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**IMPROVING THE STUDENTS' VOCABULARY THROUGH MONOPOLY GAMES AT THE
EIGHTH GRADE STUDENTS OF MADRASAH TSANAWIYAH SWASTA MADINATUSSALAM
SEI ROTAN PERCUT SEI TUAN**

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ABSTRACT

This research aims to improvement of students' vocabulary by using monopoly games. This research was conducted to determine the improvement of students' vocabulary by using monopoly games. The number of students consists of 30 students who are used by the researcher as respondents. The research of this study was conducted by using classroom action research. Quantitative data and qualitative data were used as data analysis technique in this study. The results of the qualitative data were taken through the results of observation sheet, interviews, and documentation while the quantitative data were taken through the result of students test. In this research, the researcher collected data with two cycles. Where, there were 5 students got successfull score criteria or it was only 16,66 % and 25 students' got unsuccessful or it was 83,34%. After doing cycle I by using monopoly games, there was an improving of the result of the students' mean was 57.87. Criteria or score it was 90 % and 3 students' got unsuccessful criteria score or it was 10%. In other words, the data above shows that the students' vocabulary mastery was increased. And based on interviewed, observation sheet, and photographs, it showed that the expression and enthusiasm in learning of the students were also improve.

Keywords : Vocabulary and Monopoly games

INTRODUCTION

According to Harmer, then it is vocabulary that provides the vital organs and the flesh. Based on this statement it can be concluded that vocabulary is more important than grammar for the sake of communication. The objective of teaching English for students of Junior High School is that they should have communicative competence in English which covers four language skills: namely listening, speaking, reading and writing. To master the four skills, the students should have sufficient vocabulary.

According to Huebner the sufficient vocabulary that the students should achieve is 750-800 words. The fact that the students pronounce the word incorrectly, do not understand the meaning of the word and can't use word in appropriate context; the students are less interested in learning new vocabulary, students are lazy to learn vocabulary, the students' motivation in learning vocabulary is not good and the teachers' strategy in teaching vocabulary is not appropriate yet.

Based on the background description above, the researcher is motivated to conduct monopoly games to improve students' vocabulary especially for the Eighth Grade, so in this study.

RESEARCH METHODOLOGY

The researcher uses a classroom action research designed by Kurt Levin's design. It consists of two cycle contains four phases, planning, acting, observing, and reflecting. The data of this study consist of quantitative and qualitative data. The quantitative data is the students' score of the vocabulary. The qualitative data is result of interview, observing and documentation. The data sources of this study are the students and the collaborator.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in vocabulary. In this preliminary study, the researcher gave vocabulary test, interview, and observation. Vocabulary test is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson especially in vocabulary. The number of the students who took the test was 30 from the result of vocabulary test in pre-test, the total score of the students was 1602,5 and the mean of the students' score 53,41.

Based on the test result, it is indicated that the students' improvement in vocabulary text was low. It can be seen from the mean score of the students was 1602,5 and the percentage of the students' score of the pre-test was 5 students who passed or got score up to 75, it was only 16,66 %. On the other hand, 27 students failed or didn't get score up to 75 and it was 83,4 %. This data can be seen in the appendix X.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. The researcher interviewed the teacher and students. The interview also was done after implemented the strategy to the English teacher and some of the students who got the low and high value during the learning process. The researcher interviewed the teacher about vocabulary mastery : 1. (R) What do you think about the ability of students vocabulary mastery ?, (T) Still much expected because are still standard. 2. (R) What are strategies often use when teaching vocabulary?, (T).

From the result of interview with the English teacher showed that the students still much expected especially in vocabulary because their ability in vocabulary are still standard. It was also strengthened by the result of interview with the students as follows: (1) "saya kurang suka bahasa Inggris karena saya sangat sulit menghafal vocabulary" From the opinion with the first student showed that the student still difficult to remember vocabulary. (2) "belajar bahasa Inggris tentang vocabulary menarik. Tetapi, sulit sekali untuk membedakan kata yang sama". From the opinion with the second student showed that the student felt difficult to distinguish the same words.

Based on the analysis result, it can be concluded that the some students were not interested in learning vocabulary because they felt difficult to remember of vocabulary and distinguish the same word, that's why their vocabulary mastery still low, and doing the pre-test, the researcher didn't implement the monopoly game. Therefore to know the improvement of students' vocabulary mastery the researcher conducted the first cycle.

