THE EFFECTIVENESS OF USING MONOPOLY GAME TO TEACH VOCABULARY AT SMP NAHDLATUTH THALABAH

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Abstract: This research was conducted to overcome the problems faced by students in learning English, especially in learning vocabulary mastery in class VIID of SMP Nahdlatuth Thalabah. Applying monopoly games as learning media is one solution to overcome these problems. Using monopoly games in learning can make the atmosphere in the classroom livelier, so that students are more interested in learning vocabulary mastery. The objectives of the study are to find out: 1) The students' vocabulary mastery before using monopoly game. 2) The students' vocabulary mastery after using monopoly game. 3) The difference of students' vocabulary mastery between before and after being given treatment using monopoly game. This study uses a quantitative approach with the type of research Pre-Experimental Design. The instrument used in this study was a test consisting of a pretest and posttest. The result of this research is that monopoly game is effectively used in learning vocabulary mastery. This effectiveness can be known through the results of student scores. In the pretest, the average value of class VIID students was 47.50. After being treated using a monopoly game, the average posttest score of class VIID students was 58.50. Based on the Paired Sample T Test, it is known that the value of Sig. (2 tailed) of 0.000 <0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is a significant difference between vocabulary mastery in the pretest and posttest data of Class VIID students at SMP Nahdlatuth Thalabah.

Keywords: *Effectiveness, Monopoly Game, Vocabulary Mastery*

INTRODUCTION

Along with the times, human resources are required to improve their quality in order to compete with other countries. Therefore, to improve the quality of ourselves, we must have a lot of information and knowledge from various sources in the world. However, there is a lot of information and knowledge that we need using foreign languages, and most of them

use the international language, namely English. This status makes English a global lingua franca or international language. As we also know, lately many Indonesian films have mixed language conversations that is speaking Indonesian with English interspersed. Even on social media such as Instagram, Tik-tok, or YouTube, there is a lot of content that uses English. Well, from this phenomenon it can be understood that we are required to be able and understand English. In Indonesia, there are actually many who have mastered English, but not a few are still having a hard time learning English and think that learning English is like facing bad luck. Actually, from this bad mindset, i.e. assuming that learning English is difficult is the beginning of mistakes in learning. In learning something, we should have a high spirit and have an optimistic mind to be able to do it. Therefore, we have to process our thoughts first. We must rise from these bad thoughts, because these bad thoughts can affect the spirit of learning. We must have positive thoughts that learning English is not difficult and we can definitely understand it.

English became the first foreign language taught in several Indonesian schools. For elementary school level, English is still a local content subject or as a complement. However, for the junior high and high school levels, it has become a mandatory subject. Based on the Indonesian education curriculum, in which English lessons in junior high schools are mandatory and tested in. SMP Nahdlatuth Thalabah is one of the junior high schools in the Jember area of East Java where many students still have difficulty understanding English because learning is less interesting, thus reducing the enthusiasm for learning. Based on the interviews with class VII teacher of SMP Nahdlatuth Thalabah that many students do not master English vocabulary because the atmosphere of learning activities in class is boring and the teacher still use old teaching methods such as the lecture method, so many students are sleepy. From this phenomenon, it can be concluded that students are less focused in learning English. The students think that learning English is difficult.

In learning English, we must understand 4 aspects, such as the ability to read, write, speak, and listen. Well, before mastering these four aspects, the most basic thing that needs to be learned is to know the English vocabulary. Vocabulary is indeed very necessary to learn a foreign language, especially English which we have to learn. The more we master the vocabulary, it will be easier to learn English for us. However, to master vocabulary is not an easy thing for students who learn from the basic. In mastering vocabulary, students

need full concentration and memory. So that teachers need more creative techniques or media to increase students' vocabulary. There are lots of media to increase vocabulary, one of the media is games. In this study the researcher chose the monopoly game media.

