



The Effectiveness of Monopoly Game of to the First Grade Students' Vocabulary Mastery at MTSN Pacitan in Academic Year of 2021/2022

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ABSTRACT

This research aimed to find out The Effectiveness of Monopoly Game to The First Grade Students' Vocabulary Mastery at MTs N Pacitan in Academic Year of 2021/2022. This research used quasi experimental research. The objective of the research was: 1) To prove the effectiveness of Monopoly Game to first grade students' vocabulary mastery. The method used in this research was quasi experimental research design with parametric in quantitative study. The research instruments were pre-test and post-test. The study was divided into two groups, namely experimental class and control class. The sample used in this study consisted of 20 students of 7C as experimental class and 20 students of 7D as control class. The instruments used in this research were t-test, namely pre-test and post-test. The result of this study indicated that Monopoly Game was more effective and had significant improvement in learning vocabulary for experimental class. It could be proven from gain score of post-test in experimental class was up to 412 and control class was 138. It showed that experimental class' post-test was higher than control class' post-test.

Keywords: Experimental, Monopoly Game, Vocabulary Mastery

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INTRODUCTION

Vocabulary is called as a central role in learning language and it has critical importance to the typical language. Lacking of vocabulary knowledge affects to lack of meaningful communication. So, the understanding of vocabulary helps learners to learn four cores English language skills. The researcher believes that the more learners know many vocabularies, the more they are able to master it and use it in speaking, writing, reading, and also listening. To be capable of mastering communication in a language needs an adequate mastery of vocabulary too. It cannot be separated from basic mastery of language.

Communication cannot happen in meaningful way without knowing any of vocabulary. Thus, the term of vocabulary is used to oral and print words. No matter learners

are well in grammar, pronunciations, and any other elements of a language, without a numerous stock of vocabulary, communication cannot happen in any meaningful way. In addition, it is not quite easy to create effective media for teaching vocabulary to be more extraordinary. Because, learners need constructive learning media to support them master active vocabulary. It is a study not only a single word but also multiple words, phrases, idiom, and sentences. It utilizes lexis that refers to the totality of vocabulary items in learning language. (Barcroft, Sunderman & Schmitt, 2011) as cited by Li (2016). Vocabulary is also known as a core element in language proficiency that builds a focus on vocabulary itself as a communicative design and an instruction that should be integrated into four skills in English, namely Speaking, Listening, Reading, and Writing in components of language program (Richard and Renandya, 2002:256). There are four indicators according to Cameron (2001:78), as cited by Suri (2012) in mastering vocabulary skill, namely pronunciation, grammar, spelling, meaning.

Mastering vocabulary skill is the basic step in learning language. It is essential element. That is why many previous researches figured out some media to be implemented in mastering vocabulary skill through monopoly game which support this research, as follows: Hastunar, Bharati, and Sutopo (2014), they modified Gladden Monopoly Game to learn English. It was applied to Junior High School students and it was effective used. O'Halloran and Deale (2010) proved that monopoly game can be learning tool for content focused on hotel development and feasibility analysis. It is a model for use in the development of an educational game. Hidayat (2022) described the process of implementation of trap monopoly game in the process of teaching speaking at XI TKJ Grade Students of SMK Muhammadiyah 2 Sukoharjo. It was proven to help students to be more active and confident to speak English. It also can be used as an alternative media to teach English. LEE, C. S., & LEE, K. W. (2021) described about effectiveness of monopoly game as educational game of online ice-breaking during Covid-19 pandemic. It showed positive findings by adding it into computer playfulness via object-orientation of the QR-Monopoly game and entity-process modeling.

There are various techniques of teaching provided to be an alternative to learn vocabulary. One of them is using games. It is believed that game is more fun and effective to be implemented. It requires learners to understand, produce, manipulate, and use the target words accurately. Playing game is goal-defined, rule-governed and competitive that has a closure and engage the learners to create enjoyable learning activity. Games are provided to encourage young learners to gain an understanding of target language more easily. Game-based learning is supposed to create a useful and meaningful context in vocabulary learning

process. Bakhsh (2016:122) in his journal entitled “Using Games as a Tool in Teaching Vocabulary to Young Learners” reveals that learning while playing games require cooperation with other members and competition against another team or players.