Cycle I

Program (RPP) or to use the monopoly games in scenario, (2)Prepare material which was suitable with topic discussion about (vocabulary in content words category; nouns, verbs, adjective and animal), (3) Prepare the task for students, (4) Prepare the observation sheet to see the condition of students' activity during learning in the classroom. The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which monopoly games was implemented.

b. Action

All plan that had arranged were conducted in teaching learning process were taught the way of teaching vocabulary well by using monopoly games. (1) Explained the procedure of monopoly games. Before began teaching learning process the researcher had been doing the explanation about the implementation of monopoly games to students, in order they would understand about strategy. (2) Gave the topic about vocabulary content word; nouns, verbs, adjective and animal. (3) Teacher gave the students paper of monopoly games. (4) Teacher asked some students to in front of class and play monopoly games as usual.

.(5)The teacher gave questions about verbs, nouns, adjectives, and animal. When the students buy the country on paper of monopoly games. (6)The teacher gave the test to the students.

Action was planned with the involvement of one teacher who would be partner as collaborator that together with the researcher acting as an observer in the classroom. The collaborator helped the researcher when there were problems in teaching activities and recorded all the activities that happened in the classroom.

c. Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they played monopoly games in their group although some of them still lack of vocabulary. They were enthusiastic and enjoyable about the topic which discussed by the teacher in classroom. They also seriously to answered the question of monopoly games in their group.

The activity of students could be seen in observation sheet and also photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before. It was found the complete information about the observation sheet in Appendix XVII.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used the monopoly games in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' improvement in vocabulary.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 1736,2 and the number of the students who took the test was 30. So, the mean of the students' score of the test was 57,87. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post-test was 11 students who passed or got score up to 75, it was only 36,66 %. On the other hand, 19 students failed or didn't get score up to 75 and it was 63,34 %. So, post-test of the first cycle was categorized improved. This data can be seen in the appendix X.

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: "Setelah belajar menggunakan monopoly game saya menjadi tertarik belajar vocabulary karena saya

suka bermain game monopoly, Iya, monopoly game ini sangat cocok sekali untuk meningkatkan vocabulary”

From the result of the students’ interview, the students stated that they felt better, easier, and interesting to learn vocabulary and more enthusiastic by using monopoly games. It was also supported by improving their score of progress. Furthermore, the result of interview with the English teacher were “ In my opinion monopoly games is good to apply in learning English subject especially in vocabulary. I saw their improvement in their score after they studied by using monopoly games and they were also interested.”

Based on the result of interview with English teacher, she felt the teaching learning process was more interesting. It can be concluded that the students’ achievement in vocabulary was increasing and the teaching learning process by using monopoly games to be more effectively and successful.

So, in this research students showed a good improvement, and some documentation, it was also found that the students were active and focus during teaching learning process after the teacher implemented monopoly games. It could be seen with the contrast of the students’ score at the post-test I in the first cycle and post-test II in the second cycle.

d. Reflection

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students’ score in test of cycle I was improved than the score of pre-test. But, it needed more improvement in their vocabulary because some of them still confused to understand some English vocabulary. In the second cycle, researcher as teacher improved their vocabulary which was given to them related with the topic discussion.

2. Cycle II

After doing the first cycle, the students’ problems were found and it given information about students’ vocabulary. Therefore, researcher had a good to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about vocabulary which suitable with topic discussion. The second cycle of action research as follows:

a. Planning

In this phase, researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' vocabulary. The topic of study which discussed in cycle II was about content word; nouns, verb, adjective, and animal. Here, researcher made more English vocabulary about content word; nouns, verb adjective, and animal to the students in order to improve their English vocabulary. The teaching and learning process is almost the same as the process in cycle I. In this cycle the teacher would be active in monitoring all students and for this cycle the teacher made the game in order to improve their interaction between the teacher and the students. The teacher would be more active in giving explanation to the students and more made the students enjoyable.

b. Action

In the cycle II, The researcher explained again the procedure of monopoly games. Before teaching learning process, the researcher had been doing the explanation about the implementation of monopoly games. After explained the procedure of monopoly games, the teacher giving a topic vocabulary conten words; nouns, verbs, adjective and animal. The teacher gave the game to the students in order the class would be more active then they must memorize the new words about nouns, verbs, adjective and animal that cennected to the topics.

