

**THE EFFECT OF MONOPOLY GAMES TOWARDS STUDENTS'
VOCABULARY MASTERY
(An Experimental Research at Seventh Grade of SMPN 2 Paninjauan
2022/2023 Academic year)**

THESIS

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ABSTRAK

Hidayat Rahma Putra. 2023. *The Effect of Monopoly Games towards Students' Vocabulary Mastery (An Experimental Research at Seventh Grade Of SMPN 2 Paninjauan 2022/2023 Academic Year)*. Thesis English Department of Mahaputra Muhammad Yamin University.

Penelitian ini dilakukan berdasarkan masalah penguasaan kosakata siswa SMPN 2 Paninjauan tahun ajaran 2022/2023. Karena penguasaan kosakata mereka tidak baik. Hal ini disebabkan oleh siswa yang menghafal kata-kata dan siswa juga sangat asing dengan kosakata bahasa Inggris dan penggunaan media belum bervariasi. Dengan demikian, permainan monopoli dipilih untuk dilaksanakan sebagai salah satu media dalam mengajarkan kosakata yang bertujuan adalah untuk menemukan pengaruhnya terhadap penguasaan kosakata siswa.

Populasi penelitian ini adalah siswa di kelas tujuh SMPN 2 Paninjauan tahun ajaran 2022/2023, jumlah siswa adalah 45 siswa. Penelitian ini bersifat kuasi-eksperimen. Sampel dipilih dengan menggunakan cluster random sampling teknik. Oleh karena itu diputuskan 15 siswa di kelas eksperimen dan 15 siswa di kelas kontrol. Untuk menentukan kelas eksperimen dan kontrol adalah dengan pengelompokan.

Hasilnya menunjukkan bahwa permainan monopoli memberikan efek signifikan dari pra-tes ke pasca-tes. Penguasaan kosakata siswa dianalisis dengan menggunakan uji T-test secara statistik dengan hasil $0,345 > 0,05$. Permainan monopoli juga memberikan efek lebih baik daripada kamus yang dianalisis dengan menggunakan uji T-test. Hasil uji $0,029 > 0,05$. Berdasarkan tingkat signifikansi, dapat disimpulkan bahwa hipotesis (H1) diterima karena ada pengaruh yang signifikan untuk menggunakan permainan monopoli sebagai media pengajaran terhadap penguasaan kosakata siswa pada kelas tujuh SMPN 2 Paninjauan tahun ajaran 2022/2023.

Kata kunci: permainan monopoli, penguasaan kosakata, media.

CHAPTER I INTRODUCTION

A. Background of the Problem

Vocabulary is one of the basic competences that might be reached by students in order to get other skill competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. Because of those reasons, most of English teachers trying to build up the students' vocabulary by using various teaching strategies in teaching vocabulary.

Furthermore, limited vocabulary can be the one of obstacle to use the language. But, to master the vocabulary is not easy, so the teacher needs an approach for teaching vocabulary. There are four approaches in teaching vocabulary they are: learn a little vocabulary is choosing the language that the students want to learn and practice it until they remember it, touch as much vocabulary as possible it is choosing one topic in aims to make the students get a basic understanding and notice the new words, use vocabulary to teach vocabulary it means using vocabulary as a way of teaching something about vocabulary, and help students pick it up that means picking the vocabulary and other parts of language by the most uses in classroom time.

Vocabulary is one of the important elements in a language beside grammar and speaking and any other skills. Hence, vocabulary is one of the important language aspects in learning English. By having enough

vocabulary, students are easier to understand teachers' explanation and also help them to interact each other and can help them in learning four language skill namely listening, speaking, reading and writing.

Vocabulary at SMP, especially at the seventh grade the teacher demand to creative and master the English teaching method, if not master it the English subjects will feel monotonous and boring because teaching vocabulary is not only write the vocabulary in the blackboard then the students copying it in a notebook, so the teacher must use the appropriate media in teaching vocabulary.

However, based on the preliminary observation on August 22, 2022, at SMPN 2Paninjauan, it was found several problems that related to students vocabulary mastery. First, teacher taught vocabulary only by using a taskbook and the students' asked to bring the dictionary. Sometimes the teachers only gave the task to the students and leave the classes. So learning vocabulary seems unfamiliar, and they do not know the context of vocabulary.

