

INCREASING FIFTH GRADERS' VOCABULARY MASTERY USING MONOPOLY GAME

Muhammad Ulil Abshori¹, Elys Rahayu Rohandia Misrohawati², Adip Arifin³

¹²³STKIP PGRI Ponorogo

ulilabshori95@gmail.com

Abstrak: Penerapan metode permainan dalam pengenalan kosakata; berdasarkan latar belakang pengetahuan siswa merupakan hal penting yang harus dipahami oleh guru. Permainan monopoli adalah teknik yang cocok untuk mengembangkan penguasaan kosakata siswa. Penelitian ini bertujuan untuk mengetahui penggunaan permainan monopoli dalam meningkatkan penguasaan kosakata siswa. Penelitian ini dirancang sebagai penelitian tindakan kelas. Penelitian ini ditujukan untuk siswa kelas V SDN Nampan Ponorogo pada tahun akademik 2017/2018 yang terdiri dari 9 siswa. Penelitian ini dilakukan pada Mei hingga Juni. Peneliti menggunakan observasi, kuesioner dan tes dalam mengumpulkan data. Peneliti menggunakan persentase dan rata-rata dalam menganalisis data. Hasil analisis adalah sebagai berikut: (1) penerapan permainan monopoli dalam penguasaan kosakata yang meningkatkan penguasaan kosakata siswa, (2) hasil kuesioner menunjukkan bahwa siswa menikmati permainan monopoli sambil mempelajari kosakata, dan (3) hasil tes menunjukkan bahwa semua siswa telah lulus tes. Berdasarkan hasil penelitian, dapat disimpulkan bahwa permainan monopoli efektif untuk meningkatkan penguasaan kosakata siswa, khususnya pada jenjang sekolah dasar.

Kata kunci: Kosakata; Permainan Monopoli; PTK

Abstract: To use the appropriate game in vocabulary, students' background knowledge is the important thing for the teacher. Monopoly game is suitable to develop students' vocabulary mastery. This research was aimed at knowing the use of monopoly game in increasing students' vocabulary mastery. This research designed as classroom action research. This study was intended for the fifth grade of SDN Nampan Ponorogo in the academic year 2017/2018 which consisted of 9 students. The research was done in May to June. The researcher used observation, questionnaire and test in collecting data. Researcher used percentage and average in analyzing the data. The results of analysis were as follows: (1) the implementation of monopoly game in vocabulary mastery increasing students' vocabulary mastery, (2) the result of questionnaire showed that students enjoyed playing the monopoly game while learning vocabulary, and (3) the result of the test showed that all students had passed the test. Based on the result of study, it can be concluded that monopoly game is effective for increasing vocabulary mastery, especially for elementary level.

Keywords: Vocabulary; Monopoly Game; CAR

INTRODUCTION

Increasing human quality in this era is one of the education functions today. To compete globally, students need to equip with the global language also, such as Chinese, France and English. In global

context, English still becomes the international language that most of people need to learn about. Since English is widely used to spread information throughout the world, learning it is highly needed for both adult and young learners (Arifin, 2019).

In Indonesian educational context, teaching English in the elementary school is just complementary. Therefore, the students do not have obligation to learn it. The government seems to ignore the importance of English teaching in the elementary school. As the elementary school is the basic of education. Students should be given and provided with enough opportunities to learn international language, such as English (Arifin, 2018).

In the elementary level, it is not easy for the students of elementary school to master vocabulary because they cannot remember words by words quickly and easily. Moreover, the students of elementary school are easily forgotten. Dontwi, Obeng-Denteh, Darku, Otoo, Tetteh, Sarpong, and Amoah-Mensah (2013:2) said that things learnt can also be forgotten if they are not constantly revised. So that the teacher need new technique and material to make the students' remembered to increase their vocabularies easily.

Vocabulary is the basic thing that must be owned by the students in language learning (Setiyawan, 2015:84). So, learning and memorizing vocabulary is the important part of learning language for students in using language in communication. Arifin (2015) claimed that vocabularies are the part of language input that enables the learner to produce the language. Therefore, vocabularies are significant and important in language learning.

We have to know the meaning of the words and how to use it in sentences. So, we need to learn vocabulary in knowing the meaning and how to arrange many words into sentences. Vocabulary learning is learning to know the meaning of the word in target language from the meaning nearest in the mother tongue. Meanwhile, for Indonesian learners who learn English as one of foreign language that is taught in the school, they have a few words or vocabulary that they know or understand the meaning, so their experiences are just a few. So they needed to know the vocabulary as well as they could.

Game is often associated with fun, particularly in second language teaching. Every elementary student today generally likes playing games. They think that the game can be used as a tool for refreshing while studying (Lukito, Purba, and Palit, 2015:63). In addition, game can make students more interested in learning. They think that they are playing but actually they learn from playing some game.

One of the games that can be used for learning English is monopoly. Monopoly game is the game that the players compete to collect money as much as possible. The players take a turn by flipping the dice and move around the game board based on the number of the dice. The players will get one of two kinds of card in the deal deck. (Hariyadi, 2010:14). The more the students play it, more vocabulary they can remember. Moreover, it is not only for children but also family members. So the parents can study and guide their children. The children can be more interested to study English using monopoly game.