Mastering vocabulary through game is considered to alleviate anxiety and encourage learners to get involved actively in learning activity. After learning and practicing vocabulary through game, they will have golden opportunity to apply words both in spoken and written in a non-stressful way (Uberman, 1998). Games which are commonly used in teaching vocabulary, such as chalkboard pictionary or puzzle, letter scramble, bingo game, and many others. It involves learners into friendly and fair competition. The use of games gives potential to contextualize learning words.

Monopoly is kind of real-estate board game. It can be played with two to eight players. The goal in this game is to remain financially solvent while forcing opponents into bankruptcy by buying and developing pieces of property (Britannica). The shape of the board is square. It is divided into ten small rectangles representing specific properties, such as railroads, utilities, a jail, and various other places and events. Historically, it is the best-selling privately patented board game which plays popularly in some countries that gains popularity in the United States during the Great Depression when Charles B. Darrow, an unemployed heating engineer sells the concept of monopoly game to Parker Brothers. It was firstly created in 1935. It is designed and patented by Lizzie G. Magie in 1904. Monopoly has been hit popularly in many other parts of the world. In the original North American sets, the properties were named for streets in Atlantic City, New Jersey. This game is prominent the local landmarks and points of interest that replaces street names as properties. These are modifying procedures in playing monopoly game that adapted to the research as the effective tool in vocabulary mastery skill of young learners, such as, before starting to play the game, each player is given a fixed amount of play money; then move around the board according to the throw of a pair of dice; if the player's pin stops on space which written “Go to the jail”, the player must enter the jail and roll the same dice for three times to get out of the jail; if the player's pin stops on tax bill or fine, the players should pay it; every player who passes the “START” for one round will get money from banker; every player stops in green or red space is given a chance to pick green or red card; every player can buy or rent properties after spinning the square once; the player who stops on other member's properties must say the name of the properties in English based on the picture provided; if it is wrong the player should pay double paid; if it is true, the player is only burdened once payment; the wealthiest player is the winner.

Then the advantages of Monopoly Game in learning vocabulary mastery are it can boost students' memory formations in learning vocabulary through monopoly game as dynamic process in remembering vocabularies; it helps students to develop their cognitive skills to make them easier in reading, learning, and remembering word by word; it can lower the potential for being stressful to memorize vocabularies, if it compares to memorizing manually; it can develop management skill to set a winning strategy in a fair game.

While there are disadvantages of playing Monopoly game, such as, it only can be played by 2 until 10 players in one board, more than them take very long time to be done. It is for about 90 until 160 minutes; the winner is the wealthiest owns many spaces. So that, it can make students excessively concern in material possession money-oriented not the purpose on learning vocabularies; although learning by playing is more fun, but it can cause awfully competitive game to be a winner; some players are possible to be extremely bored in playing game for 90 until 160 minutes; teachers have to change the design the monopoly board whenever they want to change the subject or topic to learn. Because, one monopoly game board is set only for one theme.

Derived from the condition above, the researcher attempts to discover an effective alternative as a solution in learning vocabulary. It is Monopoly game. The researcher wants to prove that Monopoly game can be more effective applied to young learners compares to learning. The difference from previous research is that this research is the first and new research. Despite the fact that Monopoly is common game, but it can be new media with few modifications and changes in game rules to support in learning vocabulary.

It can be played by implementing simple terms in playing game, new players who have no idea about this game can easily understand the rules. It trains honesty, accuracy in playing game, vocabulary mastery, and friendly competitive game. Playing monopoly while memorizing words is more fun. One hour feels short. It can reduce boredom.