Second, the students were still very unfamiliar with English vocabulary because the English course has been abolished for elementary school and students are not taught vocabulary in an easy way to understand. So, it had a big impact on the students' English score, which are low and far from the expectations.

Moreover, the other problem was that the students had a lack of interest in the English course. because they only learned by using a book

as a learning tool. So it made the students lazy and unmotivated in learning due to the monotonous technique such as using a dictionary and by memorizing all the unfamiliar words that the students have not known before.

In teaching English, especially vocabulary, teachers have to choose the right way to teach vocabulary. Teaching vocabulary is like teaching other social sciences, which need the proper method to achieve successful learning. Vocabulary lessons have been introduced in so many ways that students need to be taught in different ways to develop their' interest in learning vocabulary.

One way to increase students' vocabulary is by using games. Beside game is fun, it could provide excellent exercises to improve pronunciation, vocabulary, grammar, and four other language skills. In addition, teachers indirectly add elements of fun and relaxation to their vocabulary practice. The purpose of using games in the educational process is to make the material more interesting, fun, and rewarding, especially when introducing new vocabulary.

One kind of game that can be used in teaching vocabulary is monopoly games which is the player compete to collect money as much as possible and to make properties this game is very interesting and have many rules. This games is universal game, So the topic can be customized by their age and their English level. It can provide the long term lessons for the students so they can learn a new vocabulary and unconsciously

memorize the new word from it. In addition, it was also to see the students score before taught by using monopoly games and after taught by using the monopoly games.

There are three main reasons why monopoly games were chosen as a media in teaching vocabulary. First, monopoly games are a familiar game for children and the rules are easy to understand. So it can be modified based on the curriculum materials.

Second, Monopoly games are interactive media. It can build the two-way interaction between teacher and students. So as to build a good classroom atmosphere. This can have an impact on effective classroom management.

Third, Monopoly games are a practical media. With this media students can practice it in the class or outside the class without the teacher guidance. So it can help the students to learn English vocabulary anytime and anywhere.

Based on the problem above, this research was conducted on the use of monopoly games toward students' vocabulary mastery at seventh grade of SMPN 2 Paninjauan 2022/2023 academic year.

B. Identification of the Problem

Based on the background of the problem above, students had difficulties in learning vocabulary for several reasons, including the fact that the seventh grade is still very unfamiliar with English vocabulary, they memorize new words without knowing the context, and the use of inappropriate media for teaching vocabulary.

Monopoly games as the media can help students learn vocabulary by an interactive way and it will catch students' interest in learning vocabulary. Based on the explanation above, this research is conducted to see the effect of *monopoly games* towards students' vocabulary mastery at seventh grade of SMPN 2 Paninjauan 2022/2023 academic year.

C. Limitation of the Problem

Based on the identification of the problem above, this research was limited to the effect of monopoly games on students' vocabulary mastery at seventh grade students in the SMPN 2 Paninjauan 2022/2023 academic year.

D. Formulation of the Problem

Based on the limitation of the problem, the research was formulated as follows: is there any significant effect of *monopoly games* towards students' vocabulary mastery at seventh grade of SMPN 2 Paninjauan 2022/2023 academic year?

E. Research Questions

In order to be able to answer the question in the formulation of the problem above, the research questions were clarified as follow:

1. How were the students' vocabulary mastery at seventh grade of SMPN 2 Paninjauan in 2022/2023 academic year after being taught by using Monopoly games?
2. How were the students' vocabulary mastery at the seventh grade of SMPN 2 Paninjauan in 2022/2023 academic year after using dictionary as the media?
3. Did the use of Monopoly games give a better effect than the use of dictionary on students' vocabulary mastery at the seventh grade of SMPN 2 Paninjauan 2022/2023 academic year?

F. Purpose of the Research

Based on the research questions above, the purpose of the research were to know about:

1. Students' vocabulary mastery at the seventh grade of SMPN 2 Paninjauan in 2022/2023 after taught by using Monopoly games.
2. Students' vocabulary mastery at the seventh grade of SMPN 2 Paninjauan in 2022/2023 after taught by using dictionary as the media.
3. Whether the use of monopoly games give a better effect than using dictionary towards students' vocabulary mastery at the seventh grade of SMPN 2 Paninjauan 2022/2023 academic year.

