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THE EFFECT OF MONOPOLY GAMES TOWARD STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The research addressed the problem of inadequate vocabulary mastery among seventh-grade students at SMPN 2 Paninjauan during the 2022/2023 academic year. The monotonous media such as using a dictionary was attributed to factors such as rote memorization and the lack of diverse instructional media. Therefore, monopoly games were selected as a teaching medium to investigate their impact on students' vocabulary mastery. The research employed a quasi-experimental design, and the population comprised 45 seventh-grade students at SMPN 2 Paninjauan for the 2022/2023 academic year. Cluster random sampling was utilized to select a sample of 30 students, with 15 assigned to the experimental group and 15 to the control group. The experimental and control groups were determined through a random draw. The pre-test score averaged 47.33, but it significantly increased to 85 after the intervention. Analysis using an independent samples T-test indicated that monopoly games had a more substantial impact compared to dictionary. The rejection of the null hypothesis (H_0) suggested a significant positive effect of using monopoly games as a teaching medium on students' vocabulary mastery in the seventh grade at SMPN 2 Paninjauan for the 2022/2023 academic year. Based on the findings, it is recommended that teachers consider this research when exploring a broader range of teaching media to enhance student engagement in vocabulary learning.

Keyword : *Vocabulary mastery, Monopoly games, Vocabulary*

INTRODUCTION

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.

Vocabulary at junior high school, especially at the seventh grade the teachers were required to be creative and master the English teaching method. It was found most teachers in

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SMPN 2 Paninjauan taught vocabulary only by using a taskbook and the students' asked to bring the dictionary. These media were considered to be still very conventional and less capable of meeting learning outcomes.

Therefore, 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. Therefore, the topic can be customized by their age and their English level.

Monopoly games are a familiar game for children and the rules are easy to understand. Husna (2009) defines that the monopoly game is a game that uses a set of monopoly equipment consist of a game board, tiles, dices and cards. These games aapply several economic activities and have a set of equipment that can be used in teaching media to make the students more motivated.

In addition, monopoly games give better effect than dictionary. This is related to the research done by Hariyadi (2010), the research showed that all the students are interested in monopoly game and can help them to remember the vocabulary easily. In addition, Faridah (2015) reports that monopoly games gave significant effect to the eight grade students. Arifin (2020) found that the monopoly games help the students in learning the vocabulary. Therefore, mono[oly games can be used as teaching media.

Moreover, it can be modified by combining it with the learning material, and it can provide the learning atmosphere with fun and also have educational value. In addition, Haqiqi (2017) explains that monopoly game is effective and efficient learning media. Consequently, these media can be used as teaching and learning media alternatively.

This article is significant in its endeavor to evaluate the impact of teaching media on vocabulary learning, with the hope that innovative approaches, such as monopoly games, can enhance students' vocabulary mastery. The research methodology involves a comparison between the control and experimental classes to ascertain the effectiveness of monopoly games in improving students' vocabulary.

METHOD

Research Design

This research was experimental because it tested the hypothesis of the cause and effect relationship. Sugiyono (2015) states that experimental research aims to find causal relationships between variables in controlled states. In this study, the experimental research was done in the class with taking students as a population.

The design of this research was a nonequivalent control group design. Creswel in Isnawan (2020) states that nonequivalent control group design is quasi experimental research design involving two different classes, the experimental and control classes, where the experimental class is given treatment, while the control class is not given treatment or only through direct or conventional learning, however, both classes were still given a pre-test at the beginning and post-test at the end of data collection.

	Pre-test		Post-test
Control	O_1		O_2
Experiment	O_1	X_2	O_2

Population and Sample

The population of this research was the seventh grade students of SMPN 2 Paninjauan who were registered in the 2022/2023 academic year. They were chosen due to natural formation. These classes were devided by the school. There are 45 students classified into 3 classes.

The sampling method of this research was cluster random sampling. Accordzing to Sugiyono (2012) cluster random sampling is a technique used to determine the sample when the object to studied is large. In this research there were two classes used as the sample of the research. Class of VII.2 was as an experimental class and class of VII.1 was as control class because the instrument was tested on two classes, the control and the experimental class, so that to choose those classes and facilitate data collection.

Instrumentation

This research used vocabulary test which was focused on parts of speech as instrumentation. It was tested to evaluate students' vocabulary mastery. The test was tested twice, before and after treatment, in two classes namely the experimental and the control class. To check its validity and reliability, the class that was not selected to be the experimental and control class carried out a try-out of pre-test first.

