IMPROVING THE STUDENTS' VOCABULARY THROUGH MONOPOLY GAMES AT THE EIGHTH GRADE STUDENTS OF MADRASAH TSANAWIYAH SWASTA MADINATUSSALAM SEI ROTAN PERCUT SEI TUAN.

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic University of North Sumatera Medan a Partial Fulfilment of the Requirements for the Degree of Sarjana /Pendidikan

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam siding munaqosyah skripsi Fakultas Tarbiyah UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

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ABSTRACT

This study was conducted to assess the enhancement of the students' vocabulary by using monopoly games. The subject used in this study was the Eight grade of Madrasah Tsanawiyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan. In whivh the number of students consist of 30 students who are used as respondents by the researcher. The aim of this research was to enhance the students' vocabulary by using monopoly game in this study.

The review of this study was carried out with the use of the classroom action research. In this research, quantitative data and qualitative data were used as methods for data analysis. The outcomes of the qualitative were taken through the results of the observation sheet, interviews, and documentation, while the results of the student evaluation were taken through the quantitative data. in this analysis, the investigator gathered data over two periods. These two cycles for four meetings have been carried out. In cycle one the researcher gave the students pre-test and post-test.

The data analysis results showed that the vocabulary scores of the students for each period had improved. It was shown that the mean pre-test was 53,41. Where five students had succesfully scored requirements, or just 16,66 per cent, and 25 students were unsuccesful, or 83.34 per cent. There was an increase in the outcome of the students average of 57.87 after doing cycle I by using monopoly games. Where 11 students had a succesful criteria score, or 63.34 per cent. Since focusing on the first cycle, restoring for the second cycle, the average of students increased to 80.67. where the succesful criteria score of 27 students or 90 per cent and the unsuccessful criteria score of 3 students or 10 per cent. In other words, the above data indicates that the vocabulary mastery of the students wa improved.

Keywords : Vocabulary and Monopoly games

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Overall, the author hopes that this skripsi can contribute a bit to the education of languages particularly English, and further pedagogical

Medan, Oktober 2020

MELATI MATONDANG

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CHAPTER I
INTRODUCTION

A. The Background of the Problem

English language is the most important component in human life. Humans will not be able to continue their life properly and orderly without language. They can not interact easily and well if they do not master each other's language and in this absence of continuity they also can not perceive the psychological expressions or desires expressed by their communicators. Therefore learning language is very important and this is reinforced by the Hadith from HR. At-Tarmidzi:2639: **(أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ)** the meaning is "Rasulullah Shallallahu 'Alaihi wassallam ordered me to learn the Syriac language" its means that the propeth Muhammad SAW ordered us to learn a foreign language so that it is easy for us to understand what foreigners say.

Therefore one of the language elements is vocabulary and is based on a language. If language structures make up the skeleton of language, according to Harmer, then it is vocabulary that provides the vital organs and the flesh.[1] Based on this statement it can be concluded that vocabulary is more important than grammar for the sake of communication. .

Within the four English language skills, in English education, vocabulary plays an important role. Vocabulary is one of the keys to easily understanding what people are taking about in speaking and writing when listening, and vocabulary makes it easier for learners to extend their ideas, vocabulary also helps students' readers understand the text, vocabulary should not be dismissed by someone who learns a language. It means that the vocabulary is one step in learning the words, recognizing the meaning and using them in a sentence.

The objective of teaching English for students of Junior High School is that they should have communicative competence in English which covers four language skills: namely listening, speaking, reading and writing. To master the

[1] Harmer, J. 1991. *The Practice of English Languge Teaching.* Essex: Longman, p.14.

four skills, the students should have sufficient vocabulary.[2] According to Hueberner the sufficient vocabulary that the students should achieve is 750-800 word.[3]

Based on the preliminary study that conducted in Mts Swasta Madinatussalam Percut Sei Tuan, in reality the objective above is not achieved yet. It can be demonstrated from the reality that the students pronounce the word incorrectly, do not understand the meaning of the word and can't use word in appropriate context; the students are less interest in learning new vocabulary, students are lazy to learn vocabulary, the students' motivation in learning vocabulary is not good and the teachers' strategy in teaching vocabulary is not appropriate yet, so the learning process becomes monotonous.

From these cases, the researcher can conclude that there are two factors that cause students to have weak vocablary abilities, namely internal factors and external factors. Internal factors are student's memory is low, student's interest and motivation is low. External factors are material, unattractive teaching strategies and unattractive media that make students easily bored while media is one way to make students interested in learning, more enthusiastically, more effectively and efficiently, generate motivation and stimulation of learning activities. There are many kinds of media, pictures, and posters including games.

The absence of vocabulary can also be solved, According to Ana Hamriani,[4] since a lot of empirical evidence indicates that the monopoly games is deals for solving the issue of lack of vocabulary in English learning. There are several kinds of games, missing games, puzzle games, anagram games, including monopoly game. There are some explanation why researcher chose monopoly games as media to develop their vocabulary skills. Monopoly game can make

[2] Nur handayani, 2016, "The Implementation of Teaching English Based on Curriculum 2013 Applied by an English Teacher of Junior High School", p.21.

[3] Budi Setiawan, Improving The Students' Vocabulary Mastery Through Direct Instruction, (Surakarta: 2010), p.18

[4] Ana. Hamriani. K., 2011. *Pembelajaran Bahasa Inggris Melalui Permainan Vocabulary Monopoly Pada Siswa Sekolah Dasar*: Makasar. P. 6-11.

process of teaching and learning vocabulary becomes interesting and faster in mastering vocabulary.

This shows that the use of media in teaching and learning activities has a very big influence in increasing students' motivation, and monopoly game is expected to increase students' motivation in teaching and learning activities. Monopoly game is also expected to be able to stimulate students' thinking power to be innovative, creative and critical so that they are able to memorize the vocabulary given by the teacher.

Therefore, this analysis will use monopoly games as one potential solution to solve the problems. In this study, however the researcher intends to use monopoly games that focus on teaching English only through games an alternative and fresh way to solve vocabulary problems, particularly in Mts Madinatussalam Percut Sei Tuan. This game is chosen because there is still a small number of studies that using this game. In addition, monopoly game is very simple, familiar games and easy to use by the students.

The researcher is motivated to play monopoly games to improve the vocabulary of students, particularly for the English grade, on the basis of the context mentioned above, and hence in this paper, the researcher gives the title ***"Improving the Students' Vocabulary Through Monopoly Game at The Eighth Grade Students Of Mts Swasta Madinatussalam Percut Sei Tuan".***

B. The Identification of Problem

Based on the background of the research above, there are many problems that can be identified related to vocabulary mastery:

1. The students' vocabulary mastery is still low.
2. The students' motivation in learning vocabulary is not good.
3. The teachers' strategy in teaching vocabulary is not appropriate yet.
4. The media in teaching vocabulary is still not accurate.
5. The English teacher rarely uses game in vocabulary, etc.

C. Limitation

Based on the analysis of the sbove issues, most of the issues that will be discussed will be linked to the mastery of students vocabulary. As a result, the researcher wants to limit the media for students' vocabulary mastery including games. There are many kinds of vocabulary teaching games. This research helps students to develop their English vocabulary by using monopoly games.

D. The Research Problem

Based on the limitation of the above problem, the researcher formulated the problem in the research question as follows:" How can a monopoly game improve the vocabulary of students?"

E. Objective of the Research

The aim of the research is to describeto use of monopoly game to improve vocabulary through a monopoly game in grade eight Madrasah Tsanawiyah Swasta Madinatussalam Percut Sei Tuan.

F. The Significance of the Study

The researcher anticipated that the results of this research would provide the following meanings; the theoritical importance of this study is useful in enriching the theory of vocabulary mastery. Practical relevance:

1. For students

Make the motivation of the students to learn more involved in English. Subjects, enhance curiosity, imagination, and understanding through monopoly game in learning English.

2. For teacher

In order to improve the vocabulary mastery of students, this study can apply a monopoly game media, teacher can also recognize learning that has been done, and can conduct a learning method that is not saturating, particularly in vocabulary.

3. Stakeholders

In order to enhance the teaching of English vocabulary mastery, this study can overcome the learning difficulties of different students, develop concepts and different learning methods or techniques can be developed by schools and disseminated to other schools.

