

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Vocabulary is the profound basic material in learning English. It is one element that links the four abilities of speaking, listening, reading and writing all together. “*A word is a microcosm of human consciousness*” (Vygotsky in Thornbury, 2002: 1). In order to communicate well in a foreign language, students should acquire an adequate number of words and know how to use them accurately. There are many methods that have been used to learn vocabulary. According to McCarten (2007: 20-25) there are some methods in teaching vocabulary with focus on vocabulary; offer variety; repeat and recycle; provide opportunities to organize vocabulary; make vocabulary learning personal; do not over do it; helping students become independent learners in and out of class; vocabulary notebooks; research tools; and everyday usage.

Based on the researcher teaching practicum in Madrasah Aliyah Ikatan Persaudaraan Haji Indonesia (MA IPHI) Pamarican Ciamis District, the researcher found an interesting case about English subject. In the first meeting, the researcher asked their opinion about English subject. The students show they feel hard to learn English. It is caused of internal and external factor. The internal factors are the motivation and the mind-set of the students. They have no motivation in learning English deep and they set their mind that English is not fun, hard to learn and their words bank is less. The external factors are the teacher still used conventional method and the facilities are not enough to fulfill the learning

process. This conventional method means the teacher just delivered the material, and then asked the students to find the meaning of words in dictionary without any simulation. After the class activity finished, the students tend to be easier to forget the meaning of words. Then the school facilities are not appropriate, such as uncompleted book, unavailable language laboratory and another alternative media. The students opinion can be seen in appendix II.

Concerning teaching vocabulary, the researcher found that games-based learning can be effective to help teacher deliver a material to students. According to Edtech (2013) Game Based Learning (GBL) is a type of game play that has defined learning outcomes. Generally, Game Based Learning is designed to balance subject material with game play and the ability of the player to retain and apply said subject material to the real world. As Rusmajadi (2010: 267) said “games are one way to engage learners in learning teaching process. Besides it has fun, games drill everyone and bridge the awkwardness of class situation”. One of the games that can drill the learner is monopoly.

Since for long time, monopoly has already existed and become the best-seller game. Based on Encyclopædia Britannica (2013), monopoly is a real-estate board game for two to eight players and the player’s goal is to remain financially solvent while forcing the rivals into bankruptcy by buying and developing pieces of property in it. Monopoly has patented in 1935 by Parker Brothers. The game has a four side and each side of the square board is divided into 10 small rectangles representing specific properties, railroads, utilities, a jail, and various other places and events.

The researcher assumes that monopoly can help the students to learn English by modifying it. The game emphasizes on specific property, cards, and rules. The game will be modified and adapted to the needs in learning English vocabulary by adding properties and rules as well. The material of game will follow the syllabus and textbook from school. This media believed to be able stimulate the students in memorizing English vocabularies. However it needs further observation in order to be an accountable.

The research of the use modified monopoly games in learning vocabulary has been conducted by Wirasaputra (2013) in "*Efektivitas Penggunaan Papan Monopoly Dalam Meningkatkan Penguasaan Kosakata Bahasa Jepang (Experimen di Kelas XI SMAN 1 PANGALENGAN)*". The result of study shows that there is a significant improvement of students' vocabulary mastery of Japanese after getting treatments. After the researcher read the study of "*Efektivitas Penggunaan Papan Monopoly Dalam Meningkatkan Penguasaan Kosakata Bahasa Jepang*", the researcher was interested in doing the study of using modified monopoly game for English vocabulary. Using modified monopoly game is aimed to help the students learning English language and master the vocabulary by doing and experiencing by themselves.

According the explanation above, the researcher attempts to perform a research entitled **"The Use of Modified Monopoly Games in Improving Student Vocabulary Mastery (An Experimental Study at Eighth Grade of SMP Negeri 38 Bandung)"**.

## **1.2 The Research Questions**

Based on the background of this research, the researcher formulates some research questions related to the use of Modified Monopoly game for teaching vocabulary:

1. What is the students' vocabulary mastery using the modified monopoly games?
2. What is the students' vocabulary mastery using dictionary?
3. How significant is the difference between students' vocabulary mastery the students using modified monopoly game and using dictionary?