Based on this case, the researcher concerns to clarify the effectiveness of Monopoly game in learning problem of vocabulary by conducting a research entitled "Effectiveness of Monopoly Game of First Grade Students' Vocabulary Mastery at MTSN Pacitan in Academic Year of 2021/2022"

METHOD

This research was quasi experimental research. Fisher (1925, 1935), as cited by Campell and Stanley (2015) explained that experimental is particular role of experimenter to have complete mastery which schedules the treatments and measurements for optimal

statistical efficiency. It was seen with complexity of design and the goal of efficiency. It investigated whether there was any effectiveness of Monopoly game to young learners of vocabulary mastery skill by giving certain treatment for experimental group comparing to control group. It used two-test, pre -test (before experiment), post-test (after experiment) and gave treatment to the subject by using Monopoly game as a measurement test of research hypothesis. The data was taken at the first grade of MTs Negeri Pacitan in academic of year 2021/2022. Total population was 40 students. It was divided into two, namely experiment and control class. It consisted of 20 samples in each group. The researcher used two- test which consisted of pre-test and post-test and implemented Monopoly game as treatment. Technique of analysing data used mathematic calculation for t-test, normality test, homogeneity test validity, reliability, and hypothetical test.

FINDING

Gain Score of Experiment Class and Control Class

After conducting pre-test and post-test, the results were presented in table 1.

Table 1 Gain Score of Pre-test and Post-test

NO	Experiment Class			Control Class		
	Pre-test (Y)	Post-test (X)	Gained Score (X-Y)	Pre-test (Y)	Post-test (X)	Gained Score (X-Y)
1	64	88	24	56	64	8
2	60	92	32	52	52	0
3	60	88	28	48	56	8
4	56	88	32	48	60	12
5	60	84	24	56	56	0
6	64	80	16	60	64	4
7	72	80	8	46	56	10
8	64	92	28	60	60	0
9	72	84	12	56	56	0
10	72	84	12	60	68	8
11	68	96	28	56	64	8
12	68	92	24	72	64	-8

13	68	84	16	52	52	0
14	72	88	16	74	72	-2
15	80	92	12	84	68	-16
16	64	92	28	36	80	44
17	68	92	24	46	68	22
18	68	88	20	52	64	12
19	72	84	12	48	68	20
20	68	84	16	64	72	8
Σ	1340	1752	412	1126	1264	138
MEAN	67	87,6	20,6	56,3	63,2	6,9
MIN	56	80	8	36	52	-16
MAX	80	96	32	84	80	44
STDEV	17	11		34	20	

Post-test's gain score of experiment was 412, while control class was 138. It could be drawn that there was progress on students' scores and significant improvement, especially in experimental class as the class was given treatment to learn vocabulary compared to the control class with conventional learning method.

The Result of Pre-test

The result of pre-test was presented in table 2.

Table 2 Score Comparison of Students' Pre-test

Descriptive Analysis Results	Measurement Results	
	Experiment	Control
Mean	67	56.30
Median	68	56
Standard Deviation	5.638	11.036
Minimum	56	36
Maximum	80	84

It showed that pre-test of experiment's mean was 67, median was 68, standard deviation was 5.638. Meanwhile, mean's score of control class was 56.30, median was 56, and standard deviation was 11.036. Mean's score was higher than standard deviation's score. So, it could be concluded that mean was well representation of the

entire data in both of experimental and control class. It also could be seen that mean's score of experiment class was higher than control class.

The Result of Post-test

The result of post-test was presented in table 3.

Table 3 Score Comparison of Students' Post-test

Descriptive Analysis Results	Measurement Results	
	Experiment	Control
Mean	87.60	63.20
Median	88	64
Standard Deviation	4.477	7.295
Minimum	80	52
Maximum	96	80

It showed that post-test of experiment's mean was 87.60, median was 88, standard deviation was 4.477. Meanwhile, mean's score of control class was 63.20, median was 64, and standard deviation was 7.296. Mean's score was higher than standard deviation's score. So, it could be concluded that mean was well representation of the entire data in both of experimental and control class. It also could be seen that mean's score of experiment class was higher than control class. The finale result after comparing both of scores' comparison, it could be clarified that mean of post-test in experimental class was higher than control.

The Result of Data Analysis

The normality test was carried out statistically by using *Shapiro Wilk* test, because the data < 30. Then, to make decision in *Shapiro Wilk* test, the significance used in this research must be $\alpha=0,05$. The result of the normality test was in the following table 4.