Multiple choice was selected as item test. This item test was tested to get the data of students' vocabulary mastery. The topics and sub topics for the indicators were obtained from material in the seveth grade syllabus for the 2013 curriculum, so that the topics tested were the same as what students were learning. The reason why the topics above were chosen was because the seventh grade students learned the vocabulary based on topic, not independently.

Technique of Data Collection

To collect the data, the test was tested to VII.3 students who have tried out the instruments, pre-test and post-test first. The data was selected by doing four treatments. For the first stage, both classes were tested to process their values and become the initial data. The students were asked to answer the vocabulary questions. For the second stage, after doing the treatment, the same action was done as the first stage, both classes were tested with different but equal test to process their values and become the final data. Finally, the data was collected to compare and analyze students' vocabulary mastery.

Technique of Data Analysis

After collecting the data, it was analyzed statistically. The data was analyzed as follows:

1. Normality Testing

   Sujianto (2009) states that the normal distribution test is test to measure whether the data is normally distributed or not. This measurement was used to specify the normality the vocabulary test score between the groups of sample. Normality testing was measured by using SPSS 16.0. The results of the normality test are one of the conditions for determining how to do a hypothesis test, whether to use parametric or non-parametric tests.

   To see whether the data is normally distributed or not, a series of stages were carried out for testing. The test used to test normality in this research was the Kolmogrov Smirnov test. The basis for decision making for the normality test used is:

   a. If Sig. (Significance) or probability value < 0.05, then the data is not normally distributed.
   b. If Sig. (Significance) or probability value > 0.05, then the data is normally distributed.

2. Homogeneity Testing

   Another requirement needed to determine the type of hypothesis test to be used is the homogeneity test is to find out whether several population variants are the same or not. The homogeneity test was measured by using SPSS 16.0, using Levene test. This test was carried out on both dependent (mean score of pre-test and post-test) and independent (mean score of experimental and control classes) variables. The basis for decision making for the homogeneity test used is:

   a. If the Based on Mean Sig. (Significance) value is > 0.05, then the variance of the data is homogeneous.

b. If the Based on Mean Sig. (Significance) value is < 0.05, then the variance of the data is not homogeneous.

3. Hypothesis Testing

Sugiyono in Satrianto (2021) explains that hypothesis testing is needed to test whether null hypothesis is accepted or rejected. This research used parametric test, namely the independent samples t-test and paired samples t-test that measured using SPSS 16.0. Independent Samples T-Test was used to test the hypothesis for independent variables. In this case, it was to see how the results of the students' vocabulary tests in the control and experimental class. As the basis for desicion making on the Independent Samples T-Test is if probability > significance level ($\alpha = 0.05$), then H_0 is accepted or fails to reject H_0. Conversely, if the probability < the significance level ($\alpha = 0.05$), then H_0 is rejected.

In contrast, the Paired Samples T-Test was used to test two dependent variables. This test was used to see whether there is a significant difference between the results of the pre-test and post-test of students in both classes or not. As the basis for desicion making on the Paired Samples T-Test is if probability > significance level ($\alpha = 0.05$), then H_0 is accepted or fails to reject H_0. Conversely, if the probability < the significance level ($\alpha = 0.05$), then H_0 is rejected.

FINDINGS AND DISCUSSION

Findings

Description of the Data

The objective of this research was to know the effect of monopoly games toward students' vocabulary mastery at the seventh grade students of SMPN 2 Paninjauan 2022/2023 academic year.

Before the treatment, pre-test was done to both of two classes to know the basic knowledge of students' vocabulary mastery and to determine the sample that have same mastery in vocabulary and are homogenous. The data of pre-test could be seen on table 4.3:

Table 1: The Data of Students' Pre-Test Score

Class	(n)	$\overline{X}$	X_{max}	X_{min}
Experimental	15	47.33	67	29
Control	15	51.66	68	30

Based on the table above, in the experimental class with 15 students who took part in the pre-test, an average score of 47.33 was obtained, and the highest score achieved was 67

while the lowest score was 29 Control class with 15 students who took the pre-test, the average score obtained was 51.66, with the highest score was 68 and the lowest was 30. Result of students' pre-test is experimental class' average score was lower than control class'. In conclusion, both classes had not same ability and not homogeneous.