4. Other Researchers

The researcher hopes that this study will become a source for other researchers who want to do the same research and further improve this form of researcher that can be used as a reference.

CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher presents the overview of the relevant theories that concern certain words are used in this analysis in conducting this research applied in research, and they need to be theoritically clarified.

A. Theoretical Framework

1. Vocabulary

According to Hielbert and Kamil in general, vocabulary is comprehension of the meanings of words or words.[5] American Haritage also states that vocabulary is about the amount of words used, known regulated by individuals or groups.[6]

Meanwhile, it is possible to explain vocabulary as students must have a lot of vocabulary, not just memorizing but also knowing the word's meanings.[7] In addition, Barnhart also defined vocabulary as a stock of terms used by individuals, groups of individuals, occupations, and a list of words typically in alphabetical order and defined by definition.[8] In addition, in Oxford Advanced Learner's Dictionary, vocabulary defines as follow all words that a person knows or uses, all words in particular language; the word that people use when they are talking about a particular subject; a list of swords with their meanings, especially in a book for learning a foreign language.[9]

Therefore vocabulary has an important position. According to Bromley, vocabulary plays a variety of important roles in the teaching-learning process. They are follows:[10] (1) Encouraging fluency, Students whoknow and understand multiple words read more quickly and easily than those with limited vocabulary.

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[5] Hiebert and Kamil. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*, New Jersey: Lawrence Erlbaum Associate, p.3.

[6] John J. Pikulski and Shane Templeton, 2001, *Teaching and Developing Vocabulary: Key to Long-Term Reading Succes*, USA: Hounghton Mifflin Company, p.1.

[7] Hani Sutrisna. 2012. *Vocabulary for Daily Conversation*, Yogyakarta: Kawah Media, p.2.

[8] Cynthia A. Barnhart. 2008. The facts on file Student's dictionary of American English, p.697.

[9] A. S. Homby. 2000. *Oxford Advanceed Learner's Dictionary*, Oxford University Press, p. 1506.

[10] Bromley, K. 2004. *The Language and Literacy Spectrum*. New York: The New York State Reading Association, p. 4.

(2) Boosting comprehension. Vocabulary knowledge strongly influences comprehension. The analysis result of a comprehension 74% of the vocabulary makes the reader understand better. (3) Improving achievement. A large vocabulary means a large found of conceptual knowledge which makes academic learning easier. The test scores show that students who have more vocabulary are superior to students who have weak vocabulary. (4) Enhancing thinking and communication. Words are tools for analyzing, inferring, evaluating, and reasoning. To master proper communication, fast, powerfull, persuasive and interesting one must master a lot of vocabulary.

So, vocabulary has a very important role in language and Allah SWT gave us the ability in everything including communication. Way so that we can communicate we must master a lot of vocabulary. Allah SWT says the words in Qur'an surah Al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ ٱلۡأَسۡمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمۡ عَلَى ٱلۡمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِي بِأَسۡمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمۡ صَٰدِقِينَ ٣١

Meaning:

"And Allah (**He**) taught Adam all the names. Then **He** displayed them to the angels and said, "Inform **Me** the names of these, if you are truthful."[11]

Based on the verse above the researcher concludes that God taught Adam's names entirely, which gives him the potential of knowledge about the names or words used pointed objects, or objects of teaching function. This verse

وَعَلَّمَ آدَمَ الأسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلاءِ إِنْ كُنْتُمْ صَادِقِينَ } (31) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا {(أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالأرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ 33

The meaning:

(31) " And he taught Adam the names all of them. then he showed them to the angels and said, " inform me of the names of these, if you are truthful. (32)They said "Exalted are you; we have no knowledge except what you have taught us. Indeed, it is you who is knowing, the wise. (33) He said, " O Adam,

[11] Shehnaz Shaikh and Kausar Khatri. 2007. The Glorious Quran. New Delhi:Alhuda Publications, p.7.

inform them of their names." And when he had informed them of their names, He said, " did I not tell you what I know the unseen aspects of the heavens and the earth? And I know what you reveal and what you have concealed."

From this verse, we know that everybody must know all the things in this world. By knowing the words of things, we can get a lot of knowledge. It can be seen from the teaching process that is given by Allah almighty to Adam for education process firstly. Because, the first the verse shows that Allah created Adam without knowing anything. Then, Allah taught him (Adam) about the names of the thing to have knowledge. Allah SWT also has prepared man the ability to call out words from names of things. It is fact that man can communicate well if they know the names of something. Then, a man who have a little vocabulary, they will difficult to understand the language. So the students must be mastering the vocabulary in learning English as foreign language.

From the definitions above, it can be concluded that vocabulary is a collection of terms that have meaning and can be understood by someone who can be used to communicate with others. A better understanding of the language will produce a better understanding of the language will produce a better understanding of communication and a better understanding of the context.

2. Monopoly Game

a. Definition of Monopoly Game

According to Dossuwanda, Monopoly game is a game that is in great demand by people arround the world. The way to play this game is that players compete to collect wealth by buying or renting land by paying using the money bought by the previous bank according to the number of provisions.[12]The player takes a turn to throw the dice and move around the game board following the numbers obtained by the dice.

According to Ana Hamriani K, Vocabulary Monopoly is a paper game on which it is written vocabulary which every player should know. [13] This monopoly

[12] Dossunwanda. 2008. *Model Pembelajaran Monopoly Pakem*. Retrived from https://dossuwanda. Wordpress.com/2008/03/10/model-pembelajaran-monopoly.

[13] Ana. Hamriani. K. 2011. Pembelajaran Bahasa Inggris Melalui Permainan Vocabulary Monopoly Pada Siswa Sekolah Dasar: Makasar. P. 6-11.

games is the same as the usual monopoly game. The purpose of this game is to master all the vocabulary plots that are on paper through the purchase and mastery of vocabulary. The vocabulary comes from a vocabulary that has been memorized and studied. Vocabulary examples: names of fruits, animals, school equipment, limbs and others.

From the definition above, it can be conclude that monopoly game is a unique game that can help students learn vocabulary because this game is familiar and students can play it. On the other hand monopoly games was very important in learning because in the teaching and learning process requires a fun method. It is as Allah SWT says:

إِنَّمَا ٱلْحَيَوٰةُ ٱلدُّنْيَا لَعِبٌ وَلَهْوٌ ۚ وَإِن تُؤْمِنُوا۟ وَتَتَّقُوا۟ يُؤْتِكُمْ أُجُورَكُمْ وَلَا يَسْـَٔلْكُمْ أَمْوَٰلَكُمْ

Meaning: "[This] wordly life is only amusement and diversion. And if you believe and fear Allah, he will give you your rewards and not ask you for your properties".(Q.S.Muhammad/47 verse 36). [14]

From the verse above the researcher can conclude that in the teaching and learning process an educator must create an atmosphere of fun teaching and learning activies. The meaning of pleasure here is how in educational activities there are no mental and physical pressures from both the educator so that teaching and learning activities are in clear state of mind, fun, and not tense.

b. Principle of Monopoly Game

According to Fitriyawani's monopoly game theory, the monopoly game media is worthy of being used as a learning medium because this monopoly game media is one of the game media that can make learning activity interesting, vibrant, enjoyable, and comfortable. This medium also has the potensial to engage students in problem solving learning exercises, so that the students learning outcomes can be enhanced.

[14] Department Agama RI, *Al-Qur'an dan Terjemahannya*, (Jakarta: CV Mekar 2004), hlm. 507.

c. Design of Monopoly Game

The nature of the monopoly game for vocabulary teaching is exactly the same as the normal monopoly game to master. Mastering the game of monopoly. Vocabulary is not only to regulate money, but also to master vocabulary. According to Dossuwanda, reading and recalling the meaning of the vocabulary that occurs in each plot is the design of the monopoly game to teach vocabulary.[15]

The way to play it is that each players is given capital money by the participant of the monopoly game consisting of 4 or more than 4 players. Dice are also required to figure out how many plots to go in this game. The sense of the vocabulary should be mentioned by any player that stops in a vocabulary story. Each player is entitled to buy the plot in the second round after the first round begins with the second round, if the plot has been purchased by one of the players, then the other player must memorize the vocabulary if it passes through the plot already purchased by one of the players. At the end of the semester, the teacher assensses the vocabulary.

d. Procedure of Monopoly Game

Before starting the game, the instructor should explain how to play a monopoly game, the way in which the students first go to the monopoly vocabulary game. These ways are; (1) planning game related playing papers and tools, e.g. dice, money and monopoly cards. (2) For a monopoly, in compliance with the participants and put the gift card and the penalty and the card in place. (3) Start rolling the dice and switch according to the amount of dice you get with other players to work interchangeably. (4) any players wishing to purchase a vocabulary plot must first memorize their English at a price in a vocabulary bank. (5) Every players who lands on a vocabulary learned by someone else must rent gift cards unless they can. But the writing in the gift card must conform to the occupied vocabulary story, otherwise the should still pay. (6) In the gift card and punishment box, any players who lands on a gift plot or in a penalty court must remove the card and follow the other imposed on the card. (7) Within the time set by the teacher, players with lots of vocabulary will be the winner.