Table 4 The Result of Normality Test

Tests of Normality							
Categories		Kolmogorov-		Shapiro-Wilk			
		Smirnov ^a					
		Statistic	df	Sig.	Statistic	df	Sig.
POST-TEST	Experiment	.189	20	.058	.915	20	.078
	Control	.144	20	.200*	.951	20	.375
PRE-TEST	Experiment	.170	20	.130	.946	20	.305
	Control	.169	20	.138	.939	20	.225

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of the normality test by using *Shapiro Wilk* in the table above, the information was obtained that the experimental post-test data group was Sig value. of 0.078 while the post-test of control data group was Sig. by 0.375. In addition, the value of experimental pre-test was Sig. of 0.305 while the value of pre-test in control class was Sig. of 0.225. Because the value of Sig. > 0.05, it could be concluded that the assumption of normality was accomplished.

In addition, homogeneity test is a test to see whether the data in both groups (osteoblasts and osteoclasts) to have the same variance or not. In this study used *Levene's test of variance* as the basic for making decisions. It could be seen if the value of Sig. was <0.05 then the two groups had different variances. Meanwhile, if the value of Sig. > 0.05 then both of groups had the same variance. The result of the homogeneity test was shown in the following table 5.

Table 5 The Result of Homogeneity Test

Test of Homogeneity of Variances					
		<i>Levene</i>			
		<i>Statistic</i>	df1	df2	Sig.
POST-TEST	Based on Mean	3.593	1	38	.066
	Based on Median	2.914	1	38	.096
	Based on Median	2.914	1	29.876	.098
and with adjusted df					

	Based on trimmed mean	3.896	1	38	.056
PRE-TEST	Based on Mean	3.905	1	38	.055
	Based on Median	3.885	1	38	.056
	Based on Median and with adjusted df	3.885	1	28.066	.059
	Based on trimmed mean	3.617	1	38	.065

Based on the results of the homogeneity test in the table above, it was known that the probability value of p or Sig. on the Posttest of 0.066 and on the Pretest of 0.055. Because the value of Sig. greater than the 0.05 significance level, it could be concluded that the homogeneity assumption has accomplished.

Validity and reliability test were used to decide whether the data was valid and reliable in this research. In this study used comparison data in both try out test and pre-test in non-sample class to see if the pre-test result was valid and reliable to be used for experimental class and control class. The coefficient valid was ≥ 0.3 . The coefficient reliable was ≥ 0.7 . So, it could be concluded that the data was valid to use and reliable. The result of the validity and reliability were shown in the following table:

Table 6 Validity

No	Name	X	Y
1	AMA	64	68
2	ADS	56	60
3	AR	52	56
4	AS	56	60
5	AA	60	64
6	AM	64	68
7	DI	52	56
8	DA	56	76
9	DAA	64	80
10	EA	64	80
11	EAZ	56	80
12	FD	56	72

13	FAF	64	80
14	GA	68	72
15	GAP	56	80
16	HT	56	72
17	HA	60	76
18	HAA	56	76
19	HAW	68	80
20	KS	56	76
21	MI	72	80
22	MBF	68	80
23	NN	64	76
24	OS	68	80
25	PA	64	76
26	QA	72	80
27	RA	64	76
28	RS	56	68
29	SE	72	80
30	TC	68	80
31	VZ	64	72
32	YE	68	76
$\sum X$		1984	2356
$\sum X^2$		124128	175184
$(\sum X)^2$		3936256	5550736
$\sum XY$		146912	
$\sum X \sum Y$		4674304	
$r_{hitung} (r_{xy})$		0,604595	
Daya Beda		BAIK	
Keputusan		PAKAI	