According to the result to the post-test, mean score, and variances of the data were analyzed. The data of students post-test could be seen on table as follows:

Table 2: The Data of Students' Post-Test Score

Class	(n)	$\overline{X}$	X_{max}	X_{min}
Experimental	15	85	97	47
Control	15	73	93	30

According to the data above, in the experimental class with 15 students did post-test, an average score of 85 was obtained, and the highest score achieved was 97 while the lowest score was 47 Control class with 15 students did pre-test, the average score obtained was 73 with the highest score was 93 and the lowest was 30.

Data Analysis

In order to get the result of this research, Independent Samples T-Test and Paired Samples T-Test statistical analysis were used. SPSS 16.0 was used to analyze the data in order to get the normality and homogeneity.

a. Normality Testing

To analyzed the normality of the data students' vocabulary data on experimental and control classes, the data was got from two classes. The normality testing can be seen on following table:

Table 3: The Result of Normality Testing of the Sample

Class	Class	Number of Students (n)	(α)	Significance	Distribution
VII.2 (Experiment	Pre-test	15	0.05	0.570	Normal
	Post-test	15		0.484	Normal
VII.1 (control)	Pre-test	15		0.707	Normal
	Post-test	15		0.257	Normal

Based on this result, Sig. in Pre-Test Experimental was 0.154 > 0.05, as a result the data was normally distributed. While Post-test experimental were 0.484 > 0.05 as a result data was normally distributed, and pre-test control 0.707 > 0.05 data was normal, therefore the post-test control was 0.257 > 0.05 the data normally distributed. In conclusion, the next stage was doing parametrical test (Independent Samples T-Test and Paired Samples T-Test).

b. Homogeneity Testing

In order to analyze the variance of the data of students' vocabulary mastery in experimental class and control classes, test of homogeneity was used. It can be seen on following table:

Table 4: The Result of Homogeneity Testing of Pre-Test

Class	**(n)**	**(α)**	**Based on Mean**	**Variances**
Experimental	15	0.05	0.656	Homogeneous
Control	15			

Based on the table above, there were 15 students in experimental class who did the pre-test. In control class, there were 15 students who took the pre-test. After testing, the value obtained, namely Sig. value in Based on Mean was 0.656 > 0.05. Therefore, both experimental and control classes had the same variance.

Table 5: The Result of Homogeneity Testing of Pre-Test and Post-Test of Experimental Class

Class	**Stage**	**(n)**	**(α)**	**Based on Mean**	**Variances**
Experimental	Pre-test	15	0.05	0.174	Homogeneous
	Post-test				

Based on the table above, 15 students did the pre-test and post-test. After testing, Sig. value in Based on Mean is 0.174 > 0.05 was obtained. Therefore, both pre-test and post-test in experimental class had the same variance.

Table 6: The Result of Homogeneity Testing of Pre-Test and Post-Test of Control Class

Class	Stage	(n)	(α)	Based on Mean	Variances
Control	Pre-test	15	0.05	0.003	Not homogeneous
	Post-test				

Based on the data above, 15 students in the control class, it was did the pre-test and post-test. After testing, the result Sig. value in Based on Mean is 0.00< 0.05 was found. In conclusion, both pre-test and post-test in control class had different variance.

Table 7: The Result of Homogeneity Testing of Post-Test

Class	(n)	(α)	Based on Mean	Variances
Experimental	15	0.05	0.046	Not homogeneous
Control	15			

Based on the data above, there were 15 students in experimental class who did the post-test. In control class, there were 15 students who took the post-test. Based on this result, Sig. value in Based on Mean is 0.046 < 0.05, so the data was not homogeneous. Therefore, both experimental and control classes had different variance.

Based on the analysis above, various results were found. Pre-test in both classes and variance in experimental class was homogeneous. In contrast, for post-test and variance in control class was heterogeneous. Since the data is homogeneous, parametic testing was used, namely Independent Samples T-Test and Paired Samples T-Test.

c. Hypothesis Testing

In order to know whether there was any significances of students' vocabulary mastery in experimental and control class or not, Independent Samples T-Test and Paired Samples T-Test were done. The results can be seen in the following table:

Table 8: Result of Independent samples T-test on Pre-Test

Class	(n)	(α)	$\bar{X}$	Asymp. Sig.	Reference
Experimental	15	0.05	47.33	0.345	H_0 was received and H_1 was rejected.
Control	15		51.66		

Based on the table above, it can be seen from the number of 15 students in the experimental class obtained a mean score of 47.33. In the control class with 15 students, the average score obtained was 51.66. The data was gotten from pre-test score at experimental and control classes at significance level α = 0,05. The result is 0.345 > 0.05, in conclusion, H_0 was received and H_1 was rejected.