## **1.3 The Research Purposes**

Based on the problems mentioned above, the researcher formulates the purposes of the study as follows:

1. To find out the students' vocabulary mastery when using the modified monopoly games.
2. To find out the students' vocabulary mastery when using dictionary.
3. To find out the significant difference of vocabulary mastery both the students when using the modified monopoly game and dictionary.

## **1.4 The Significances of Research**

Remembering the difficulties of teaching vocabulary, the researcher tries to give the suggestion. The outcome of this paper might be the benefit or the significance use of the Modified Monopoly Game as a media, which could help teachers and also learners in teaching learning vocabulary.

### 1. The Theoretical Significance

The research provides information of students' competence between students who use media and do not use media too mastery of vocabulary. The research provides information related the other factors of students' vocabulary mastery.

### 2. The Practical Significance

The research is expected to be able contribute on teaching learning process, especially in teaching vocabulary. The research is expected to be able to develop the knowledge of the way to improve students' vocabulary mastery.

## 1.5 Rationale

The researcher asked the students about their difficulties in learning English as foreign language. Some students said that they find some problems in delivering the words or in accepting unfamiliar words while they are communicating. Finding the right word with appropriate meaning to deliver their thought is frustrating when they have limited vocabularies, or the words get confused each other and the meaning become meaningless.

The researcher realizes if vocabulary is very important as the basic of language production. According to Wilkins in Thornbury (2002: 13), "...without grammar very little can be conveyed, without vocabulary nothing can be conveyed". The statement tells us how importance is learning vocabulary, because people say anything with words and expressions.

Then the researcher thinks that, as a teacher in the future, she has to be creative when she manages the lesson. Learning vocabulary is not only about looking and remembering which usually the word will lose in several minutes. Making the students always remember the vocabulary and save it into the long-term memory needs a stimulus. One of the teaching methods in stimulating students' skills is using game. According to Moursund cited in Rusmajadi (2009: 269), "Games provide an environment in which one can develop a variety of thinking and problem-solving skills that are useful in both non-game and game environments. Games provide an environment in which one can gain in mental maturity". The learners can employ their language skills strategically in co-operative games, where the learners work in group and reach the goals together.

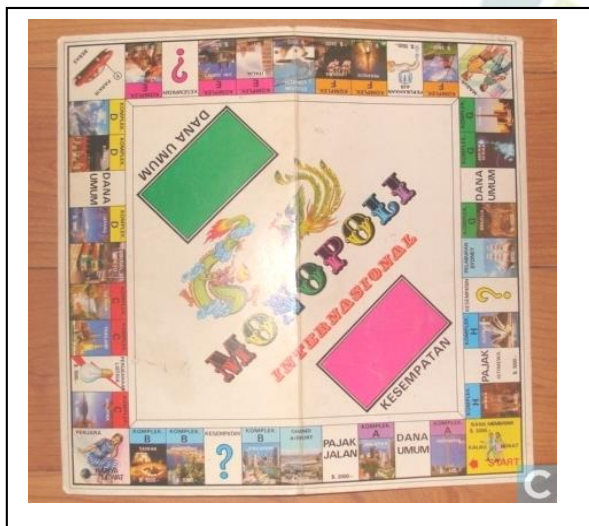
However, the game must have a high quality, means the game should give a good effect to the students, and the language is the primary component of the games. "...games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language" (Lewis and Bedson, 1999: 5).

Monopoly is a competition of players in acquiring wealth through stylized economic activity involving the buying, rental and trading of real estate using play money, and as players take turns moving around the board according to the roll of the dice (Moursund, 2007: 112). The researcher tries to modify the ordinary monopoly to become one media that can help the students learn English. Modified Monopoly Game is expectably effective in improving students'



