

## MIMOG (Mastering of Islamic Monopoly Grammar) As a Media in Teaching Writing

Muchammad Ravli Ariansyah<sup>1</sup>, Ahmad Syafi'i<sup>2</sup>

Ravliariansyah123@gmail.com<sup>1</sup>, Ahmadsyafii20@gmail.com<sup>2</sup>

Program Studi Pendidikan Bahasa Inggris

STKIP Al-Hikmah Surabaya

### Abstract

Writing is the difficult skill in learning English. Hence, this article talks about a media for teaching writing. To make students get the idea in writing easily the teacher should be creative and innovative. The media of MIMOG (Mastering of Islamic Monopoly Grammar) will become one of an innovative media to be influence in students' writing skill. The subject of using this media is the students of high school. The media indicates that students will understand how to write with appropriate tenses. A good design of the media is also influence in student's interest. Besides that, MIMOG media will give the Islamic Integration in the process of game. So, not only the students' writing skill will improve but also the students' character.

**Keywords:** Writing skill, high school student, MIMOG media, Islamic integration

### Introduction

With the coming of the 21<sup>st</sup> century and the globalization of English, English writing, as one of the four basic skills of language learning, has become more and more important skill. It not only requires some basic writing skill, such as spelling and grammar, but also some high competency of writing, such as coherence, structure and reasoning. The writing test has become one important aspect of every people who study English as well.

As one of the skills in English language teaching, writing is very fundamental since according to Graham (2007:1) it is very powerful tool which enables people to communicate with others who are removed by both distance and time. In other word, it can be said that writing is a social activity. It is a tool for communication (Mercer & Mercer).

There are four categories of written performance, imitative (to produce written language), intensive (producing appropriate vocabulary), responsive (to perform at a limited discourse level) and extensive (implies successful management of all the processes and strategies of writing for all purposes).

This article may include in Micro skills of writing. Because the use of this media will be influence in students' writing skills, such as:

1. Produce an acceptable core of words and use appropriate word order patterns.
2. Use acceptable grammatical system (e.g.: tenses, agreement, pluralisation, patterns and rules)
3. Express a particular meaning in different grammatical forms.
4. Use cohesive devices in written discourse.

Straub (Straub, 2000) suggested that the effective teacher feedback should be written in complete sentence, avoid abstract, technical language and abbreviations, relate their comments back to specific words and paragraphs from the students' text, by viewing students' writing seriously, as part of a real exchange.

Language learning goals are to improve the ability of learners to be able to communicate well, both orally and in writing (Depdiknas, 2006). At higher educational level, aspects of speaking and writing are important because both are needed to support learning other subjects. Aspects of speaking are needed when presentation, discussion, submission of ideas, question and answer. While writing aspects are needed during the composition of writing papers, book reports, resumes, manufacture thesis and etc. Developing strong

writing skills is not only helps their high school grades but also prepares them for their academic and professional futures. Whether writing essays, taking notes or applying for scholarships.

One of the English language skill which should be mastered by learner is writing. Commonly, the students say that writing is more difficult skill than the other. Writing is a difficult skill to learn and it is considered as a complex activity. The complexities are relating with the structure itself, such as formal and informal. In addition, writing is linked with several components of language.

Teacher must know with students' problem. Whether the students' problem is intrinsic or extrinsic. Teacher also may not judge their students when their students are having a problem. For instance, the teacher must be care and give motivation when the students get difficulties in writing. The teacher must evaluate every learning process.

Lack of media is also become one of the problem in students' success of learning. Through media, the teacher will involve the students to learn. So, the students will be easy to understand the lesson. Good media is when the students do not think that they are learning. But, they are able to understand the material unintentionally.

Therefore, Teacher must have varieties method such as innovative, effective, and creative activities to make students are interested in learning writing. The important thing is the students are able to write well. Here, the researcher suggest to make writing class will be effective. And the use of MIMOG (Mastering of Islamic Monopoly Grammar) will be a strategy to teach writing.

## Method

### 1.1.1 Media

Media education is that the method through that people become media literate - ready to critically perceive the nature, techniques and impacts of media messages and productions (Imam pratama: 2013). Education for media often uses an inquiry-based pedagogic model that will encourage students to ask question about what they watch, hear, and read.

Commonly, media for education provides tools to help students critically analyze messages, offers opportunities for learners to enrich their experiences. Teacher must have variety method to teach their students. Media is really needed by the teacher to make the learning running fun.

These are kinds of Media which can be used in learning activity:

No	Media categories	Examples in learning
1.	Visual media	photos, pictures, posters, cartoons, graphs etc.
2.	Audio media	tapes, mp3, radio
3.	Audio visual media	silent films, videos, tv, sound slides
4.	Multimedia	Animation, internet and computer-based learning.
5.	Media reality	animals, specimens, herbarium etc.