Monopoly is a multi-player economy themed game and is a legendary game that teaches players the system of buying, renting, and exchanging properties. According to Augustyn (2021) monopoly is a board game for two to eight players, where the player's goal is to defend their finances while strategizing to bankrupt their opponents by buying and developing properties. Monopoly games are often said to be just games that waste time just for fun. However, monopoly can train students' intelligence. Besides, it is interesting and understandable, especially if we apply it in teaching and learning, it will be able to motivate students' enthusiasm for learning. Monopoly games can develop and strengthen a lot of vocabulary. The more students play it, the more vocabulary they can remember. Children will be more interested in learning English by using monopoly game. In addition, the reason why the researcher used the monopoly game is because it is familiar, also fun and easy to play.

Based on the explanation above, the researcher would like to conduct a research entitled about increasing vocabulary by using monopoly games, especially for class VII D students at SMP Nahdlatuth Thalabah Jember. The purpose of this study was to determine whether there was a difference in students' vocabulary mastery between before and after being given treatment using a monopoly game.

METHOD

This research used a quantitative approach with an experimental design, especially using a pre-experimental type. In this experimental research also has 4 main factors such as hypothesis, independent variable, dependent variable and subject. The researcher used a pre-experimental design in the form of a one-group pretest-posttest design. This study aims to determine the effect of monopoly game as a medium in teaching vocabulary for the class VII D at SMP Nahdlatuth Thalabah Jember. There was no comparison with the control group. If the posttest score is greater than the pretest score, then the treatment has a positive effect.

In this research, the population were all class VII in SMP Nahdlatuth Thalabah. There was 6 classes for class VII at SMP Nahdlatuth Thalabah. The sample in this study

were class VIID of SMP Nahdlatuth Thalabah, this class contains 30 children. Then In this study, the sampling technique used was probability sampling with the technique taken, namely saturation sampling.

To collect data, researcher used instruments. In this study, the method used was a test. The test was given to all the class VII D of SMP Nahdlatuth Thalabah. The questions of the test are 20. The items in the pretest were the same as the posttest questions. The form of the test was made in the form of multiple choices. Students must choose the correct answer. The score for each question is 5, so if add up all the scores, the score is 100. The test was conducted twice, pretest and posttest. Pretest is a test given to all students of class VII D SMP Nahdlatuth Thalabah to find out their learning outcomes before being given treatment using a monopoly game. Posttest is a test given to all students of class VII D SMP Nahdlatuth Thalabah after being given treatment using a monopoly game. This was done to determine the difference in student learning outcomes before and after being given treatment using the monopoly game.

In managing and analyzing the quantitative data collected from the research, the researcher uses quantitative data analysis, so that the researcher analyzes the data using descriptive statistical techniques. Descriptive analysis was carried out with the help of the SPSS program. Data analysis results are strengthened by mean, median, mode. Then the data were analyzed using the paired sample t-test formula to find out the significant differences. If Sig (2-Tailed) < 0.05, then there is a difference before and after treatment.

FINDINGS AND DISCUSSION

In this study, the researcher used quantitative data to determine whether there is a significant difference in vocabulary mastery using monopoly games at SMP Nahdlatuth Thalabah. Researcher obtained data from SMP Nahdlatuth Thalabah Jember related to the vocabulary mastery of grade VII students by using the test method. The test consisted of pretest and posttest which were tested on 30 students of class VII D. The presentation of research data is in accordance with the test results as follows:

Students' Vocabulary Mastery before Being Taught Using Monopoly Game

In this study, the researcher took data by conducting a pretest first, namely a test conducted to determine the learning outcomes of class VII D students before using the game monopoly for teaching vocabulary. However, in learning English, especially in mastering

vocabulary before using monopoly games, there were still many students who were less enthusiastic in learning, some even did not pay attention. So when working on the pretest questions, many students had difficulty in answering the questions. Regarding this matter, it can be seen from the pretest scores of VIID students in the table below:

Table 2. Pretest Scores in Class VIID

NO	KODE	PRETEST SCORES
1	R 1	80
2	R 2	45
3	R 3	40
4	R 4	20
5	R 5	50
6	R 6	40
7	R 7	60
8	R 8	45
9	R 9	70
10	R 10	45
11	R 11	35
12	R 12	55
13	R 13	20
14	R 14	30
15	R 15	75
16	R 16	45
17	R 17	35
18	R 18	35
19	R 19	35
20	R 20	80
21	R 21	75
22	R 22	80
23	R 23	65
24	R 24	35
25	R 25	55
26	R 26	40
27	R 27	35
28	R 28	20
29	R 29	40
30	R 30	40
MEAN		**47,5**

Based on the table above, we can see that the mean of pre-test score is 47.5. The highest score is 80 and the lowest score is 20. From the data exposure of the pretest scores, we can conclude that there are still many students who have difficulty in answering questions.

Student's Vocabulary Mastery after Being Taught Using Monopoly Game

After doing the pretest, the researcher conducted a posttest to class VIID students at SMP Nahdlatuth Thalabah. Before doing the posttest, the researcher first conducted English language learning, especially in vocabulary mastery by using a monopoly game. It turns out that when using monopoly games in the learning process, many students are interested and enthusiastic in participating in learning. As well as the posttest scores of class VIID students are better than the pretest scores, we can see this in the table below:

Table 3. Posttest Scores in Class VIID

NO	KODE	POSTTEST SCORES
1	R 1	90
2	R 2	45
3	R 3	50
4	R 4	45
5	R 5	50
6	R 6	65
7	R 7	65
8	R 8	60
9	R 9	75
10	R 10	45
11	R 11	75
12	R 12	60
13	R 13	40
14	R 14	45
15	R 15	85
16	R 16	45
17	R 17	40
18	R 18	45
19	R 19	50
20	R 20	85
21	R 21	85
22	R 22	90
23	R 23	70

24	R 24	45
25	R 25	55
26	R 26	60
27	R 27	55
28	R 28	50
29	R 29	40
30	R 30	45
MEAN		**58, 5**

Based on the table above, it can be concluded that the mean of post-test score is 58,5. The highest value is 90 and the lowest value is 40. From the explanation of the posttest score data, it can be concluded that the use of monopoly games in mastering English vocabulary is effective and the students' scores are better than the pretest scores.

The Difference of Students' Vocabulary Mastery between Before and After Being Given Treatment Using Monopoly Game

Table 5. Paired Samples Statistic Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	47.50	30	18.183	3.320
	POSTTEST	58.50	30	16.250	2.967

The output shows the results of descriptive statistics on the pretest and posttest samples in class VIID, for the mean of pretest is 47,50, while for the mean of posttest is 58,50 with a total of 30 student respondents. For the value of Std. Deviation on the pretest is 18,183 and the posttest is 16,250.

It can be seen that the mean on the pretest is 47,50 < posttest 58,50, so can be interpreted descriptively that there is a mean difference between the pretest and posttest scores.

Table 6. 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	PRETEST - POSTTEST	-11.000	9.948	1.816	-14.715	-7.285	-6.056	29	.000

The next output is known that the value of Sig. (2 tailed) of 0.000 <0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is a significant difference between the pretest and posttest learning outcomes in class VII D. It can also be said that the use of monopoly games is effective for learning vocabulary mastery

Based on the research conducted by the researcher, the data collection instrument used a test method consisting of a pretest and posttest, made by the researcher with the validity of the questions conducted by the experts, namely lecturer in English at Hasyim Asy'ari University. The researcher used expert validity because all instruments were made by the researcher with the approval of the English lecturer and the instruments were declared correct, clear and in accordance with the indicators. Because all instruments were in accordance with the indicators. So that respondents can answer questions well.

First, the researcher conducted a pretest in class VII D to determine student learning outcomes before using the monopoly game. However, in working on the pretest questions, there are still many students who are still having difficulties. It can be seen from the average pretest score of class VII D students, which is 47,5.

