



MODIFYING A MONOPOLY GAME FOR TEACHING WRITTEN VOCABULARY FOR THE SEVENTH GRADERS OF *TERANG BANGSA* JUNIOR HIGH SCHOOL

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Abstract

This study is aimed at describing the existing media for learning vocabulary at Terang Bangsa Junior High School, to describe sort of English materials that are needed by seventh graders learners which do not exist at Terang Bangsa Junior High School, to explain modifying a *Gladden Monopoly* game for learning vocabulary to the seventh graders, and to explain the effectiveness of *Gladden Monopoly* game for teaching vocabulary to the seventh graders. This study used a Research & Development (R&D) design, which was used to modify products and measure the effectiveness of the development proposed by Borg and Gall (2007). The results of the study showed that English teaching material by using *Gladden Monopoly* game was effective in improving students' achievement of vocabulary learning. Those were supported by the results of pre and post-test. Based on the results of the observation checklist, questionnaire, and the experts' validation it showed that *Gladden Monopoly* game helped in studying English. It can be seen from the result of the answers of the questionnaires in which more than 75% of the students answered 'A' or 'B' that indicates that the product was easy and attractive to use.

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INTRODUCTION

English is widely used as a means of communication for people all over the world. English is the first foreign language at school in Indonesia. It is taught from play group or kindergartens, elementary schools as a local content subject, junior and senior high schools as a compulsory subject and up to universities. Many people are motivated to learn this language for their own needs; business purposes, occupation, getting a good position in a company and others.

Basically, in teaching English, there are four skills in English lesson. In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading, and writing all together.(Huyen and Nga, 2003:2). By learning vocabulary, the student's ability to learn the four skill of language can be achieved. Actually, vocabulary is as base to develop the four skills in learning English Foreign Language (EFL). Teaching English vocabulary for junior high school's students needs appropriate techniques and media to make learning easier. In fact, when students learn English, sometimes they feel bored. As teachers, they have to find the best way to make them happy and have enthusiasm in learning English. Wijaya (1992:3) said that teaching is to regulate and to organize environment around the students that can motivate students to do activities of learning. The teachers have to be creative and think the way to make the English lesson interesting.

There are many kinds of media that can make the students feel interested in learning English. The media that can be used by the teachers in teaching English such as songs, games, movies, pictures, etc. eventually, it makes them motivated in learning English lesson. One of the media that can make the students feel enthusiast to learn English is game. Game is a kind of medium that attract students' attention in learning English, (Harmer, 2007:223). By game, the students can learn English fun and easily.

Based on the description above, the writer assumes that the teacher needs an appropriate English material in order to make the students to be active and creative in learning vocabulary. The use *Gladden Monopoly* game in teaching vocabulary could help the teachers and students engage together to get the achievement much better and help the students to learn vocabulary. The writer conducted a study entitled modifying a monopoly game for teaching written vocabulary for the seventh graders of Terang Bangsa Junior High School. The aim of the study is to modify *Gladden Monopoly* game to teach vocabulary for junior high school. The material development is related to the students' level, curriculum and it involves them to learn actively.

METHOD

This study adapts the Research and Development (R & D) design developed by Borg and Gall (2007). In fact, there are ten steps in research and development (R & D) design proposed by Borg and Gall (2007:589-590). However, Borg and Gall suggest that undergraduate students "take a small-scale project that involves limited amount of original instructional design" and "limit development to just a few steps of R & D cycle." Since the writer is a graduate student, the writer will not make drastic limitation to the R & D cycle. The writer reduced the steps from 10 to only 7 steps. They were: (1) need analysis, (2) design product, (3) preliminary test, (4) experts' judgment, (5) product revision, (6) field test, and 7) final product of *Gladden Monopoly* game.

The writer needed the scores of students' achievement in learning vocabulary. The purpose of this part was to find out the effectiveness of modifying product for teaching and learning process. The test was conducted twice at the pretest and posttest. The pretest was administrated to find out the scores of students' vocabulary before using *Gladden Monopoly* game. The posttest was administered to find out the students' vocabulary

achievement after using *Gladden Monopoly* game. Tests for gathering data of a numerical rather than verbal kind. For measuring this effectiveness, the writer applied pre experimental single case pre and post-test design. The writer used the SPSS 16 (Statistical Package for Special Science) program. After that, the result of pre and post-test were calculated by using this formula (Sugiyono, 2013:422):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

\bar{X}_1 = Mean of sample Pre-test

S_1^2 = Standar deviation of Pre-test

\bar{X}_2 = Mean of sample Post-test

S_2^2 = Standar deviation of Post-test

S_1 = Varians sample Pre-test

t = t-Value

S_2 = Varians sample Post-test

n = number of sample

FINDING AND DISCUSSION

In this part, the writer presented the findings of the study from the observation, interview, test and questionnaires. Firstly, when the writer interviewed an English teacher in Terang Bangsa Junior High School, the writer found that the teaching vocabulary still uses old methods. They are drilling method, question and answer method.