The researcher tried to find whether monopoly game can increase students' vocabulary or not. This study focuses on how to increase students' vocabulary mastery by monopoly game. So, the media that is used must be fun for the students of elementary school. The research involved students of SDN Nampan, Ponorogo as the participants.

METHOD

According to Angelo and Cross, Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation (Kheryadi, 2017:337). It means that classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation. In the classroom action research there are four steps in each cycle.

Planning

The researcher identified the problem based on the teacher's experiences. By knowing the

problem, the researcher made formulation of the problem as focus problem. Based on the focus problem, the researcher made lesson plan.

Acting/Implementing

The researcher as teacher taught students depends on the lesson plan is made. During the learning process the researcher observed students activities.

Observing

Observation was done during the learning process in the class. In the other word, the observation and action was done together in the same time.

Reflecting

The analysis and reflection will be done after acting an observing done. The researcher checked the test and the class observation. This stage was done to see weaknesses and the increasing in each cycle. When the minimal average score was 75 of all students, the research was decided to stop. Then, when the result of the average score under than 75, the research was continued into the next cycle. Also when the activeness and cooperativeness of students were minimally in fair condition, it meant that the students so the research will be decided to stop. The steps in each cycle can be observed in the following figure:

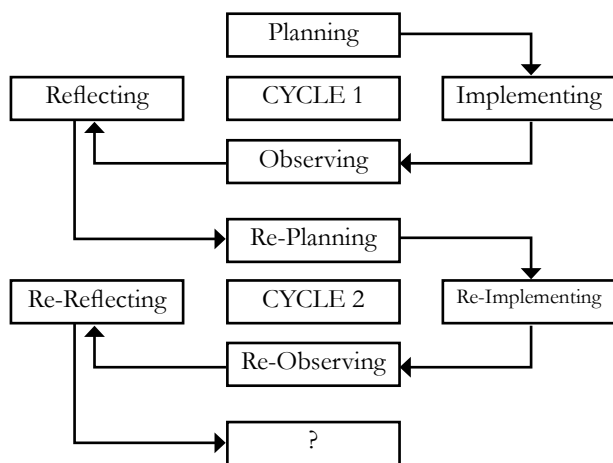


Figure 1: The cycle of classroom action research (Arikunto, 2006:16)

The subject of the study was the fifth grade students of SDN Nampan, Sukorejo, Ponorogo. The number of students was 9 students. The study was done by the researcher during May until June.

There were some technique was used to collect the data. The researcher did the observation during classroom action research (CAR) to know the developing of students. The field note will be used in the direct observation. The researcher used the field note about the activeness and cooperativeness to know the development of students during the research. Besides that, the researcher gave the questionnaire to the students. There were 5 questions in which the students had to choose yes or no. The students got two questionnaires at the end of cycles. The sheet was given to students to know the development of students in preliminary study and cycles of study. Then, The researcher used preliminary test and test in each cycles. Preliminary test was used to know the ability of students before taught by monopoly game. Test in cycle I and II was done after the students were taught by monopoly game. The test was multiple choices. The questions were 25 for each cycle.

The researcher used the miles Huberman’s technique to analyze the qualitative data in this study. The technique was consists of three components that were data reduction, data presentation, verification and conclusion. But for the quantitative data the researcher used the form:

$$\text{Average score} = \frac{\text{total score of students}}{\text{number of students}}$$

FINDINGS AND DISCUSSION

The researcher did the research and got the complete data from the research instruments used, such as field note, questionnaire and test. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The

data were analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this part.

The first, the researcher did the preliminary study to know the ability of students in vocabulary mastery. Then, the researcher took the data from the questionnaire and test. From the data was collected the researcher knew that the students needed to get some treatment to increase their vocabulary mastery.

After that, the researcher did the cycles after the preliminary study. In this case the researcher did two cycles because there was no an increase from the cycle I. in the cycle I the researcher took some data from the field note, and the test. The researcher got the field note from the collaborator. Then, after the cycle was done in the end of the cycle I the students get 25 questions. They had to cross the right answer because the test was multiple choices test. From the result of the test and the students' cooperativeness, the researcher decided to continue to next cycle.

In the first and second cycle, the researcher gave the same treatment and observed the students' cooperativeness and activeness during learning process by using the monopoly game. At the end of each cycle, the students got the test in the form of multiple choices. The students required to cross the correct answer from 25 questions. From the result of the test and the students' cooperativeness and activeness, the researcher decided to stop the study after implementing second cycle. It was due to the result that reached more than the minimum grade. Below are the steps included in research cycles:

Planning

The researcher asked the collaborator about the theme that was going to be used in the research. The collaborator chose theme "shape" because it was the theme for the semester. Then, the researcher made a lesson plan based on the theme that was chosen by the collaborator. This step is done both in cycle I and cycle II.