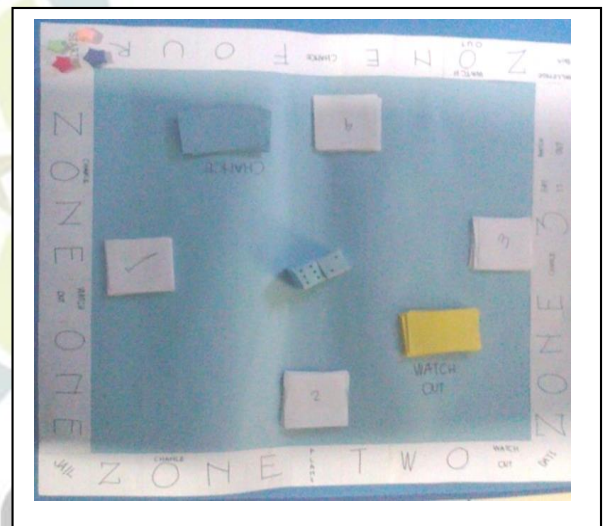
English vocabulary mastery, their interest, motivation in learning English vocabulary and increasing students' mastery of vocabulary.

The conclusion is made based on the result of average score of posttest each class is different or no different. The technique highly expected can be an alternative to overcome lessons' boredom. Basically, students need to have interesting and enjoyable language learning in order to keep a good spirit of learning.



Picture 1.1

The Original Monopoly Game



Picture 1.2

The Modified Monopoly Game

## 1.6 The Research Design

The researcher uses quantitative method of research. Quantitative method is the research method that is based on philosophy of positivism, used to examine population and sample, technique of taking the sample generally by random, collecting the data by using the instrument of research and analyses of data has quantitative or statistic to examine the settled hypothesis (Sugiyono, 2011: 14).

Quantitative research is seeking the facts or causes of social phenomenon without regard to subjective states of the individuals.

The research design is an experimental design. Every research design should agree with the research purposes. According to Nasution (2009: 24)

The experimental research is arranging an experiment to examine the hypothesis. The experiment always do in some condition that one or a few variable controlled by. Control has two meaning: first, control is one variable or more are permanently and the other is exemption....in the second meaning, control is used by one group or individual that gets no variable experiment.

In the experimental research, respondents got pre-test and post-test and it has given to the experimental class and control class. The research material is based on the syllabus and text book from the school. There are two variable of experiment, X variable and Y variable. X variable or independent variable is the use of modified monopoly game and Y variable or dependent is the improvement of students' vocabulary mastery.