[15] Dossunwanda. 2008. *Model Pembelajaran Monopoly Pakem*. Retrived from https://dossuwanda. Wordpress.com/2008/03/10/model-pembelajaran-monopoly.

e. Advantage and Disadvantage of monopoly game

There are 5 advantage of monopoly game:

(1) Students enjoyable, fun and competitive in monopoly game. (2) Increase students memorize vocabulary. (3) Increase students' concentrate. (4) For students to increase their vocabulary, the game is really interesting because with monopoly games they can quickly remember the vocabulary. (5) it is very easy to adapt this game to the classroom.

There are 2 disadvantage of monopoly game: (1) the teacher can not manage the lesson, the game can not be effectively enforced. (2) confusion and miscommunication, unless the students are concentrated and serious.

B. Related Study

The researcher took two previous studies which have relevant from the other graduating paper as comparison. Firstly, the research was done by:

A study done by Haryadi,[16] in his research entitled The Effectiveness of Using Monopoly Game in Improving Students' Vocabulary Mastery at Sdi Qurrota A'yun, found that the result of the research is that teaching vocabulary by using monopoly game is effective to improve students' mastery on vocabulary. Monopoly game is an interesting game that can help students in learning vocabulary. The similarity between the researcher's study and Haryadi's study (2010) is to discuss about the use of monopoly game to improve students' vocabulary mastery. The difference is come from the research design the researcher use Class Room Action Research, while Haryadi uses Quantitative Research in addition it also comes from the level of the students. The researcher does the research in class 3, while Haryadi does the research in class 5.

A study done by Sasworo, [17] in his research entitled Pengembangan Media Permainan Monopoly Untuk Pembelajaran Bahasa Inggris Siswa Kelas IV SDN Jajar 1 Wates Kabupaten Kediri, found that the result of the research is that teaching vocabulary by using monopoly game is worthy to use in learning

[16] Hariyadi The Effectiveness of Using Monopoly Game in Improving Students' Vocabulary Mastery at Sdi Ourrota A'yun, in the academi year 2010.

[17] Sasworo. 2013. Pengembangan Media Permainan Monopoly untuk Pembelajaran Bahasa Inggris siswa kelas IV SDN Jajar 1 Wates Kabupaten Kediri.

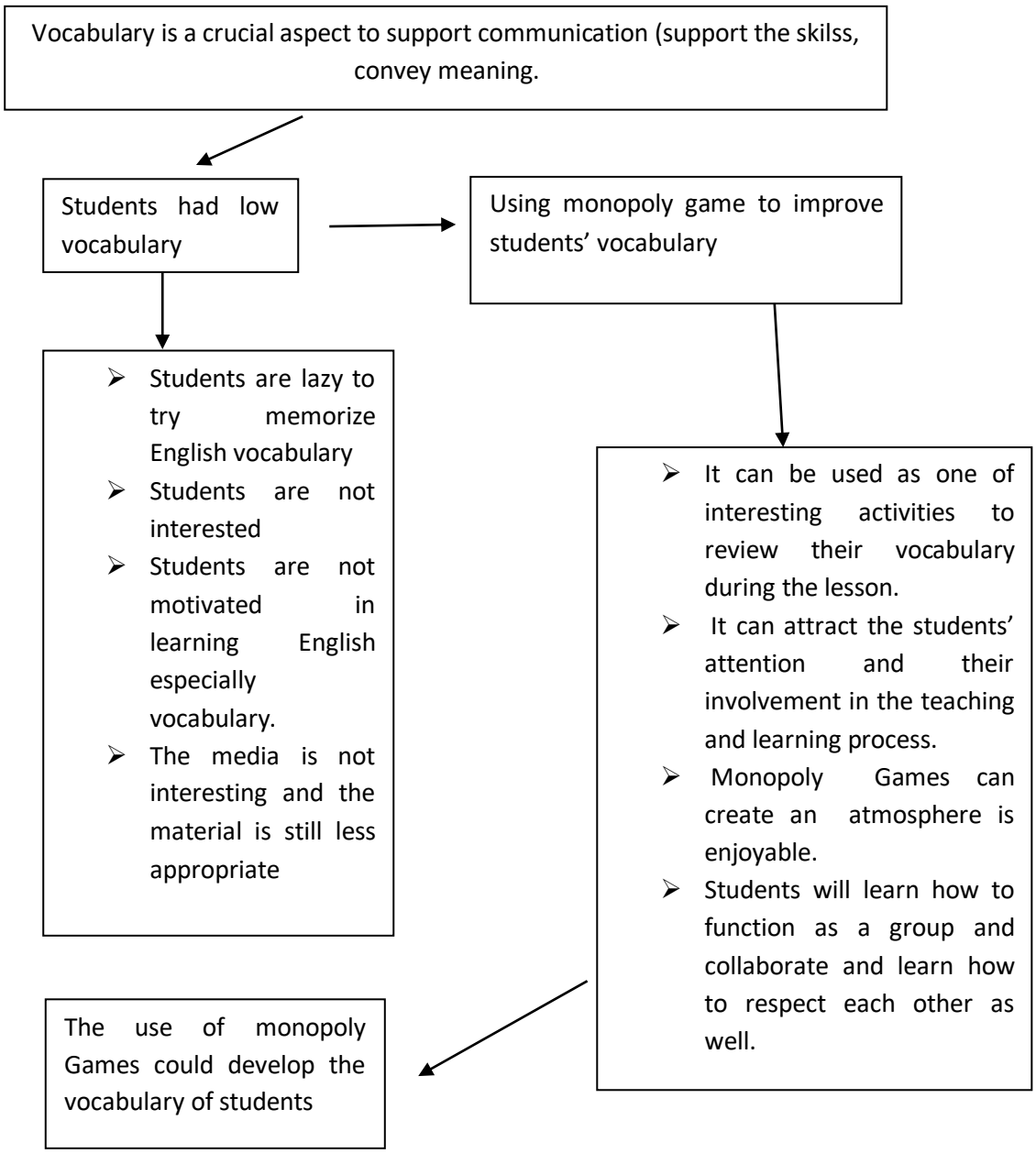
English. The similarity between the researcher's study and Hendra Sasworo (2013) is to discuss about the use of monopoly game to English learning, the difference is come from the research design the researcher use Class Room Action Research, and while Sasworo uses R n D in addition it also comes from the level of the students.

The researcher does the research in class 3, while Sasworo does the research in class 4. In this previous study, the researcher had position as the reader and tried to modify the strategy to improve vocabulary mastery. By reading the previous study, the researcher found many advantage of the study and wonted to apply the modified strategy in different class. The researcher wonted to know whether the modified the strategy is effective or not in this class.

C. Conceptual Framework

Monopoly game can improve the students' vocabulary because monopoly games the students will create a sense of curiosity, how does it work, what are the advantages, is it interesting or not. So that, students learn fun but still will study carefully and they will feel a different atmosphere. Monopoly game can create an enjoyable environment. Students can enjoy fun and joyful learning. Monopoly game can help students revise their vocabulary and recalling something that happened in the game. It may help students remember the language connected with it. Because of that students will be lured to become more active in the classroom. By giving a reward for winner of the game, the teacher can also increase the students spirit and motivation to students. Therefore, monopoly game that serves many attractive and fun learning is proposed to help the teacher in teaching vocabulary.