Secondly, it was found that Terang Bangsa Junior High School doesn't apply some learning media for teaching English. This school used a handout for teaching learners. Meanwhile, the characteristics of teenagers of those ages love interactive material. In doing so, this study contributed to modified learning

media that is *Gladden Monopoly* game for teaching English.

Thirdly, in modifying *Gladden Monopoly* game, there were some steps which were proposed by Borg and Gall (2007). However, in this study, the writer modified some steps. In the other words, this study only implemented seven steps for modifying *Gladden Monopoly* game. The first step dealt with starting to organize an observation at Terang Bangsa Junior High School. This observation intended to do need analysis and determine what materials were modified. Afterwards, the writer got some facts from preliminary observation of school; the writer planned and modified the intended product that is *Gladden Monopoly* game. Then, the writer designed product based on vocabulary materials. Moreover, the writer did preliminary test to introduce the modified product to the students. Next, the writer asked the validation from competent experts for the draft product as the result in modifying *Gladden Monopoly* game. After that, the writer did product revision based on experts' comments, judgments, and suggestions. Then, the writer did the field test to the students. It was included pre test, post test, observation, interview, and questionnaire. At last, the writer conducted the last editing and creating the fixed *Gladden Monopoly* game to be final product. Moreover, the final *Gladden Monopoly* game was ready to be published.

Fourthly, from the result of observations, interviews, questionnaire, pre test, and post test, it can be said that *Gladden Monopoly* game can be applied in teaching learning process. In this case is Terang Bangsa Junior High School. Moreover, the test of effectiveness by using single pre and post test design was reported that there is significant difference between the result of pre test and post test. To know how the significance of the students' achievement, the writer calculated the result of pre test and post test used t-test formula. Since t value > t table; $3.59 > 2.0154$ means there is a significance difference between pre test and post test. The post test is higher than pre test. The result

showed that students got significant *Monopoly* game can be implemented for achievement by using *Gladden Monopoly* game teaching English. for learning vocabulary. It means that *Gladden*

The Final Product



The Tools to Play *Gladden Monopoly* Game

Please, tell the things in your bag!

What is the opposite of fat?

Mention three of good characters!

Mention the name of animals that begun by S letter!

Yellow Cards

Sing an English song!

Please, look for a pink bag and show it to your friends!

Please, read this poetry below with good expression!