Table 7 Reliability

No	Name	X	Y
1	ADS	64	68
2	AMA	56	60

3	AR	52	56
4	AS	56	60
5	AM	60	64
6	AA	64	68
7	DI	52	56
8	DA	56	76
9	DAA	64	80
10	EA	64	80
11	EAZ	56	80
12	FD	56	72
13	FAF	64	80
14	GA	68	72
15	GAP	56	80
16	HT	56	72
17	HA	60	76
18	HAA	56	76
19	HAW	68	80
20	KS	56	76
21	MI	72	80
22	MBF	68	80
23	NN	64	76
24	OS	68	80
25	PA	64	76
26	QA	72	80
27	RA	64	76
28	RS	56	68
29	SE	72	80
30	TC	68	80
31	VZ	64	72
32	YE	68	76
Σ		1984	2356
ΣX^2		124128	175184
$(\Sigma X)^2$		3936256	5550736

Si ²	36,12903226	55,59677
$\sum Si^2$	91,72580645	
St ²	55,59677419	
R11	0,700319118	0
Kesimpulan	RELIABEL	

Testing hypothesis was needed to know exactly that Monopoly game was more effectively used in this research compared to conventional learning. This study used independent T test because the data were normally distributed and homogeneous. It was used to compare two different samples that were not paired. The result of paired T test was presented below:

Table 8 Pre-test

Group	<i>Mean</i> <i>SD</i>	$\pm$	<i>Mean</i>	Min	Max	Sig .
Experiment	67 $\pm$ 5.638			56	80	
Control	56.30 11.036	$\pm$	10.7	36	84	0.0 00

The experimental mean value was 67 while the control mean value decreased up to 56.30. The mean difference between the experiment and control was 10.7. It meant that the experimental average was higher than the control average. In the Independent T test, the value of Sig. $0.000 < 0.05$, it could be said that H_0 was rejected and H_1 was accepted, which means that there was a significant difference in the mean between the experimental data and the control data.

Table 9 Post-test

Group	<i>Mean</i> $\pm$ <i>SD</i>	<i>Mean</i>	Min	Max	Sig.
Experiment	87.60 4.477	$\pm$ 24.40	80	96	0.00
Control	63.20 7.295	$\pm$	52	80	0

The experimental mean value was 87.60 while the control mean value decreased up to 63.20. The mean difference between the experiment and control was 24.40. It meant that the average of post-test in experiment class average was higher than the average of post-test in control class. In the Independent T test, the value of

Sig. $0.000 < 0.05$, it could be said that H_0 was rejected and H_1 was accepted, which meant that there was a significant difference in the mean of post-test between experimental data and control data. It also proved that Monopoly game was more effectively used to learn vocabulary for the first grade students in MTs N Pacitan if it compared to conventional learning by memorizing words only.

DISCUSSION

According to research findings and result of data analysis, Monopoly game could be considered as more effective applied than conventional learning in control class. There was higher and more significant score of post-test in experimental class after having monopoly game as a treatment to the first grade students at MTs N Pacitan in academic year of 2021/2022. Total gain score of pre-test and post-test in experimental research was up to 412. Then, total gain score of pre-test and post-test in control class was only 138. From this result, it could be seen that there was improvement in implementing monopoly game as treatment for experimental class.

Next, the validity and reliability of data in non-sample clarified that data was valid to use and reliable. According to T-test analysis, there was significant difference between experiment and control class. It was proven by the result that H_0 was rejected and H_1 was accepted. It strengthened proof and also indicated that Monopoly game was more effective media in learning vocabulary. The total gain score of post-test in experimental class showed that monopoly could be more effective media to be implemented in learning vocabulary mastery for first grade students of MTs N Pacitan in academic year of 2021/2022.

CONCLUSION

According to the data analysis and data results of first grade students at MTs N Pacitan in academic year of 2021/2022, as the samples in conducting research and implementing monopoly game showed that Monopoly game was more effectively used than conventional learning. It was proven by gain score in the previous chapter. The result of students' achievement in post-test of experimental class was higher than control class who used conventional learning. The total gain score of post-test in experimental class was also shown that there was significant improvement after implementing monopoly game.

T-test result proved there was significant difference between experiment class and control class. In the Independent T test, the value of Sig. $0.000 < 0.05$, it could be said that

H₀ was rejected and H₁ was accepted. Based on the explanation above, it could be concluded that Monopoly game was effective media to learn vocabulary.

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