Based on the theories and all about monopoly game and vocabulary, the researcher believes that by using monopoly game in teaching and learning process the students‟ motivation, attention, and enthusiasm will be stimulated and the classroom environment will be conducive for studying so that the quality of teaching-learning process will improve. Then finally, the vocabulary of the student in this case senior high students will be improved.



D. Actional hypothesis

The research hypothesis can be formulated as follows: by using monopoly game, the learners' vocabulary mastery in English vocabulary can be enhanced.

CHAPTER III
RESEARCH METHODOLOGY

The research method applied in the present study is mentioned in this chapter. this chapter consist of the research method and nature, the subject or participants of the study, the time and place of the research

A. Research Setting

This study was conducted from 17 October 2019 to 4 Novermber 2020 at Madrasah Tsanawiyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan, which is located in Percut Sei Tuan, kec Percut Sei Tuan, kab Deli Serdang.

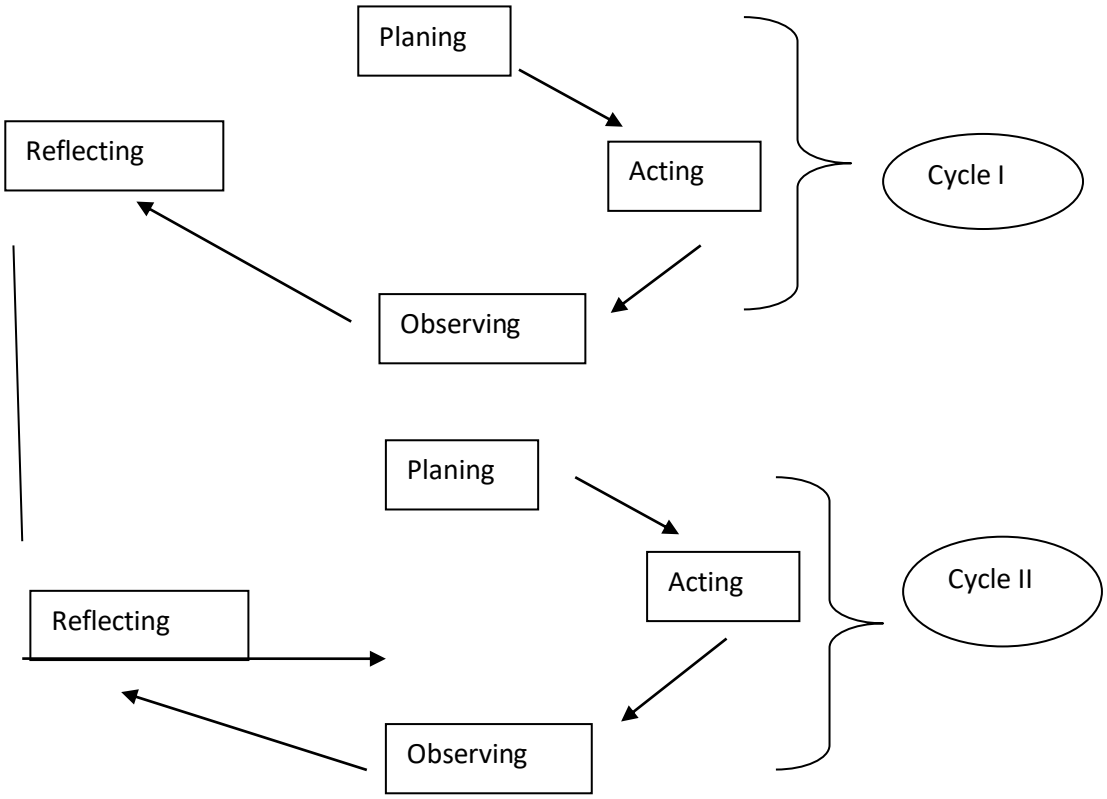
B. Data and Data Source

The data consist of quantitative and qualitative data from this analysis. The quantitative data is the vocabulary score for the students. the qualitative data is the result of interviews, observation and documentation. The students and the collaborator are the data sources of this analysis.

C. Research Method

The researcher uses a classroom action research designed by Kurt Levin's design. It consists of two cycle contains four phases, planning, acting, observing, and reflecting and it also can be seen in figure I.

A cycle in action research generally has four phases as follow:



There are four key components of the classroom action research process, which are: (1) planning (2) acting, (3) observing and (4) reflecting, in several cycles that are planning, acting, observing and reflecting. Next, preparation is performed by the investigator. The researcher will learn a new technique in this process to improve the writing skilss of the students. private photography will be used as a learning media. In this action, the following tasks are: (1) a lesson plan developed that relates to vocabulary teaching (2) prepared teaching facilities or programs(3) prepared suitable media in the teaching learning process (4) prepared and learned the requisite technique in the teaching scenario (5) prepared the research outcomes assessment test (6) prepared students observation sheet and interview.

Secondly, everything planned in preparation is acting, which is at this level. There were several operations in motion. (1) The pronunciation and meaning of animals are mentioned by the instructor. (2) During the learning

process of teaching, the teacher sets the class rules. (3) Through monopoly game, the students are considered about animals to enhance to vocabulary mastery of students. (4) from the vocabulary available on monopoly paper, the teacher asks the students to mention English.

Thirdly is the stage of observing students during the research where observation are made bt the researcher while in class. The center of observations in this study is to obtain information about the development of students during learning English, especially vocabulary. Things to consider when making observations are: (1) Students activeness in learning English and the mood of students when the lesson takes place, (2) students responses in learning using monopoly games, (3) observer must collect all information and teaching and learning results carried out in class from both observers and students.

The last is a reflection, where the researcher only focuses and evaluates the results of the researcher whether or not the teaching and learning process is effective in achieving the target according to RPP. If the researcher finds a problem in the initial observation, the researcher must carry out the next cycle and the researcher must be more active and increase understanding in teaching to students. researcher will carry out cycle II if the first cycle has not been succesful or does not reach the specified target. The next cycle is succesful until the results are satisfactory. If the research has not been succesful, the researcher continues to carry out the next cycle.

D. Technique of Collecting Data

In this research, the data collected by using quantitative data and qualitative data. The quantitative data is collected by using a vocabulary test. Qualitative data is collected by using observation, interview, and documentation.

1. Vocabulary Test

The vocabulary test, the researcher follows this procedure: determining the conceptual definition, operational definition, specification of vocabulary test, collaboration.

a. Conceptual Definition

Vocabulary is a meaningful word collection that someone who can use it to connect with others can understand them. a better knowledge of the language will lead to better understanding of the text's context in communication and understanding.

b. Operational Definition

Vocabulary is the students' score after the vocabulary test is finished.

c. Specification of Vocabulary Test

No	Vocabulary	Amount question	Number of question
1	Noun	15	1,3,5,7,9,11,13,15,17,19,21,23,25,27,29.
2	Verb	15	2,4,6,8,10,12,14,16,18,20,22,24,26,28,30
3	Adjective	15	31,33,35,37,39,41,43,45,47,49,51,53,55,57,59.
4	Animal	15	32,34,36,38,40,42,44,46,48,50,52,54,56,58,60
5	Total		60

d. Calibration

1) Validity

Validity is the degree to which it calculates what it is intended to calculate. The face and material validity were modified by changing the test with SKKD to obtain the validity of the test (Standar Kompetensi dan Kompetensi Dasar "Validity" is a noun, while valid is an adjective. For example a test is called valid if the test can precisely measure what is being measured.[18]

[18]Suharimi Arikunto.1993. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta:Bumi Aksara.P.56.

2) Reliability

Reliability is a required of any succesful test, since a test must first be accurate for it to be true at all, as measuring test.[19] An objective scale is then used as a written evaluation of the students to make the test accurate. Some aspects, such as material, organizations, vocabulary, usage of languages and mechanics are evaluated.

2. Observation

The purpose of the observation was to gather information on the circumstance and state of the process of learning. in this case, observationis the type of data collection that is considered to be the efficient method for collecting data about the teaching and learning process in classroom action research. For the activities of the instructor and the activities of the students, there are two types of observation sheets.

The researcher gathered the teaching and learning process knowledge when the observation took place. When the teacher took part in the lesson, it was taken from the observation sheet is filled out is by entering the check list mark in the answer column there are two options, yes and no, respectively. If necesary with observation, the observer gives the sign yes or no. Can see the shape of the observation sheet in appendices 2a and 2b.