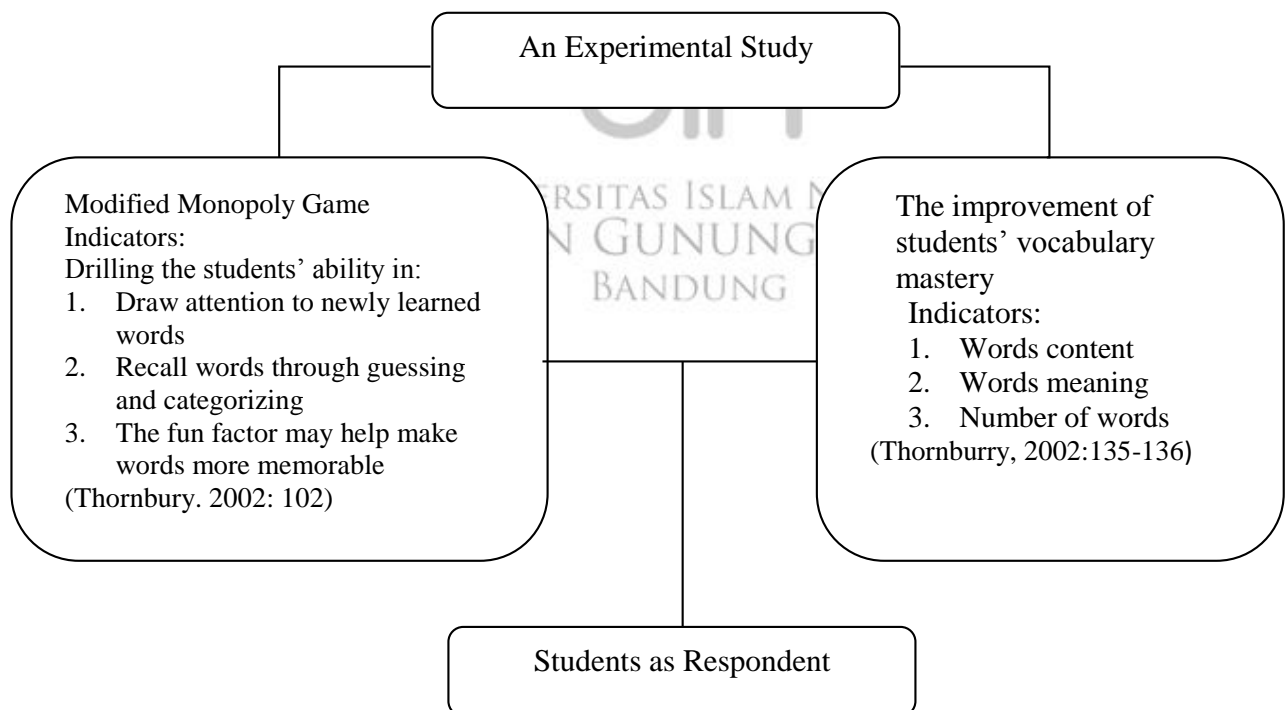


Chart 1.1  
Schemes of Indicators of Research



The scale for assessing vocabulary according to Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey (1981, p. 30) in Coombe (2011: 121):

20-18 EXCELLENT TO VERY GOOD: sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate register  
 17-14 GOOD TO AVERAGE: adequate range; occasional errors of word/ idiom form, choice, usage but meaning not obscured  
 13-10 FAIR TO POOR: limited range; frequent errors or word/idiom form, choice, usage; meaning confused or obscured  
 9-7 VERY POOR: essentially translation; little knowledge of English vocabulary, idioms, words forms OR not enough to evaluate

Below is the scheme of research.

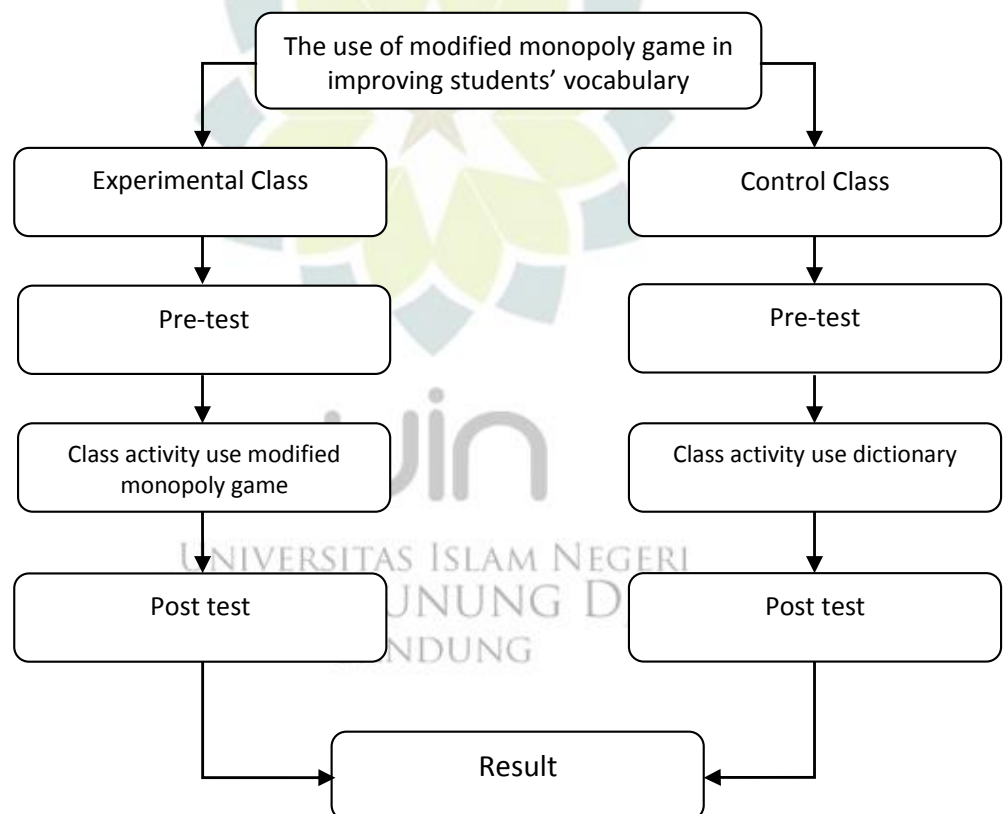


Chart 1.2

Scheme of Research

#### a. Population

Population is a generalization area which is consisting of object or subject that has certain qualities and characteristics and it is set by a researcher for

refusal and getting a conclusion (Sugiyono, 2009: 61). Population is not only about amount, but also about the entire characteristic in its subject or object. Population of the research is the students of the eighth grade SMP Negeri 38 Bandung. It is amount to 382 students.

