**THE EFFECTIVENESS OF USING MONOPOLY GAME TO IMPROVE VOCABULARY MASTERY AT THE EIGHTH GRADE STUDENTS OF SMP N 34 PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

The goal of this research is to find out the effectiveness of using monopoly game to improve vocabulary mastery at theeighth grade students of SMP N 34 Purworejo. In this research, the researcher took two sample classes. One class is as an experimental class, consisting of 34 students and the other class is as a control class, consisting of 34 students. So, the total numbers of students for samples are 64 students. To collect the data, the researcher used pre-test and post-test. In experimental class the researcher gave treatment using Monopoly and in control class the researcher used conventional method. After the data had been gotten, the researcher calculated it using t-test polled and variance.

The result of the computation is that the mean score of experimental group is 79.11 and the mean score of control group is 70. The t-value was consulted with t-table that is0.05 significance level. It showed that t-table is 2.00 and t-value is5.87. It showed that t-value is higher than t-table. It could be said that using Monopoly game to improve vocabulary mastery at the eighth grade students of SMP N 34 Purworejo in the academic year 2012/2013 is effective.

**Keyword: teaching, monopoly method, vocabulary**

1. **INTRODUCTION**

Language is an arbitrary system of speech or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalog things, processes and events in the human environment (Ramelan, 1992:10). English is a medium communication which can help people to interact, converse, and share to other people. English is an international language which is really important to learn. The importance of learning English is that learners can learn to communicate with it. The purpose of English education in Indonesia is to absorb and develop science and technology, arts and culture, tourism and international association to promote the general welfare and intellectual life of the nation.

Most of the Indonesia students have difficulties in vocabulary. Vocabulary has a very important rule in learning English. Vocabulary is needed to understand every word in sentence and vocabulary is needed to understand before learning other language component in English. Usually, the students feel bored to study English. So, when the teacher teaches vocabulary in the classroom, the teacher should prepare some methods. One of methods is the use of media to support their teaching learning process. One of method in teaching vocabulary is using media monopoly game. Using games is one of methods to teach vocabulary easily to interest the students and make the students memorize the word easily. There are many kinds of games that can be used to support our teaching. But writer just choose one kinds of game that is monopoly.

So, the writer is interested to conduct the research entitled “*The Effectiveness of Using Monopoly Game To Improve Vocabulary Mastery At The Eighth Grade Students of SMP N 34 Purworejo In The Academic Year 2012/2013.*

1. **RESEARCH METHOD**

This research desinged as experimental quantitaive research. To collect the data, the writer needs an instrument. Some kinds of instrument are test, questionnaires, interview, observation, rating scale, and documentation. In this research, the writer uses test as the instrument of collecting the data, the writer uses pre- test and post- test in getting the data.

The writer undertakes this research through three activities. The first is activity is giving pre- test, the second activity of conducting treatment and the last activity is giving post -test.

The population of this research is the eighth grade students of SMP N 34 Purworejo in the academic year 2012/2013. It is 210 students. The researcher used purposive sampling and took eighth grade student of 8B(experimental group) and 8F (control group) in SMP N 34 Purworejo as a sample. The total is 64 students.

The result of the research and data analysis, the researcher uses both of pre-test and post-test to collect the data. The test finds out the effectiveness of using monopoly game to improve vocabulary mastery at the eighth grade students of SMP N 34 Purworejo in academic years 2012/2013. The result of pre-test and post-test of control group is: the median is 55, the mode is 55. While the result of post-test control group is the median is 70and the mode are 75. The result of pre-test experimental group is:median is 69, the mode is 75, and total students’ understanding vocabulary before using monopoly game is 2370.While the result of post-test experimental group is: median is 73, the mode is 75, and total students’ understanding vocabulary after using monopoly game is 2690.

1. **FINDING AND DISCUSSION**

From the result of test in the experimental group, the highest score is 90 and the lowest is 65. The mean is 79.11, and the standard deviation is 5.70. And the variance is 32.53. The intervals of the mean between are 70 to 79. It can be concluded that the students of experimental group of the eight grade students of SMP N 34 Purworejo have good result on their vocabulary ability. From 34 samples, the results of the mark are; there are 20 students (58.82%) who are excellent in vocabulary, 13 students (38.24%) who are good in vocabulary, 1 student (2.94%) who is sufficient in vocabulary and no one fairly sufficient or low in vocabulary. While the result in the control group, the highest score is 80 and the lowest is 50. The mean of control group is 70, the standard deviation is 7.07 and the variance is 50. The intervals of the mean between are 70 to 79. It can be conclude that the student of control group of eight grade students of SMP N 34 Purworejo have good result on their vocabulary ability. From 34 samples, the results of the mark are; there are4 students (11.76%) who are excellent in vocabulary, 17 students (50%) who are good in vocabulary, 11 students (32.33%) who are sufficient in vocabulary, 2 students (5.88%) who are fairly sufficient in vocabulary and no one low in vocabulary.

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|  | **Experimental Group** | **Control Group** |
| **Pre-test** | **Post-test** | **Pre-test** | **Post-test** |
| Mean ($\overbar{x)}$ | 69.70 | 79.11 | 55.58 | 70 |
| Median (Me) | 69 | 73 | 55 | 70 |
| Modus (Mo) | 75 | 75 | 55 | 75 |
| SD | 5.70 | 32.53 | 7.07 | 50 |
| Range | 30 | 35 | 45 | 30 |
| Min | 55 | 65 | 35 | 50 |
| Max | 85 | 90 | 80 | 80 |

From the analysis data, it shows that with number of sample (N1 = 34 and N2=34), and the level significant is 5%. The result of computation of t-value is 5.87. Based on the value of t-table, the significant level is 5%; the value of t-table is 2.00. The computation of t –value is higher than t-table that is 5.87 > 2.00.

 So, the hypothesis is accepted. It means that there is effectiveness of using Monopoly Game to Improve Vocabulary Mastery at the Eight Grade Students of SMP N 34 Purworejo in the academic year 2012/2013.

1. **CONCLUSION AND SUGGESTION**

Using monopoly game to improve vocabulary mastery is effective. It proved by the computation of t-test shows that Ha is accepted. It proves that the value of t-test is higher than t-table (5.87 > 2.00). So, it can be said effective to use monopoly game as method to teach vocabulary to improve vocabulary mastery in at the eighth grade students of SMP N 34 Purworejo in the academic year 2012/2013. This statement is supported by the result of students’ score in experimental group which is mostly increased from pre-test and post-test after the students given treatment. Before they get treatment, the mean score is 69.70 while the score after getting treatment is 79.11. It proves that their score increases after getting treatment.

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