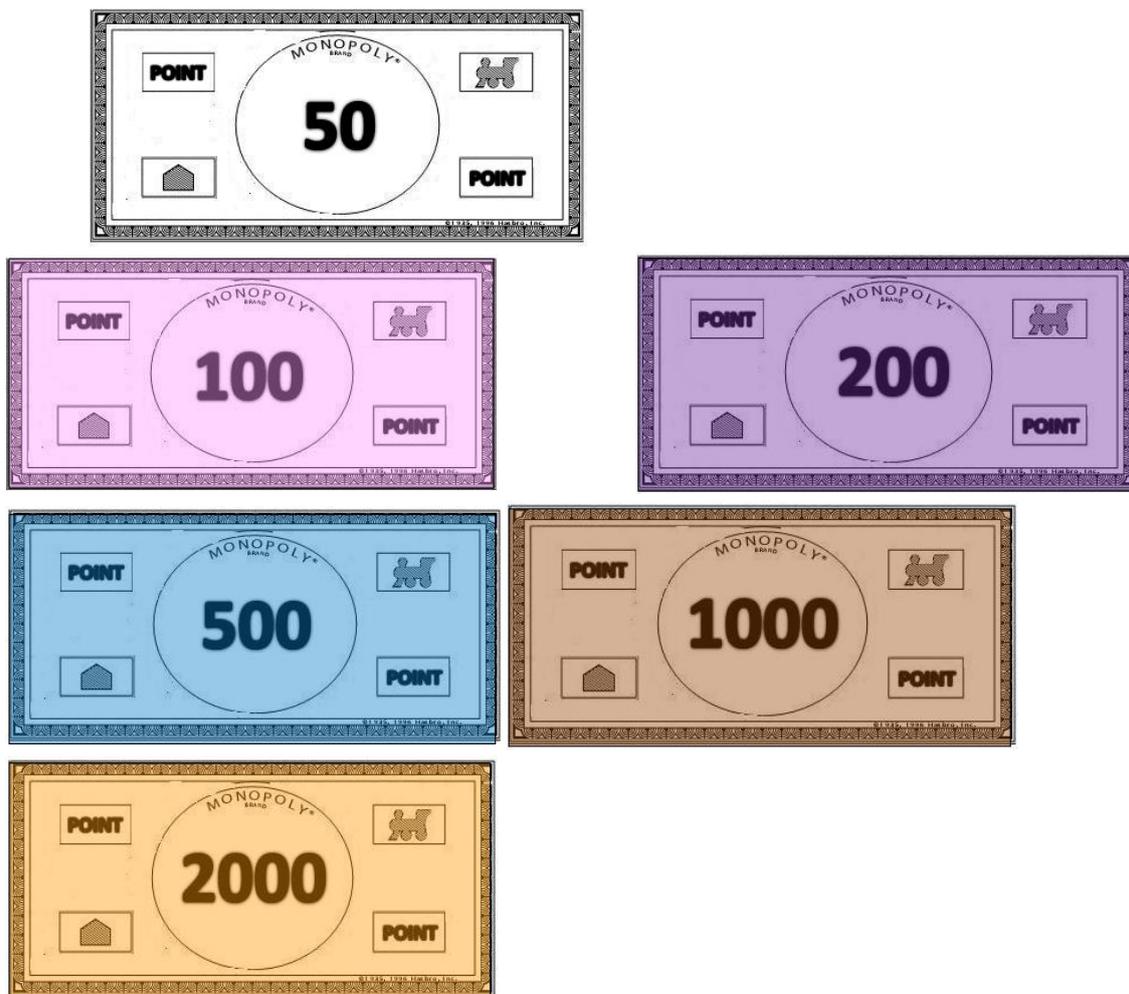
Rainbow

You are very beautiful

in your body has many colors

What should you say if you need a help?

Punishment Cards



Points

In Modifying *Gladden Monopoly* game to the seventh grade students of junior high school, the writer needed to construct the materials and tasks, *Gladden Monopoly* game based on the content standard consisted of standard of competence, core competence considered with the relationship of the curriculum and also the syllabus has been existed. The writer created 30 green cards and yellow cards for a group of students. Moreover, the writer created 15 punishment cards. In this game, the writer also created points. They are 50 points, 100 points, 200 points, 500 points, 1000 points, and 2000 points. They were familiar for the students.

In addition, the writer modified the rules of *Gladden Monopoly* game in vocabulary activity. The writer modified the base concept of

Monopoly's rule and the writer's own rule. The result of the modified rules on the game can be illustrated as follows: 1) the class has to be divided into groups. Each group consists of 2 – 4 students. Then, all members of the group will read and discuss about the instruction of how to play the game, it is the rule of the game which is given by the teacher in a piece of paper, 2) Give each group a set of *Gladden Monopoly* game and they must prepare and also arrange it, 3) Each player gets 2000 points from bank, 4) To decide who goes first, each player rolls the dice. Whoever gets the highest number, play firstly, 5) When a player gets 6 dots, get occasion play again and roll the dice until don't get 6 dots, 6) If a player stops on the green area, must take green card on playing board and answer the question. If a player can answers it, get points

on printed playing board, 7) If a player stops on the yellow area, must take yellow card on playing board and answer the question. If a player can answers it, get points on printed playing board, 8) If a player stops on the punishment area, must take punishment card and do the instruction in the punishment card, 9) If a player stops on the blue or orange area, must do the instruction on printed each area, 10) If a player stops on the jail area, a player only pass but a player goes to jail, must pay 2000 points, 11) Gladden Monopoly game will finish if all members of group have answered the questions on the green or yellow cards, and 12) Finally, the players count how many points they get, the player gets the most points will be a winner of the game.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the observation, interview, questionnaire, the experts and teacher validation, the students' opinion, the results of the study, the modifying *Gladden Monopoly* game to teach vocabulary which were supported with board of the game, dice, pawn, points, a set of vocabulary cards (green cards and yellow cards), punishment cards, answer key, and the rules of game were effective and appropriate for teaching to the seven grade students. It was shown from the result of pre and post-test. To know how the significance of the students' achievement, the writer calculated the result of pre test and post test used t-test formula. Since $t \text{ value} > t \text{ table}$; $3.59 > 2.0154$ means there is a significance difference between pre test and post test. The results were significantly different and influential, so *Gladden Monopoly* game was effective for learning English and it can be applied in teaching and learning process at junior high school.

Suggestions

The writer would like to give some suggestions to the English teachers, the students and the readers as follow:

The English teachers know can develop the learning quality and they can apply this game in their language classroom in order to create interesting and comfortable classroom condition.

The English teachers know how to adjust the teaching material in the media of *Gladden Monopoly* game. Then, they can use the product practically as an interactive material in teaching vocabulary.

The students also can practice *Gladden Monopoly* game in the class or the outside of the class without teachers' guidance. This media can help them to learn English vocabulary.

The result of the study can be considered as a recommendation for them to use and modified the product.

The readers like to conduct other researches on implementation of *Monopoly* game to teach other language skills.

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