b. Sample

Sample of research is the representative of population. According to Sugiyono (2009: 62), sample is *sum of number and characteristic in population. ....Everything studied in sample, the conclusion will apply equally to population.*

It means that the sample should represent the population. Sample of the research is the eighth grade of SMP Negeri 38 Bandung which is about 70 students from two classes. Technique of sampling is simple random sampling. According to Nasution (2009: 88), simple random sampling is “getting sample by using lottery. Every part of population get number in a series and the researcher draws the number till the researcher gets the appropriate sample”.

Table 1.1  
Sample of the Students

VIII-I	VIII-J
35 students	35 students

Table 1.2  
Classes Divisions

Experimental Class			Control Class		
Using Modified Monopoly Games teaching process	Treatments	Score	Using dictionary teaching process	Teaching learning process	Score

## 1.7 Hypothesis

Hypothesis is presumption statement about the result of research.

According to Nasution (2009: 39-40),

Hypothesis a tentative statement that a presumptive or supposition about anything which observed as an exertion of understanding of it...the primary function of hypothesis are to examine the theory validity, give an ideas in developing theory and to extend our knowledge of the research.

Then the hypothesis must tested by empiric data. The truth is needed to test whether it is right or wrong. The research thinks about the classes taught by different method and strategy, the learner ability would be different.

The research points out into two groups which gets different treatments for each. The research hypothesis is “the modified monopoly game treatments are able to increase their vocabulary skill”. In the other word, students’ ability is higher because of using modified monopoly game and compared to the students’ ability do not use modified monopoly game which is having medium fluctuation. From those explanations, the hypotheses of research are:

- $H_a$  is accepted if there is significant improvement in students’ vocabulary mastery after using Modified Monopoly Game.
- $H_o$  is accepted if there is no significant improvement in students’ vocabulary mastery after using Modified Monopoly Game.

## 1.8 Methodology of Research

Research methodology is a systematic way in solving problem. The researcher uses quantitative experimental method in this study. The study is divided into two classes: experimental and control class. The researcher uses pre-test and

post-test to get the data. The data analysis is used to calculate a significant improvement between teaching English vocabulary by using Modified Monopoly Game method and uses dictionary.

The counting used statistical method with t-test. This research is intended to know the answer of the research statement empirically: what students' mastery on vocabulary which has been taught with Modified Monopoly game method is, what students' mastery on vocabulary which has been taught without using Modified Monopoly game method is, what significant is the difference between students' mastery on vocabulary taught with modified monopoly game and taught without using modified monopoly game method is. The material which used in the research based on the syllabus and book from the school.

#### 1. The Research Site

The research is held in SMP Negeri 38 Kota Bandung. The school has strategically location and many students who learn in this school. At least, the researcher is interested to do the experimental research in this school.

#### 2. Determining Source of Data

The source of data for the research use two types, they are primary data source and secondary data source. Primary data source which used is the respondents. It is done by giving test – pre-test and post-test also treatments for students' using modified monopoly. Secondary data source are indirectly taken from syllabus, books and documents from library to support the primary data source and strengthen the research.

### 3. Technique of Collecting Data

The data of the research is taken from the test which is given to the respondents aimed at getting the result of research. According to Linn and Gronlund cited by Jihad (2011: 14), test is an instrument of systematic procedure for measuring a sample of behavior by posing a set of questions in uniform manner. Because a test a form of assessment, test also answers the question “how well does the individual perform-either in comparison with others or in comparison with a domain performance task”. This test divided into two tests. They are pre-test and post-test.