Acting

In this step, the researcher taught the students by using monopoly game. It was done in May, 2018. It was conducted during 2 x 35 minutes for one meeting. The learning activity covered the following steps: (1) Greeted and checked students' presences; (2) Approached students by talking about the material; (3) In main activity, the teacher gave explanation to the students about the shape. After that, they would mention the all of shapes that they found while playing the monopoly game. The monopoly game was applied with these procedures: firstly, the teacher divided the students into two groups that consisted of four players. Secondly, each group would play the game while mentioning the shape of things in monopoly game; (4) After playing the game, they did the assignments. When they finished it, they collected to the teacher; (5) The last, the teacher evaluated the learning process and gave motivation to the students. The teacher closed the learning process in the classroom.

Observing

The collaborator and the researcher observed the process of learning in the classroom. They also took note for recording the implementation of monopoly game which included weakness, advantages, and students' progress. The researcher noted some situation in the classroom which could increase or decrease the students' vocabulary mastery.

The recording progress consisted of two aspects; they were academic aspect and non-academic aspect. Academic aspect was the result of the assignment that was done by students. Non-academic aspect was the students' behavior during learning process including cooperativeness and activeness of students in learning process.

Reflecting

Reflecting referred to the result of the observation and test. Based on the result of

observation and test (table 1), the researcher concluded that the cycle I was not successful. The result of the questionnaire in cycle I and field note in the cycle I showed that most students still difficult to understand the guidance of learning process. They still confused how to play and learn while playing game. After the first cycle was done, the researcher made conclusion that the first cycle was unsuccessful. So, the researcher planned to continue into the second cycle in order to improve the students' vocabulary mastery.

For the second cycle, the researcher tried to explain how to play the monopoly game while learning English especially in material of shape. The teaching and learning process was similar to the first cycle. The teacher would make the process of learning enjoy. For this purpose, the teacher prepared the picture of things in monopoly game and tried to mention the shape of the pictures. Then, the teacher changed the rules of the cards. The students had to answer the question on the card before getting the prize. In this case the researcher changed the rules or modified it.

Data description showed that the monopoly game could increase students' vocabulary mastery from cycle I until cycle II. The summary of data could be seen in the following table:

Table 1: The result of test in each cycle

Aspect	Cycle		
	Preliminary	I	II
Score	488	580	700
Average	54.2	64.4	77.8

Based on the table 1, we could see that there was an increase of students' vocabulary mastery. It could be seen that the average score in preliminary was 54.2 increased to 64.4 then 77.8 in cycle II. The research decided to stop the research because the average score of students was passing the grade of 75 (KKM).

The success of the research was not just based on the result of the test, but also the

cooperativeness and activeness of students as follow:

Table 2: The observation result in each cycle

Aspect	Cycle	
	I	II
Cooperativeness	26	42
Activeness	22	36
Total score	48	78
Average	4.8	7.8

Based on the table above, we could see that there was an increasing of observation students' activity. It could be seen that the average in cycle I was 4.8 then the average in cycle II was 7.8. There was an increase between cycle I and II. There were 3 points that increased. After the students taught with monopoly game, they could increase their vocabulary mastery. From the result we could know that the game could be used in increasing students' vocabulary mastery. Then, the researcher concluded that visual approach by using real thing could stimulate students in memorizing vocabularies. Then students enjoyed playing the game while memorizing the vocabularies.

Besides measuring the students cognitive level, the researcher was also measured the students' cooperativeness and activeness. In the first cycle, the student activeness increased from 22 to 36. This also means that monopoly game could increase not only cognitive level, but also the students' psychomotor domain, especially on activeness and cooperativeness.

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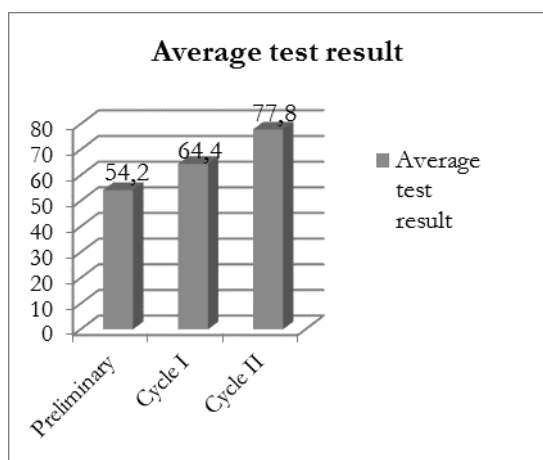


Diagram 1: The increasing of test result

CONCLUSION

After conducted the monopoly game for increasing students' vocabulary mastery at fifth grade of SDN Nampan, the researcher concluded that monopoly game could increase their vocabulary mastery. It could be seen from the facts of the result. The result of the questionnaire showed that all of the students' enjoyed playing the monopoly game. It meant that playing game while learning could motivate the students learning activity. Then the game made students were easier to memorize vocabularies. In the first cycle, their cooperativeness was 5.2, activeness was 4.4, and the average of the test was 64.44. In the second cycle, the students' cooperativeness was 8.4, activeness was 7.2, and the average of the test was 77.8. So, it can be concluded that monopoly game could increasing students' vocabulary mastery, because it can be applied in classroom in order to create an interesting learning situation for students and help them memorizing vocabulary.

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