3. Interview

The teacher will be interviewed by the researcher to collect some information, such as difficulties faced by the teacher during the classroom methods offered by the instructor in teaching vocabulary to address students' difficulties in acquiring student vocabulary, things that can impede the teaching and learning process.

The result of this interview is to understand the challenges faced by teachers and students in teaching learning process, such as the instructor, the difficulties experienced by the teacher in teaching vocabulary during the lesson the solutions provided by the teacher to overcome the difficulties of students in learning vocabulary things that can interfere with the teaching learning proces, etc. what

[19]*Ibid*. p. 446

where the difficulties faced by the students in vocabulary learning, their feelings about the teacher's approach and their opinions on the application of the monopoly game to enhance the vocabulary mastery of the students, etc.

4. Documentation

Using the photograph, documentation was used to illustrate the teaching and learning process. As they were researching the investigator. In the teaching and learning process and documentation of this study, it will show them if they are serious or not.

E. Technique of Data Analysis

The researcher analyse the quantitative and qualitative data. the quantitative data is analysed by using T-Test. The qualitative data will be analysed by using Miles and Huberman technique: data reduction, data display, conclusion drawing and verification.

F. Trustworthiness

According to Lincoln and Guba, trustworthiness includes integrity, transferability, dependability, and conformity, in the conventional categories o internal validity, external validity, rellability and objectivity, these four principles are extension or adaptation.[20] The researcher only uses integrity in triangulation, explicitly. Triangulation refers to the notion that an inquiry gives more legitimacy to various outlets. There are four types of triangulation and they are: (a) triangulation of the source (b) triangulation of processes, (c) researcher triangulation, (d) triangulation of theory. Researchers will be using source triangulation in this analysis. The researcher restricts triangulation only, namely, triangulation of source and triangulation of methodology.

[20] Clive Opie. 2004. *Doing Educational Researh*, USA: Sage Publication, p. 69

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in vocabulary.

In this preliminary study, the researcher gave a test, interview, and observation. The vocabulary test is used to assess the enhancement of students and how they have changed the outcome of the scores in English lessons, particularly in (minimum passing grade) criteria. The number of students who took the exam was 30 from the pre-test vocabulary test outcome, the students' overall score was 1602.5, and the students' mean score 53,41.

Based on the test result, the students improvement in vocabulary text has been seen to be marginal. The average, students score of 1602 and the number of students who failed or scored up to 75, just 16,66 percent, can be seen from the pre-test score of 5 students. On the other hand, up to 75 and it was 83,4 percent, 27 students failed or did not get a grade, the spesific can be seen in appendix X.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was performed prior to the first cycle. The researcher interviewed both the teacher and the students. the interview also took place after the strategy was introduced to the English teacher and some of the students who earned the rule and high value during the learning process. The researcher interviewed the English teacher about vocabulary mastery: 1. (R) What do you think about the about the capacity of students to master vocabulary?,(T) Still very much expected because they are still normal, 2. (R) What are strategies often use when teaching vocabulary?, (T) Game tebak kata dan sambung kata.

From the result of interview with the English teacher showed that the students still much expected especially in vocabulary because their ability in vocabulary are still standard. It was also strengthened by the result of interview with the students as follows: (1) “saya tidak tertarik dengan pelajaran bahasa Inggris, sebab itu membuat saya pusing dan bingung” From the opinion with the first student showed that the student still difficult to remember vocabulary. (2) “mempelajari bahasa Inggris menurut saya keren tapi saya suka susah dalam membedakan kata kata yang sama”. From the opinion with the second student showed that the student felt difficult to distinguish the same words.

Based on the analysis result, it can be concluded that the some students were not interested in learning vocabulary because they felt difficult to remember of vocabulary and distinguish the same word, that’s why their vocabulary mastery still low, and doing the pre-test, the researcher didn’t implement the monopoly

games. Therefore to know the improvement of students' vocabulary mastery the researcher conducted the first cycle.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of thiscycle were:

a. Planning

Even before to the researcher conducting the study, the strategy was arranged. First of all, for two sessions, researchers planned or made a lesson plan. The subject discussed was about the word content; nouns, verbs, adjectives, and animals. Study was prepared for the preparation of action research: (1) Prepare Teaching Planning Program (RPP) or to use the monopoly games in scenario, (2)Prepare material suitable for the topic of discussion (vocabulary in the content word category; nouns, verbs, adjectives, and animals), (3) Prepare the assigment for students, (4) Prepare the observation sheet to see the state of students action during classroom learning. The researcher as the teacher and the teacher as a collaborator would be observed the teaching learning process in which monopoly games was implemented.

b. Action

All plan that had arranged were conducted in teaching learning process were taught the way of teaching vocabulary well by using monopoly games. (1) Explained the monopoly games process. The researcher had demonstrated the application of monopoly games to students before started teaching the learning process, in order to understand the technique. (2) Gave word content to the subject of vocabulary; nouns, verbs, adjectives, and animals. (3) The teacher provided the students with monopoly game paper. (4) The teacher invited some students to play monopoly games in front of the class, as ususal. (5)The students will be asked by the teacher if the players or students want to buy land in a country(6)The teacher was tested by the teacher.

In the action the researcher acts as a teacher and asks one teacher as a collaborator. A collaborator is in charge of monitoring students and helping researchers if the class is not condusive.

c. Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they played monopoly games in their group although some of them still lack of vocabulary. They were enthusiastic and enjoyable about the topic which discussed by the teacher in classroom. They also seriously to answered the question of monopoly games in their group.

The activity of students could be seeen in observation sheet and also photographs evidence which written and took by researcher during the teaching and learning process in classroom. We can see the students enjoyable, happy and enthusiastic than before. It was found the complete information about the observation sheet in Appendix XVII.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the improvement of students increased when used the monopoly games in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' improvement in vocabulary.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 1736,2 and the number of the students who took the test was 30. So, the mean of the students' score of the test was 57,87. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post-test was 11 students who passed or got score up to 75, it was only 36,66 %. On the other hand, 19 students failed or didn't get score up to 75 and it was 63,34 %. So, post-test of the first cycle was categorized improved. This data can be seen in the appendix X.

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the strategy

to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: “Setelah belajar menggunakan monopoly game saya menjadi tertarik belajar vocabulary karena saya suka bermain game monopoly, Iya, monopoly game ini sangat cocok sekali untuk meningkatkan vocabulary”

The students reported from the results of the students interview that by using monopoly games they felt happier, simpler, and more enthusiatic to learn vocabulary and more enthusiatic. It was also improved by raising their progress ranking “in addition, the outcome of the English teacher interview was in my opinion, monopoly games are good for learning English particularly in vocabulary. After they studied using monopoly games, I saw their increase in their score and they were interested as well.

Based on the result of interview with English teacher, dhe felt the teaching learning process was more interesting. It can be concluded that the students’ achievement in vocabulary was increasing and the teaching learning process by using monopoly games to be more effectively and successful.

So, students showed a strong improvement in this research study, and some documentation, it was also found that after the teacher introduced monopoly games, the students were involved and concentrated during the teaching learning process. In comparison to the score of the students in post-test I in the first cycle and post-test II in the second cycle.

d. Reflection

Based on the result of the test score in cycle I and also the observation, improvement action was required. In fact, the performance of students in the I cycle test was enhanced compared to the pre-test score. Although, since some of them were still confused to understand some English vocabulary, it needed further development in their vocabulary. In the second cycle, as a teacher, the researcher strengthened their vocabulary that was given to them relevant to the topic argument.

3. Cycle II

After doing the first cycle, the students' problems were found and it given information about students' vocabulary. Therefore, researcher had a good to conduct the second cycle of action research which was carrieed out in two meetings. It was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave them more motivation and also more explanation about vocabulary which suitable with topic discussion. The second cycle of action research as follows:

a. Planning

In this phase, researcher prepared lesson plan and emphasized the teaching and learning process in teaching students' vocabulary. The topic of study which discussed in cycle II was about content word; nouns, verb, adjective, and animal. Here, researcher made more English vocabulary about content word; nouns, verb adjective, and animal to the students in order to improve their English vocabulary. The teaching and learning process is almost the same as the process in cycle I. In this cycle the teacher would be active in monitoring all students and for this cycle the teacher made the game in order to improve their interaction between the teacher and the students. The teacher would be more active in giving explanation to the students and more made the students enjoyable.

b. Action

In cycle II, the researcher again explained the method for monopoly games. Before the teaching process, the researcher had explained about the implementation of monopoly games. After the monopoly game procedure has been clarified, the instructor giving the subject vocabulary includes words; nouns, verbs, adjectives and animals. The teacher gave the students the game in order to make the class more involved than they had to memorize the new terms about the nouns, verbs, adjectives, and animlas that had the subject matter.