- Pre-test is given to the respondents before using modified monopoly game to know the knowledge and ability of learner.
- Post-test is given after learners get the treatments to know the comparison of students’ ability between experimental and control class after treatments.

Comparing both of class, the researcher gets the conclusion of the experimental effect. In this test, the researcher observes then the researcher knows the result both groups for two times. Thereby the researcher knows and counts the side-variables that might control class or experiment class. The form of test is written test and spoken test.

### 1.9 Data Analysis

Data analysis is used to calculate the result of pre-test and post-test of the treatment and measure the improvement of student score. The process is started from calculate the pretest and post-test score, find the normality of test by using

normality test chi square test, find the homogeneous of pre-test and post-test by using homogeneity test, and verifying the hypothesis by using t-test.

### 1. Normality Test.

Determining the normality of data by conducting the steps as follows:

#### a. Making the distribution table of frequently, with procedures:

##### 1) Determining range (R)

$R = H - L + 1$ , with H= the biggest score, L= the lowest score

##### 2) Determining class interval (K)

$K = 1 + 3.3 \log n$ , with n = the amount of sample

##### 3) Determining the length of interval

$P = R : K$

##### 4) Table frequency of frequency distribution.

Class interval	$x_i$	$F_i$	$F_i x_i$	$x_i^2$	$f_i \cdot x_i^2$

(Hayati, 2013a: 3-4)

#### b. Determining central tendency mean by using formula according to Hayati

(2013b: 2):

$$\bar{X} = \frac{\sum f_i \cdot x_i}{N}, \text{ with } f_i = \text{frequency, } x_i = \text{the middle score of class interval,}$$

N = total of frequency

#### c. Looking for the standard deviation by using formula according to Hayati

(2013c: 3).

$$SD = \sqrt{\frac{N \sum f_i \cdot x_i^2 - (\sum f_i x_i)^2}{N(N-1)}}$$



- d. Arranging the distribution of observation and expectation frequency by using the tables as follows:

Class limit	Z <sub>count</sub>	Z <sub>table</sub>	L <sub>i</sub>	O <sub>i</sub>	E <sub>i</sub>	X <sup>2</sup> = count

with

$$\text{Class Limit} = \text{Class Interval} - 0,5$$

$$Z_{\text{count}} = \frac{\text{Class Limit} - \text{mean}(\bar{X})}{SD}$$

$$Z_{\text{table}} = \frac{Z_{\text{table}}}{100}$$

$$L_i (\text{Large of Interval}) = Z_{\text{table}} (+/-) - Z_{\text{table}} (+/-) \text{ or } Z_{\text{table}} (+/-) + (-/+)$$

$$O_i = \text{frequency of class interval}$$

$$E_i = L_i \times \Sigma O_i$$

- e. Determining Chi square count ( $\chi^2$ ) to analyze the comparison, the formula is using:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

- f. Determining the degree of freedom with formula

$$df = k - 3$$

- g. Interpreting data normality by comparing Chi square count ( $\chi^2$ ) and Chi square table ( $\chi^2$ ) with formula according to Hayati (2013d: 2)

If  $(\chi^2) < (\chi^2)$ , the data is normal; If  $(\chi^2) > (\chi^2)$ , the data is not normal

## 2. Homogeneity Analysis

Subhana (2009: 140) says that the analysis involves the steps of determining homogeneity of two variances by conducting the steps as follows:

- a. Determining score F by using formula:

$$F = \frac{Vk}{Vd}$$

- b. Determining the degree of freedom of the data:

$$df_1 = k - 1 \quad df_2 = n - k$$

with k = total of independent variable and dependent variable

n = total of sample

- c. Determining homogeneity of the data with criterion:

It is called homogeneous if F table < F count

It is called not homogeneous if F table > F count

### 3. Balancing the classes and testing hypothesis

$$t = \frac{x_1 - x_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with } dsg = \sqrt{\frac{(n_1-1)V_1 + (n_2-1)V_2}{n_1 + n_2 - 2}}$$

Note:  $X_1 / X_2$  = mean of pretest / post-test of the experiment class / control class

n = the total number of cases

dsg = cumulative standard deviation of the experiment class and control class

$V_1 / V_2$  = the pretest / post-test standard of deviation of the experiment class / the control class