Table 9: Result of Paired Samples T-Test on Pre-Test and Post-Test of Experimental Class

Class	Stage	(n)	(α)	$\bar{X}$	Asymp. Sig.	Reference
Experimental	Pre-test	15	0.05	47.33	0.000	H_o was rejected and H_a was received.
	Post-test			85		

Based on the data above, the average value obtained by students during the pre-test was 47.33. However, after the post-test was carried out, the average value increased to 65. The data was gotten from pre-test and post-test score at experimental class at significance level α = 0,05. The result is 0.000 < 0.05, so, H_0 was rejected and H_1 was received.

Table 10: Result of Paired Samples T-Test on Pre-Test and Post-Test of Control Class

Class	Stage	(n)	(α)	$\bar{X}$	Asymp. Sig.	Reference
Control	Pre-test	15	0.05	51.66	0.004	H_0 was rejected and H_1 was received.
	Post-test			73		

Based on the data above, the average score obtained in the pre-test was 52. Meanwhile, after the post-test, the average value rose to 73. The data was gotten from pre-test and post-test score at control class at significance level α = 0,05. The result is 0.004 < 0.05, in conclusion H_0 was rejected and H_1 was received.

Table 11: Result of Independent Samples T-Test on Post-Test

Class	(n)	(α)	$\bar{X}$	Asymp. Sig.	Reference
Experimental	15	0.05	85	0.029	H_0 was rejected and H_1 was received.
Control	15		73		

Based on the table above, it can be seen from the number of 15 students in the experimental class obtained a mean value of 65. In the control class with 15 students, the average score obtained was 73. The data was gotten from post-test score at experimental and control classes at significance level $\alpha = 0{,}05$. The result is $0.029 < 0.05$, so H_0 was rejected and H_1 was received.

From the analysis above, it can be concluded, on the pre-test of both classes H_0 was received, while apart from that, all test results are H_0 was rejected and H_1 was received. This means the use of media that had not been varied affects students' vocabulary mastery, because the increase in the significance of the experimental class is higher than control class, with the difference in the average score being 12 .

Discussion

After conducting this research, it was found that the use of media that had not been varied affects students' vocabulary mastery. The result can be seen from the data analysis where the mean score of the students who were taught by using monopoly game is higher than using dictionary. It can be described by the average value of the control class which only rose from 51.66 to 73, while the experimental class rose from 47.33 to 85.

The results of this research are the same as the results of a study in one of the research projects which was tested to find whether there was an effect of monopoly in improving students' vocabulary mastery. Hariyadi (2010) and Galuh et al. (2022) shows that there is a significance effect of using monopoly games in the learning activities in improving students' vocabulary mastery. This proves that monopoly games can affect students' vocabulary mastery better than dictionary.

Morever, judging from the difference in the average scores of post-tests of the control and experimental classes, monopoly games give better results than dictionary, because the experimental class showed higher results than the control class. This was proven from the rejected H_0. This is in line with Faridah (2015) who states that monopoly games give better effect than dictionary toward students' vocabulary mastery.

The finding is based on whether using monopoly games give better effect than using dictionary toward students' vocabulary mastery or not. Both media helped students in mastering vocabulary. However, students' attention is more focused on learning when using monopoly games. This is similar with Lukito in Arifin (2020) who explains that monopoly games are able to attract students' attention.

Furthermore, using monopoly games offer students a fun alternative media to discover the words when students was taught. Monopoly games gave a new impression in learning vocabulary for students. Students became more active in teaching learning process and were filled with curiousity. This can be corroborated by Lukito in Arifin (2020) that claims monopoly games could be alternative media.

In conclusion, monopoly games provided significance effect toward students' vocabulary mastery. Morever, monopoly games can improve students' vocabulary mastery better than dictionary. Monopoly games can also be used as an alternative media that help learning vocabulary.

CONCLUSION AND SUGGESTION

Based on the result of the research, it could be concluded that monopoly games gave significance effect on students' vocabulary mastery. Using monopoly games can also attract students' focus during teaching and learning process. Monopoly games gave students a new experience to discover the words and interacted with media. Finally, the main findings of this research could be concluded as there was significant effect of the students' vocabulary mastery after taught by using monopoly games and monopoly games gave better effect than dictionary toward students' vocabulary mastery at the seventh grade of SMPN 2 Paninjauan 2022/2023 academic year. Based on the result of this research, there are some suggestions which could be presented; 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 Paninjauan are expected would 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 would 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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