

ABSTRACT

Faridah Khaerun Nisa (2015). **The Use of Modified Monopoly Games in Improving Students' Vocabulary Mastery** (An Experimental Study at Eighth Grade of SMP Negeri 38 Bandung).

Vocabulary is one element that links the four abilities of language. In order to communicate well, the students should acquire an adequate number of words and know how to use them accurately. The conventional method in teaching vocabulary which mostly used in class, it makes the students tend to be easier to forget the words. Therefore, the researcher found that games-based learning can be effective to help teacher deliver a material to the students. Games are believed can drill everyone and bridge the awkwardness of class situation. One of the games that can drill the students is monopoly. Monopoly can help the students to learn English by modifying and adapting it to the needs in learning English vocabulary by adding properties and rules as well.

This study focuses on using Modified Monopoly Game in improving students' vocabulary mastery. It is aimed to find out the students' vocabulary mastery when using the modified monopoly games, to find out the students' vocabulary mastery when using dictionary, and to find out the significant difference of vocabulary mastery both the students when using the modified monopoly game and dictionary.

The researcher used quantitative method of research in the form of experimental research design, where the research design has three research techniques: pre-test, treatment and post-test. The pre-test and post-test have given to the experimental class and control class.

The result of study shows that the average score of experimental class in pre-test is 67.34 and in post-test is 81.2. While, the average score of control class in pre-test is 63.34 and in posttest is 73.48. This study finds significant difference between students' mastery in experimental class by using MMG and control class by using dictionary as concluded by the result of testing the hypothesis. The hypothesis test refers to t table on significance 1% and df 68 is 2, 38245, and t_{count} is 5.03. It means that t_{count} is higher than t_{table} . It can be concluded that H_0 is rejected and H_a is accepted. In other word, there is a significance difference between a students' vocabulary mastery taught by using MMG and using dictionary. Finally, the researcher find that MMG is effective to be a learning media in learning process and it can be increase the students' vocabulary mastery. The MMG can adapted to other materials, so teacher should be creative in improving learning media to support the learning process