In this cycle, most students were excited and serious while they were the game, because in this game, who can answer the question and if the students have a state certificate, the students would be the winners, they should have been great to have done this game.

The actions planned for the second cycle were provided to students by post-test II in order to obtain better results, and the researcher emphasized that students were more interested in learning English, especially in mastering vocabulary.

c. Observation

In this phase, the students' ability at vocabulary mastering improved continiously. They were more enthusiastic and serious when they had understood. The students more seriously when did the test. The condition of the class was also quite and students had good reponse to the researcher's explanations. The researcher was very happy with the students result. From the last result it indicated that the students had able to answer the test. Most of students got score up 75.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' vocabulary mastery. The result of the pos-test II of the second cycle, it showed that the total score of the students was 2420,2 and the number of the students who took the test was 30. So, the mean of the students' score of the test was 80,67. It can be seen that the students' score in vocabulary was increased. The percentage of the students' score of the post-test II was 27 students who passed or got score up to 75, it was 90 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 10%. So, post-test II of the second cycle was categorized successfully. This data can be seen in the appendix X.

Based on data above, the result showed the improvement of the students' score from the post-test I to the post-test II of cycle II. In the post-test I, the students who got the score 75 or more were 11 of 30 students (36,66 %). In the post- test II of cycle II, the students who got the score 75 or more were 27 of 30 students (90 %). The improvement of the post-test I to the post-test II of cycle II was about 53,34 %. In this also used to test the hyphothesis in the research, from the computation above , it could be seen that coefficient of $t_{observed}$ = 5,47 and t_{table} to df = N-1 = 30-1 = 29, with fact level a = 0,05 was . In the coefficient of $t_{observed}$ (5,47) > t_{table} (2,045). Thus, alternative hyphothesis (H_a) could be received. Based on finding, alternative hyphothesis (H_a) saying that the monopoly games

could be improved the students' vocabulary mastery.this data can be seen in the apendix XI.

d. Reflection

In this phase, all students had been able to do monopoly games as the strategy to develop their vocabulary mastery related to the topics. Students' vocabulary mastery had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well. To Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary mastery had been improved.

B. DISCUSSION

This research was conducted to find out the implementation of monopoly games in improving the students' vocabulary mastery.The result indicated that there was an improvement in the students' vocabulary mastery by using monopoly games.The mean of the students' score in the pre-test was 53,41 It was low because only 5 students who got the score 75 and more. The mean of the students' score in the post-test of cycle I was 57,87. It was higher than the pre-test of cycle I. The mean of the students' score in the post-test II of cycle II was 80,67. It was higher than the post-test I of cycle I.

The percentage of students who got point > 75 also grew up. In the pre-test, the students who got point >75 were only 5 students (16,66%). In the post-test cycle I students who got point > 75 there were 11 students (36,66%). It means that there was improved about 20 %. The post test II of cycle II, students who got point >75 there were 27 students (90%) and the improvement was about 53,34%. For the total improvement of the students' scores from pre-test to post-test of cycle II was 73,34%. In other words, the students' vocabulary mastery were become better in the first meeting to the next meeting.

Based on the result of the qualitative data which was taken from the observation sheet, interview and photographs, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. Then, it can be said that the qualitative data was also showed the

improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the implementation of monopoly games could be motivate the students became more enthusiastic in learning English especially in English vocabulary.

From the description above, it can be inferred that the results of the study showed that the implementation of a monopoly game could improve the mastery of students' vocabulary. It made it enjoyable for the students to learn English vocabulary and their mastery was greater. The quantitative data showed that from the pre-test to the post-test of cycle I, the students score increased and it could be verified from post-test I to post-test II. Qualitative data, which showed that the instructor was better at guiding the class and that the students were more interested and enthusiastic in vocabulary learning.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the research, it could be concluded that teaching vocabulary by using monopoly games could improve the students' vocabulary mastery. In the preliminary study, quantitatively showed that score of the students was 1602,6 and the mean of the students' score 54,31. The percentage of the students' score of the test was 5 students who passed or got score up to 75, it was only 16,66%. There was 25 students who got failed or didn't get score up to 75 and it was 83,34%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in vocabulary was not good yet and low in vocabulary test of the pre-test.

In the cycle I, quantitatively showed that the total score of the students was 1736,2 and the mean of the students' score of the test was 57,87. The percentage of the students' score of the post-test I was 11 students who passed and got score 75 or up to 75 it was only 36,66%. On the other hand, 19 students failed or didn't get score up to 75 and it was 63,34 %. So, post-test of the first cycle was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn vocabulary by using monopoly games.

In the cycle II, quantitatively showed that the total score of the students was 2420,2 and the mean of the students' score of the test was. 80,67. The percentage of the students' score of the post-test II was 27 students who passed and got score 75 or up to 75 it was only 90 %. On the other hand, 3 students failed or didn't get score up to 75 and it was 10%. So, post-test II of the second cycle was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that the monopoly games could be improved the students' vocabulary mastery.

B. Suggestions

Having seen the result of study, the following suggestion are offered to be considered:

1. For the teacher should apply monopoly games in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. The students must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very imprortant for our communication. Practice whenever and wherever what they studied and always remember the vocabulary which they studied and always remember the vocabulary which they have.
3. The other research, I suggested to conduct research related to the topic of the study.

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APPENDIX

APPENDIX I

LESSON PLAN (CYCLE I)

Units of Education	:Madrasah Tsanawiyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan.
Subjects	: English
Class	:VIII-2
Competency Standard	: Vocabulary 6. Understanding the sense of word material in vocabulary content word; verbs, nouns, adjectives and animals.
Basic Competencies	: 6.2. Understanding the meaning of the word content of vocabulary; nouns and verbs by using language property fluently and understanding an association with the nearer world
Indicator	:1. Identify the word content of nouns, verbs and animals in the vocabulary. 2. Understanding the word content of vocabulary nouns, verbs, adjectives and animals. 3. memorization of new vocabulary terms
Allocation of Time	: 4 x 40 minutes
Meeting To	**:** 1 and 2

A. Learning Objectives

1. Content word; nouns, verbs, adjectives, and animal identified by the students
2. Term of content; students should understand nouns, verbs, adjectives and animals.
3. Content word; students will memorize nouns, verbs, adjectives, and animals.

B. Content for Learning

Definitions Noun, Verb, Adjective and Animal.

- A noun is term for places, persons, items and others to communicate.
- A verb is a term that demonstrates an action being performed, such as an enemy; run, wash, ear, walk, watch, etc.
- A adjective is a term that means an appraisal of object which are pretty, cute, handsome, cruel and etc
- A animal is a word like camel, cat,dog, bird, tiger and etc.

C. Learning Strategy **:** Monopoly Games.

D. The Steps in Learning Activity **:**

1. Preminilary Tasks

a. Salutation for teacher and students

b. Pray before beginning a lesson

c. The teacher verifies the absences of students

d. Self introduced.

e. Providing students with inspiration.

f. Inform the students of the objectives to be accomplished in teaching.

2. Principle Events

a. Exploring

- The instructor gave a pre-test for every students.
- The tutor introduces the materials for vocal content word; verbs, adjectives and animals.
- The teachers describe and explaine the monopoly game and how the game process is done

b. Elaborations

- The teacher gives direction to create groups
- All classes were ordered to the front of the class

- Students are asked to discuss the material provided by the teacher with their respective groups and memorized.
- The teacher invited one students to each group to play monopoly games.
- The teacher asked the students to answer the question if the students wanted to buy monopoly game for a country.

c. Near Events

- The instructor sought the opinion of the students on challenges to learning from the students.
- The teacher conveys the conclusion of the lesson
- The teaching and learning process is closed by saying Hamdallah

A. Tools and Media for Learning

- Tool : games with white board, eraser, marker and monopoly.
- Source: Book in English

B. Assessment

- Technique : research writing
- Form : Multiple selection
- Instrument : Enclosed

C. Function of Assessment

Rating	Score
Correct Answer	1,6
Incorrect Answer	0

P = x/n x 100%

Where:

P = The Proportion of classes that achieving absorption

X = The number of students hitting= 75

N = Number of students in the class.

