an appropriate method for analyzing the collected data. Apply parametric statistical methods if the data follows a normal distribution.

Researchers used the Shapiro-Wilk normality test through the SPSS version 25 application. In the small-scale product-trial, it shows that the normality test of the pretest value has sig = 0.773, and the normality test of the posttest value has sig = 0.090.

Table 5. Normality test in small groups

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.178	8	.200*	.956	8	.773
Post	.201	8	.200*	.848	8	.090
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The table indicates that the normality test for pretest scores in the small group yielded a value of 0.773 > 0.050, indicating a normal distribution. Similarly, the normality test for posttest scores showed a value of 0.090 > 0.050, confirming normal distribution. Based on these results, it can be concluded that both pretest and posttest scores are normally distributed, allowing for the use of parametric statistical methods in subsequent analyses.

Table 6. Normality test in large groups

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	.094	26	.200*	.970	26	.635
Post	.137	26	.200*	.937	26	.112
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

According to the data in the table above, the large group's pretest scores passed the normalcy test with a value of 0.635 > 0.050. Posttest scores were found to follow a normal distribution, as evidenced by

a normalcy test result of 0.112 > 0.050. The results of the pretest and posttest follow a normal distribution, which opens the door to parametric statistical methods for additional analysis.

On top of that, a t-test was used to check if the two populations were significantly different as well. To calculate the average change from the pretest to the posttest, researchers employed parametric statistical methods with the help of SPSS version 25 and the paired sample t-test formula. Assuming the computed t-count is higher than the critical t-table, we can accept Ha as the alternative hypothesis. On the other hand, H0 is rejected if t count < t table.

Table 7. Small-scale T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Post	-13.625	8.749	3.093	-20.940	-6.310	-4.405	7	.003

If the sig value (2-tailed) is > 0.005, then there is no significant difference between the pretest and posttest in terms of students' English vocabulary mastery ability in the daily-activities material. This is the criterion for testing a paired sample t-test. The results of the T-test indicate a significant difference between the pretest and posttest scores, with a sig (2-tailed) value of 0.003 < 0.005.

Table 8. Large-scale T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Post	-20.000	10.048	1.971	-24.058	-15.942	-10.149	25	.000

This paired sample t-test uses the following criteria: If the two-tailed significance value is> 0.005, it means that there was no significant change in the students' ability to use everyday English vocabulary between the two tests. Still, there's a noticeable disparity between the pre- and post-test scores, since the t-test results display a significance value (2-tailed) of 0.000 < 0.005.

Table 9. Average small-scale N-gain Result.

Average Different	N-Gain	Criteria
13.6	0.35	medium

The N-gain test, which evaluates the efficacy of learning, is the subsequent step. With an average difference of 13.6, the small group's English learning outcomes on the daily-activities material saw an increase in the average N-gain from 61.4 on the pretest to 75.0 on the posttest. An N-gain of 0.35 is considered moderate on average.

Table 10. Average large-scale N-gain Result.

Average Different	N-Gain	Criteria
20.0	0.53	Medium

With an average difference of 20.0 and an average gain (N-Gain) of 0.53, students in large groups improved their English learning outcomes on the content of daily activities from 62.5 on the pretest to 82.5 on the posttest. This improvement was observed across moderate criteria. Wonosari 02 Elementary School fourth graders' improved English vocabulary as a result of using Mowall media in their daily lessons is supported by the average increase in their vocabulary.

Interactive learning media is a digital service (multimedia) that can be utilized by teachers to teach students by presenting interesting learning content containing text, moving images, games, videos, audio, and others (Ratnawati & Werdiningsih, 2020). The use of interactive digital media can increase student learning engagement and support the critical thinking process in English language learning. In this context, Mowall is not only a teaching aid but also a form of implementation of learning innovations that strengthen the foundations of these theories. Thus, learning by utilizing media as a tool for conveying learning materials provides a practical solution that aligns with 21st-century learning conditions that prioritize technology as a tool (Raharjo et al., 2022).

The results of the effectiveness of this media are as follows: the results of research conducted by (Ilham et al., 2022) "Development of Monopoly Game Media on Learning Literary Appreciation of Grade 5 Elementary School Pantun". Based on the results at the one-to-one stage, the average score is 96.83%, the Small Group stage gets an average score of 84%, and the large group stage is 82.5%, with very practical criteria for use. So, it can be concluded that "Development of Monopoly Game Media on Learning Literature Appreciation of Pantun Grade 5 Elementary School" is effective for use in learning.

In a supplementary study titled "Problem-Based Learning Based Monopoly Game Media on Thematic Learning in Elementary Schools" (Desyawati et al., 2021), the authors found that the thematic monopoly media had high approval ratings from students. Specifically, 93.3% of students gave the game a very good rating in individual tests, and 94.2% gave it a very good rating in small group tests. Because of this, the monopoly game can be considered a viable educational tool.

Based on the results of the media effectiveness score from previous research, the development of Mowall media is suitable for testing in class IV of Wonosari 02 State Elementary School, Semarang City.

4. CONCLUSION

This research develops interactive learning media based on the Monopoly Wordwall game based on the Borg & Gall model, with a research focus on improving students' English vocabulary acquisition skills. The Monopoly Wordwall media is presented in the form of a game that is already quite widely recognized by children. In Mowall media, there are several questions in English to be answered by students. Mowall is played in groups, where the rules of play are that each group sends 1 representative to shake the dice and walk forward according to the numbers that have been obtained. The media design was developed through the Canva application with a colored background and an interesting concept and animation.

This Mowall media was developed based on the feasibility assessment by media, material, and language expert validators who obtained the criteria "Very Feasible", with a percentage of 96.92% on the feasibility component of media development design, a percentage of 95% on the feasibility component of the material and a percentage of 86.70% on the language feasibility component. That way the media developed is feasible to improve students' English vocabulary acquisition skills in the material of daily activities in the content of English lessons in grade IV Wonosari 02 State Elementary School. Mowall media is effective when applied in learning English through daily activities. This is evidenced by the average increase in the ability to master students' English vocabulary in the material

of daily activities, from the pretest results of 62.5 to 82.5, with an average difference of 20.0, including the criteria "Moderate".

This study was limited to fourth-grade students in one school, Wonosari 02 Elementary School in Semarang City, and only covered one subject, daily activities. Also, the effectiveness test only lasted a short while, so it didn't account for any long-term consequences. Researchers should keep pushing the boundaries of monopoly game learning media and examine the efficacy of Mowall across grade levels to determine its long-term viability. Furthermore, it can be applied to various subjects and English-related materials, and the effects of this media on students' engagement and achievement can be observed over time.

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