Then, the researcher conducted an experiment using the game of monopoly in mastering English vocabulary in class VII D SMP Nahdlatuth Thalabah. This experiment was carried out 3 times in 3 days. The researcher chose the monopoly game in learning because this game was familiar among students, so it was easy to understand the rules of the game. However, playing monopoly takes a long time especially to understand the new monopoly that the researcher used in this study, which contains questions about vocabulary

related to work and profession. In the first experiment, the students still needed to understand how to play monopoly used by the researcher because it was a little different from the usual monopoly and the students were still unfamiliar with the commands contained on the monopoly card where all commands were in English. In the first experiment the game monopoly took more than 40 minutes. Then, in the second experiment the next day, the students had begun to understand how to play but there were still some commands on the monopoly cards that they forgot the meaning. Then in the third experiment, students were getting used to playing monopoly.

During the experiment in class VII D, the researcher observed the students' abilities, it turned out that the use of monopoly in learning English can not only improve students' vocabulary mastery, but also can develop students' reading and speaking skills, namely when students get questions and commands in the game. Rohmah (2014) also said that students can be more active in speaking class by using Monopoly game. Likewise, Elfiza (2018) also argues that by using a monopoly game that is adapted to the reading text, it makes students interested in studying the reading text and their reading ability also increases. In this monopoly game, students must read and pronounce questions and commands clearly in front of their friends. Well, from these findings, the researcher also paid attention to the students' reading and speaking, when students misread or mispronounced, the researcher also confirmed it. So that by using the game of monopoly, in addition to students being able to mention vocabulary, students can also read and pronounce questions and commands correctly using English.

Then, the researcher looked back at the students' vocabulary mastery related to jobs and professions, it turns out that the vocabulary that students can master is not only about jobs and professions, but the students also understand the vocabularies contained in the commands on the monopoly cards (Fun and Chance Cards). These commands use English, so at the beginning of the game there are still many students who do not know the meaning and do not understand the meaning. After playing several times the students knew and understood the commands. Indirectly, in addition to learning vocabulary related to jobs and professions, students also learn the vocabulary contained in commands.

Furthermore, this monopoly game can not only be played at school but can also be played at home with the family and can learn vocabulary with the family. Students are also more enthusiastic about learning when accompanied by playing, this is what the researcher

felt when the experiment was that children were more active in asking questions, especially about vocabulary after playing monopoly. The atmosphere in the classroom is also livelier if you apply learning while playing. Monopoly game can also be used as educational games that are suitable to be applied in teaching and learning activities, especially for mastering English vocabulary. This is as stated by Rufayda (2013) that the monopoly game media has the appropriate function of using learning media, especially visual media. Learning using visuals is easier to understand and can improve students' memory. In addition, there are many benefits of using monopoly in learning, one of which is sharpening students' thinking power and attracting students' curiosity because the game is fun. Students can also interact with each other between friends. So that it is also an advantage in this monopoly game that it can increase social interaction between students.

CONCLUSION

Vocabulary is a collection of familiar words in a language which is a core component of language proficiency for communication and acquiring knowledge. Therefore, before learning English widely, students must master vocabulary first. In this study, the researcher used a monopoly game to master the vocabulary of grade VII students at SMP Nahdlatuth Thalabah Jember. Meanwhile, the results of the study of the use of monopoly games in mastering the vocabulary were effective. The general conclusions based on the problem formulation are as follows:

1. From the results of the finding, it can be concluded that the average score of the pretest in class VII D is 47,50 with the highest score of 80 and the lowest score of 20.

2. From the results of the second finding, it can be concluded that the average posttest score in class VII D is 58,50 with the highest score of 90 and the lowest score of 40.

3. From the results of the third finding, it can be concluded that there are significant differences in students' vocabulary mastery between before and after using the monopoly game. This is indicated by the results of the Paired Simple T Test, namely the value of Sig. (2 tailed) of 0.000 <0.05, where the average pretest score for class VII D is 47,50 and the posttest average value for class VII D is 58,50, so the use of monopoly games in students' vocabulary mastery is declared effective.

It shows that vocabulary mastery can be improved better by using monopoly game learning media. The vocabulary mastered by students is also more, not only about jobs and

professions but students can also master the vocabularies contained in the commands on monopoly cards (Fun Cards and Chance Cards).

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