Teacher of English | The Researcher

(Dini Fitriani, S.Pd) | (Melati Matondang)

LESSON PLAN (CYCLE II)

Units of Education	:Madrasah Tsanawiyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan.
Subjects	: English
Class	:VIII-2
Competency Standard	: Vocabulary 6. Understanding the sense of word material in vocabulary content word; verbs, nouns, adjectives and animals.
Basic Competencies	: 6.2. Understanding the meaning of the word vocabulary content word; nouns and verbs by correctly, fluently using language and acknowledging an association with the nearer world.
Indicator	:1. Identify the word content of the vocabulary nouns, verbs, adjective, and animals. 2. Understanding the word content of vocabulary nouns, verbs, adjectives and animals. 3. memorization of new vocabulary terms
Allocation of Time	: 4 x 40 minutes
Meeting To	**:** 3 and 4

A. Learning Objectives

1. Content word; nouns, verbs, adjectives, and animal identified by the students
2. Term of content; students should understand nouns, verbs, adjectives and animals.
3. Content word; students will memorize nouns, verbs, adjectives, and animals.

B. Content for Learning

Definitions Noun, Verb, Adjective and Animal.

- A noun is term for places, persons, items and others to communicate.
- A verb is a term that demonstrates an action being performed, such as an enemy; run, wash, ear, walk, watch, etc.
- A adjective is a term that means an appraisal of object which are pretty, cute, handsome, cruel and etc
- A animal is a word like camel, cat,dog, bird, tiger and etc.

C. Learning Strategy: Monopoly Games.

D. The Steps in Learning Activity :

1. Preminilary Tasks

a. Salutation for teacher and students

b. Pray before beginning a lesson

c. The teacher verifies the absences of students

d. Self introduced.

e. Providing students with inspiration.

f. Inform the students of the objectives to be accomplished in teaching.

2. Main Activities

a. Exploration

- The teacher provided every students with a pre-test.
- The teacher presents the vocabulary materials (especially vocabulary content word; nouns, verb, adjective and animal)
- The teachers describe and explaine the monopoly game and how the game process is done

b. Elaborations

- The teacher asksed the students to create a community
- Students was ordered in front of class
- The teacher asked the students to learn about the topic and memorize it

- The teacher invited one student play monopoly games with each party.
- The teacher asked the students to answer the question if the students wanted to buy monopoly game for a country.

c. Close Activity

- The teacher asked to the students' opinion of the students on barriers to the learning.
- The teacher conveys the conclusion of the lesson
- The teaching and learning process is closed by saying Hamdallah

D. Learning Resource and Media

- Tool : White board, eraser, marker, and monopoly games
- Source: English book.

E. Appraisal

- Technique : Writing test
- Form : Multiple Choice
- Instrument : Enclosed

F. Role of Assessment

Rubric	Score
Correct Answer	1,6
Incorrect Answer	0

P = x/n x 100%

Where:

P = The Percentage of classes that have reached absorption

X = The number of students who have reached= 75

N = Number of students in the class.

Teacher of English The Researcher

(Dini Fitriani, S.Pd) (Melati Matondang)

APPENDIX II

PRE-TEST

Pelajaran : Vocabulary

Nama :

Bidang Study : Bahasa Inggris

Kelas :

Banyak Soal : 60 Butir

Bentuk Soal : Pilihan Berganda

I. Choose the best answer from the option a, b, c, or d!

1. My students are ... (Rajin)

a. smart b. Naughty

c. kind d. Cruel

2. My sister is .... (Bosan)

a. good b. Lazy

c. bored d. Cruel

3. This meeting was ... (membosankan)

a. boring b. Tired

c. bad d. Kind

4. putri's bag was .... (mahal)

a. Expensive b. Beautiful

c. cheap d. Long

5. you must be .... (hemat)

a. Thrifty b. Extravagant

c. wasteful d. Boring

6. We need _____ to bring our school books with us

a. plastic c. Sack

b. Bag d. Wallet

7. Before entering someone's house, we must _____ on the door.

a. push c. Cut

d. Knock d. Throw

8. do you want to come with me to _____ watch a movie?

a. hospital c. Theater

b. Cinema d. Stadium

9. I want to buy a book in a _____ .

a. Supermarket c. Bookstore

b.Music studio d. Fruitstall

10. the location for the students to study is. . .

a. school c.office

b. Classroom d.library

11. sometimes they watch … in the night. (Tv)

a. magazine b.Newspaper

c.handphone d. Television

12. Ali : What is your father's job?

Boy : He is a … He is plane flyer

a. postman c. Doctor

b. Farmer d. Pilot

13. A… makes some noodles.

a. Teacher c. Chef

b. lawyer d. Doctor

14. fanta, coffe, sprit and juice. They are reffered to as …

a. fruits c. Vegetable

b. bread d. Drinks

15. fried rice, meatball, spaghetti, gado-gado and kebab. They are reffered to as…

a. fruits c. Drinks

b. Food d. Vegetable

16. grape, durian, watermelons, and strawberries. They are reffered as to …

a. foods c. Fruits

b. drinks d. Vegetables

17. carrot, potatoes, spinach and onion. They are reffered to …

a. Vegetables c. Drinks

b. fruits d. Foods

18. they need … a letter to give.

a. coin c. Glue

b. Stamp d. Paper

19. do students need to wear a uniform in order to go?

a. School c. Party

b. bed d. Mall

20. What are we wearing to go to bed …

a. uniform c. Dress

b. Jacket d. Pajamas

21. your sister wants carrots, meat, potatoes and cabbage. She's going to have …

a. fried rice c. Noodle

b. Soup d. burger

22. Where the letter was send…

a. zoo c. Station

b. Post office d. beach

23. Mrs. syafrida is a doctor. He works in …

a. school c. Hospital

b. hotel d. library

24. They are … at SMP N 1 Bekasi

a. Students c. Tailor

b. doctors d. Fisherman

25. Mother : "Don't forget to wear your....if you go out. It's raining now"

winda:"Yes,Mom."

a. umbrella c. Jacket

d. sweater b.raincoat

26. Which one animals are usually kept as pets, except ....

a. Elephant c. Horses

b. Dogs d. Cats

27. X : " Look! The worker is very .... to serve the customers."

Y : " That's right, he is tired too."

a. sick c. Strong

b. busy d.pale

28. Life in the country side is more relaxed than in the city. You can wake up in the morning and have a nice ....

a. breakfast c. Dinner

b. lunch d.Supper

29. Angga : " Where will you go,

Hafidz?"

Hafidz : " I will go to the ... I want to read some books and magazines."

Angga :" Oh, I see."

a.Laboratory c. Library

b.Hospital d. bookstore

30. I went to Vina's birthday party last night. It lasted until late at night. My mother must be angry with me. I was .... to go home.

a. Ready c. Glad

b. Happy d. Afarid

31. She made her maiden voyage from Great Britain to New York in May 1936.

The underlined word "maiden" has the same meaning as ....

a. First c. Third

b. Second d. Fourth

32. "My father's office receives letters from other towns, and from other countries".