In this cycle, most of students were enthusiastic and seriousss when they were in game, because in this game who can answered the question and if the students has state certificate, the students will be the winner. They could be enjoyable done this game. The actions planned for the second cycle was given the post-test II for the students in order to get better results, and the researcher emphasized the students to be more interested in learning English, especially in mastering vocabulary.

c. Observation

In this phase, the students' ability at vocabulary mastering improved continiously. They were more enthusiastic and serious when they had understood. The students more seriously when did the test. The condition of the class was also quite and students had good reponse to the researcher's explanations. The researcher was very happy with the students result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary mastery. The result of the post-test II of the second cycle, it showed that the total score of the students was 2420,2 and the number of the students who took the test was 30. So, the mean of the students' score of the test was 80,67. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post-test II was 27 students who passed or got score up to 75, it was 90 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 10%. So, post-test II of the second cycle was categorized successfully. This data can be seen in the appendix X.

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 11 of 30 students (36,66 %). In the post- test II of cycle II, the students who got the score 75 or more were 27 of 30 students (90 %). The improvement of the post-test I to the post-test II of cycle II was about 53,34 %. In this also used to test the hypothesis in the research, from the computation above , it could be seen that coefficient of $t_{observed} = 5,47$ and t_{table} to $df = N-1 = 30-1 = 29$, with fact level $\alpha = 0,05$ was . In the coefficient of $t_{observed} (5,47) > t_{table} (2,045)$. Thus, alternative hypothesis (H_a) could be received. Based on finding, alternative hypothesis (H_a) saying that the monopoly games could be improved the students' vocabulary mastery.this data can be seen in the apendix XI.

d. Reflection

In this phase, all students had been able to do monopoly games as the strategy to develop their vocabulary mastery related to the topics. Students' vocabulary mastery had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well. To Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because then students' vocabulary mastery had been improved.

DISCUSSION

This research was conducted to find out the implementation of monopoly games in improving the students' vocabulary mastery. The result indicated that there was an improvement in the students' vocabulary mastery by using monopoly games. The mean of the students' score in the pre-test was 53,41. It was low because only 5 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 57,87. It was higher than the pre-test of cycle I. The mean of the students' score in the post-test II of cycle II was 80,67. It was higher than the post-test I of cycle I.

The percentage of students who got point > 75 also grew up. In the pre-test, the students who got point >75 were only 5 students (16,66%). In the post-test cycle I students who got point > 75 there were 11 students (36,66%). It means that there was improved about 20 %. The post test II of cycle II, students who got point >75 there were 27 students (90%) and the improvement was about 53,34%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 73,34%. In other words, the students' vocabulary mastery were become better in the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and photographs, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of monopoly games could be motivate the students became more enthusiastic in learning English especially in English vocabulary.

From the explanation above, it could be concluded that the result of the research showed that the implementation of the monopoly game could improve the students' vocabulary mastery. It made the students enjoyable and their mastery was higher in learning English vocabulary. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning vocabulary.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the research, it could be concluded that teaching vocabulary by using monopoly games could improve the students' vocabulary mastery. In the preliminary study, quantitatively showed that score of the students was 1602,6 and the mean of the students' score 54,31. The percentage of the students' score of the test was 5 students who passed or got score up to 75, it was only 16,66%. There was 25 students who got failed or didn't get score up to 75 and it was 83,34%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in vocabulary test of the pre-test.

In the cycle I, quantitatively showed that the total score of the students was 1736,2 and the mean of the students' score of the test was 57,87. The percentage of the students' score of the post-test I was 11 students who passed and got score 75 or up to 75 it was only 36,66%. On the other hand, 19 students failed or didn't get score up to 75 and it was 63,34 %. So, post-test of the first cycle was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn vocabulary by using monopoly games.

In the cycle II, quantitatively showed that the total score of the students was 2420,2 and the mean of the students' score of the test was. 80,67. The percentage of the students' score of the post-test II was 27 students who passed and got score 75 or up to 75 it was only 90 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 10%. So, post-test II of the second cycle was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that the monopoly games could be improved the students' vocabulary mastery.

Suggestions

Having seen the result of study, the following suggestion are offered to be considered:

1. For the teacher should apply monopoly games in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. The students must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very important for our communication.

Practice whenever and wherever what they studied and always remember the vocabulary which they studied and always remember the vocabulary which they have.

3. The other research, I suggested to conduct research related to the topic of the study.

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