G. Significance of the Research

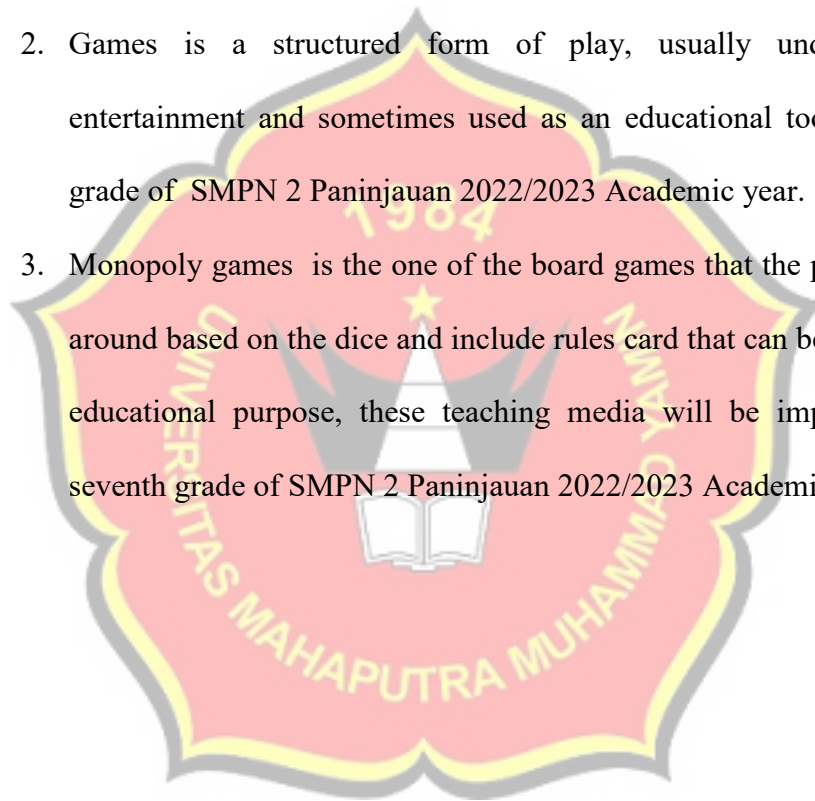
Based on the results of this research, there are two kinds of significance: theoretical and practical. First, theoretical significance means the research can be a reference for the next researcher who wants to do research about the effect of Monopoly games as media in teaching vocabulary.

Second, practical significance of this research: the results contribute to English teachers and give information about the effectiveness of Monopoly games as a media in teaching vocabulary, with the hope that it can be used by teachers in teaching.

H. Definition of the Key Terms

To avoid misunderstanding about this research, there are the definition of the key terms as follow:

1. Vocabulary mastery is the ability to understand the word and its meaning contained in a language at seventh grade of the SMPN 2 Paninjauan 2022/2023 Academic year.
2. Games is a structured form of play, usually undertaken for entertainment and sometimes used as an educational tool at seventh grade of SMPN 2 Paninjauan 2022/2023 Academic year.
3. Monopoly games is the one of the board games that the players move around based on the dice and include rules card that can be modified to educational purpose, these teaching media will be implemented at seventh grade of SMPN 2 Paninjauan 2022/2023 Academic year.



CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the research on the previous chapter, it could be concluded that monopoly games gave significance effect on students' vocabulary mastery. Using monopoly games also can attract students' focus during teaching and learning process. Monopoly games gave students a new experience to discover the new words and interacted with media. Finally, the main findings of this research could be concluded as follow:

1. There was significant effect of the students' vocabulary mastery after taught by using monopoly games at the seventh grade of SMPN 2 X Koto Diatas 2022/2023 academic year.
2. There was significant effect of the students' vocabulary mastery after taught by using dictionary at the seventh grade of SMPN 2 X Koto Diatas 2022/2023 academic year.
3. Monopoly games gave better effect than dictionary toward students' vocabulary mastery at the seventh grade of SMPN 2 X Koto Diatas 2022/2023 academic year.

B. Suggestion

Based on the result of this research, there are some suggestions which could be presented, as follow:

1. The English teachers are suggested to use monopoly games as alternative media in teaching vocabulary, in order to avoid monotonous teaching and learning activity.
2. The students of SMPN 2 X Koto Diatas are expected to be more interested in learning English by using Monopoly games and creating fun atmosphere of teaching and learning process.
3. The next researchers are hoped to continue the development of this research in the future. It is suggested to other researchers to carry out further studies about the use of monopoly games to other aspects of teaching and other media in increasing students' vocabulary mastery.

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