Gerlach and Elly (1971) in *Tim Pengembangan MKDK (mata kuliah dasar kejuruhan)* add that media is divided into eight categories: Real thing, verbal, graphic still picture, motion picture, audio, program, and stimulations or games. Real thing is the object that can represent the material. In addition, the verbal, graphic still picture and motion picture are included in pictures to support learners to understand the lesson. They illustrate the material of the lesson.

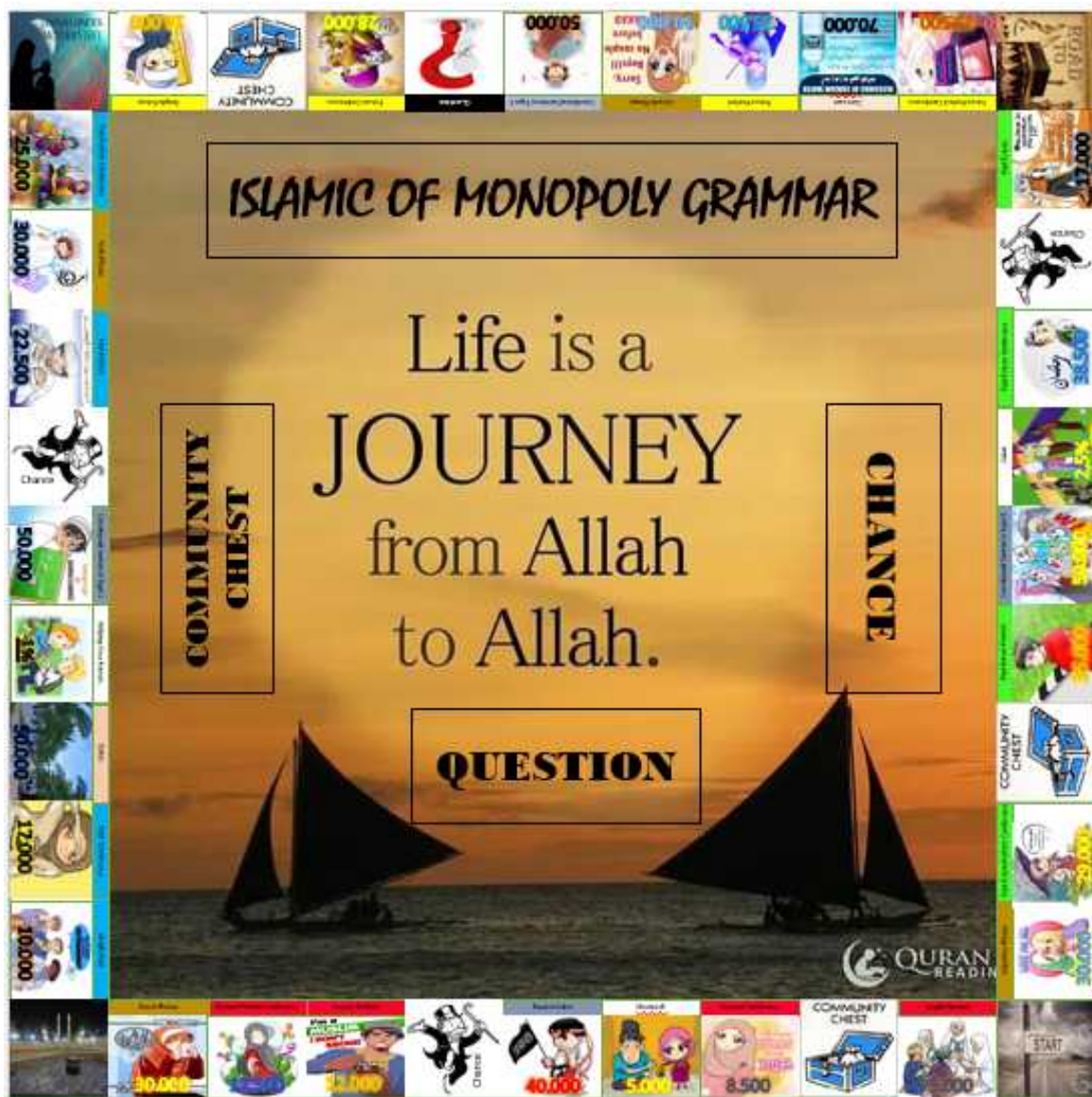
Then, audio program and games are included to interested media in teaching. They are interested because they can give students interesting sounds and challenging content. All these media can be used in providing lesson material. This kinds of media will help teachers to promote learning in the classroom.

### 1.1.2 Media in Teaching Writing

In teaching writing, teacher should explain about grammatical features that are commonly used in the text, the generic structures of the text and the ideas development related to the writing topic. Commonly, the problem faced by students in writing is to generate and develop the ideas.

C. M. TimiselaLuhulima stated “one of the characteristic of good writing is it must be unified and well organized.” To help the students in unified and organized in writing skills, the writer used MIMOG game as the media that would help the students in understanding students' writing skills.

### 1.1.3 MIMOG Game



1. Description

MIMOG (Mastering of Islamic Monopoly Grammar) is a game to influence students' writing. MIMOG provided in a well-designed. It also will improve students' character. Because, it provides the Islamic integration. In MIMOG will be provided 3 kinds of card, dice, pawn, money. There are forty places in MIMOG game. The name of each place relate to grammar lessons, such as: tenses, conditional sentences and phrase.

2. MIMOG view in detail

a. 4 places in the corner

1. Start

The "Start" is where the starting position of each player's pawn assembles before the game begins. Players will get the money \$ 20.000 when past the start

2. Ka'bah

When players stop in this place, players may continue the journey.

3. Jannah under mother's feet

The players may choose whether they take the money fine in the middle or choose to visit a place.

4. Road to Ka'bah

If player stop in this place, the players must do tawaaf 3 times. For player do tawaaf, player may not do any transactions.

b. 16 tenses

Each tense will be divided into 4 groups. There will be group of Present, Past, Future, Perfect. Each of them have different colour in the monopoly game.

c. 4 phrases

These places are Verb Phrase, Adjective Phrase, Noun Phrase, and Adverb Phrase.

d. 3 conditional sentences

There are 3 types of conditional sentence, each of them have a similar price.

e. 1 passive voice

This places includes in the group of conditional sentence, but it is the cheapest price

f. 3 chances & 3 community chests

When player stop in chance or community chest, player must take the card and do the instruction of the card.

g. 1 question

When player stop in question, player must take the card and answer the question.

h. 1 help your friends

The player must help their friends by giving money.

i. 2 kinds characteristic of Islam

These places are dates and zam-zam. Both of them are the characteristic fruit and drink of Islam.

j. 2 kinds Muslim must do

Zakat and shodaqoh are the obligation of Kaffah Muslims.

3. Play guide

a. Tools

Dice, proprietary card, game board, monopoly money, pawn, the card of chance, community chest and question.

b. Regulations

1. The players' paws are placed above the Start plot on the board.

2. The card of chance, community chest and question are placed upside down on their respective places.

3. Each of players, at the beginning were given \$250.000

4. Cards of ownership, money and property are brought by bank officer.

- c. Money  
Each player is given \$300.000, divided into \$50.000 for 2 pieces, \$20.000 for 3 pieces, \$10.000 for 5 pieces, \$5.000 for 4 pieces, \$2.000 for 6 pieces, \$1.000 for 5 pieces, \$500 for 6 pieces.
- d. The beginning  
Players shake the dice in turns. For the player get the most number, he/she will get the first sequence. The player starts from "START" plot, the paws should go to the plot by arrows. The player may buy plot where they stop if the plot hasn't bought by another player.
- e. Stop in the place that people haven't bought  
The players can buy the plot. Then, they also may build the houses, hotel and course. The requirement to build the course is the player must be master the material.
- f. Stop in the place that another has  
The player must pay with the propriety stated to the owner.
- g. Beneficial for players  
If the player has a group of plot the rent will increase 2 times. If the plot has been built a course, the player must pay the fee for taking a course.
- h. Stop in the chance, community chest and question.  
If the players stop in the chance, community chest, they must do what the card instructs. If they stop in question, they must answer the question. If they are wrong they will get fine.
- i. Stop in the 3 places that Muslims must do  
They have to pay with the plot stated in the middle of board monopoly.
- j. Bank Officer  
Bank officer must be the teacher as an observer. The teacher guides the game.

## Conclusion

MIMOG game was designed for the teacher to make writing lessons become more interesting. Rarely the teacher uses an innovative media in writing class. The lesson also never integrated in students' life, students' character. Commonly, the teacher only explains the material. The teacher is not care whether the students have understood or not.

Therefore, the students of High School are still lack of writing, even the students of college. The researcher assume that one of the problem is in the learning process of writing class. If the teacher teaches writing with an effective and innovative method. The students will be easily to understand the material.

The use of media is very needed in all of learning. Because, it will involve the students to the material unintentionally. Therefore, the researcher tried to make an innovative media for teaching writing. MIMOG (Mastering of Islamic Monopoly Grammar) was designed by the researcher not only make the students' master in writing but also build the students' character. Because, it is intergrated in Islamic values.

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