The underlined word means ...

a. Gets c. Buys

b.Takes d. Brings

33. Ayu always gets up at 05.00 every morning. The word *always* means ....

a. Many of time c. all of the time

b.almost never d. some of the time

34. If a lion can't see a giraffe, he certainly can't eat it. The underlined word "he" refers to ....

a. an animal c. a lion

b. a giraffe d.someone

35. It was designed to be the largest, fastest, and the most luxurious ship in the world. The antonym of the word "largest" is ....

a. biggest c. Highest

b. smallest d. Longest

36. I Went to veterinarian yesterday because my .....were in pain.

a. ears c.pet

b. hands d. fingers

37. what are the teacher's duty in class ?

a. Teach c. Work

b. make d. play

38. my glasses are suitable in my ..... I look georgeus.

a. hand c. Lip

b. finger d. eyes

39. I am very hungry now. So, I ... a meal.

a. Prepare c. Wear

b. kick d. come

40. Rose did not serious in studying. He did not ... the exam.

a. Study c. Play

b. cook d. watch

41. They Can not hear. since their ... are sick

a. Teeth c. Neck

b. Ears d. Mouth

42. Jack is a tailor, he makes.....

a. Clothes b. Fried noodle

c. Ring d. Bag

43. My grandfather likes to read.....every day in living room and drink tea.

a. Newspaper c. badminton

b. football d. comic

44. Her hobby is ..... badminton .

a. Dancing c. Cooking

b. Playing d. swimming

45.Melani needs to ..... after study

a. working c. Rest

b. playing d. dancing

46.The students' duty is to … in the school.

a. joke c. cook

b. hit d. Study

47.The gardene's duty is ...

a. Plants c.Cut

b. cook d. Thief

48.My aunty is a nurse. She works in Adam Malik Hospital. She ..... the patients there.

a. thinks c. Helps

b. sees d. ignores

49.You can find a plate in your.....

a. Kitchen c.Bathroom

b. livingroom d. Bedroom

50.The girl is so hungry. So, I …… a meal for him.

a. Prepare c. Kick

b. Throw d. Hit

51. mila will .... the blue and white dress to cyndy's party.

a. hang c. Wear

b. lose d. spoil

52.The cute girl ..... milk in the kitchen

a. Drink c. Play

b. wash d. Read

53.people has to get off the bus at the.....

a. Terminal c. Quay

b. Dock d. Play

54. I have to order the .... to repaired my car

a. Engineer c. Electrician

b. Technician d. Mechanic

55.The .....will be sent to the morgue.

a. Carcass c. Corpse

b. Body d. Carrion

56.Please go to the ..... and get me five pounds of beef.

a. Driver c. Chef

b. Butcher d. Pedlar

57.Do not interrupt me when I am.....

a. Burping c. Talking

b. Listening d. Saying

58.The .....demand one week to sew my gown.

a. Maid c. Machinist

b. Seamstress d. Carpenter

59.Mrs Ahmad went to the.....to buy some medicine.

a. Pharmacy c. Station

b. Emporium d. Nursery

60.Cancer is an incurable.....

a. Disease c. Disaster

b. Crime d. Habi

APPENDIX III

POST TEST I

Pelajaran : Vocabulary

Nama :

Bidang Study : Bahasa Inggris

Kelas :

Jumlah Soal : 60 Butir

Bentuk Soal : Pilihan Berganda

---

1. yesterday I went to the veterinarian because my .....was in distress.
a. Fingers c.Pet
b. Ears d. Hands

2. What is the job of a teacher at school.
a. Teach c. Play
b. Work d. make

3. my glassess match so well in my .... I'm searching for georgeus.
a. hand c. Lip
b. finger d. Eyes

4. now I am really hungry. So, I ... for a meal
a. Prepare c. Wear
b. kick d. Come

5. Rose had not studied hard. He did not ... the examination.
a. Study c. Pass
b. Give d. Break

6. They can not hear ... since their ... are sick.
a. Mouth c. Eyes
b. Ears d. Neck

7. Jake is a tailor, he makes.
a. Clothes b. Ice cream
c. Bag d. Belt

8. My grandfather still reads. . . in the living room every morning and he drinks tea.
a. Newspaper c. Radio
b. Computer d. Television

9. Her hobby is.....badminton.
a. Dancing c. Cooking
b. Play d. Swimming

10.Nadia needs to..... after research

a. Working c. Rest

b. playing d. Dancing

11.The obligation of students is to. . . attend school.

a. Thief c. hit

b. Eat d. Study

12.it is the responsibility of the gardener.

a. Plants c.drink

b. spoil d. see

13.Aunty is a nurse. She works at the Hospital of Adam Malik. She ... the patients there.

a. Thinks c. Helps

b. Sees d. Ignores

14.The plate can be found in your...

a. Kitchen c. Bathroom

b. Livingroom d. Bedroom

15.Such a hungry girl. So, I have…… a meal for him.

a. Prepare c. Kick

b. Throw d. Hit

16. Mila's going to . . . for Cindy's party. My blue and white outfit.

a. Hang c. Wear

b. Lose d. Spoil

17.The adorable girl ... milk from the kitchen

a. Drink c. plays

b. wash d. read

18. People have to get off the bus at the.....

a. Terminal c. Quay

b. Dock d. Play

19.I have to order the ... to repaired my car.

a. Engineer c. Electrician

b. Technician d. Mechanic

20.The .....will be sent back to the morgue.

a. Carcass c. Corpse

b. Body d. Carrion

21.Please go to the ..... and get me five kilos of beef.

a. Driver c. Chef

b. Butcher d. Pedlar

22.Do not disturb me while I am.....

a. Burping c. Talking

b. Listening d. Saying

23.The .....request to sew my gown for one week.

a. Maid c. Machinist

b. Seamstress d. Carpenter

24.Ms Ahmad went to.....to buy some medication.

a. Pharmacy c. Station

b. Emporium d. Nursery

25.Cancer is an incurable disease.....

a. Disease c. Disaster

b. Crime d. Habit

26.The shepherd, very early in the morning, takes his sheep to the....

a. canteen c. Pastures

b. office d. school

27.We've got to call .....I guess I locked my keys in the car again.

a. Blacksmith c. Locksmith

b. Mason d. Cobler

28. I'm going to take a plate from the.....

a. Living room c. Kitchen

b. Dining room d. Bathroom

29. you're writing a letter with the aid of.....

a. bowl c. paper

b. Pen d. bag

30.If you do not want your bicycle to get rusty, you must .....it.

a. Rub c. Kick

b. Throw d. Stroke

31. because my . . . is sick I can't hear anything

a. elbow c. teeth

b . Ears d. foot

32.The gardener who works at my home. EveryMonday and Thursday. . . the grass in my backyard

a. Plants c. Pourd.

b. Cuts d. cook

33. Yesterday I Went to the dentist because my .....was in pain.

a. Hands c. Teeth

b. Fingers d. Ears

34.The responsibility of the instructor is to. . . the school students.

a. Teach c. Make

b. Play d. Work

35.There's a need for Nadia needs to..... after college

a. Washing c. Rest

b. Working d. watching

36. I am still hungry. So, I..... to have a meal.

a. Prepare c. Kick

b. Walk d. wear

37.The .....request to sew my gown for one week.

a. Machinist c. Maid

b. Seamstress d. Farmer

38.Rose has not been studying hard. She did not have.....an examination.

a. Give c. Pass.

b. Study d. Make

39.Joe is a tailor, a tailor who makes.....

a. Clothes c. Ice cream

b. Umbrella d. Beltd

40.Your dress is so perfect for you ..... look at georgeus.

a. Finger c. Feet

b. Lip d. Body

41.Their hobby is.....badminton.

a. Dancing c. Swimming

b. Playing d. cooking

42. by using..... I consume fried noodle.

a. Plate c. Knife

b. hand d. Feet

43.Do not follow me when I am.....

a. Listening c. Going

b. Eating d. Cooking

44. What a responsibility of the students in the school...

c. eat c. Play

b. swim d. Study

45.It is a curable migraine.....

a. Disease c. Habit

b. Disaster d. Crime

46.The nurse is My sister. She works at the hospital of Adam Malik Hospital. She.....the patients out there.

a. Thinks c. Helps

b. Ignores d. Hit

47.The .....will be sent to the morgue.

c. Duck c. Corpse

b. foot d. people

48. there is a spoon Ican find in my.....

c. Kitchen c. Bed room

b. Living room d. Bathroom

49.We have to call the.....I think I've locked my keys again in the car.

a. Blacksmith c. Locksmith

b. Mason d. Cobbler

50.If you don't want your rusty bicycle, you have to .....it.

a. Rub c. Kickd.

b.Let d. Stroke

51.The adorable girl is so hungry. I have …… a meal for him.

a. Prepare c. Wear

b. Kick d. Throw

52. You are going to. . . my pink and black dress for the Cindy group.

a. hang c. Wear

b. lose d. Go

53.The son ... a lemon tea.

a. Drink c. Clean

b. Wash d. walk

54.My grandfather seldom watches ... it's in the morning.

a. Television c. Computer

b. Newspaper d. Radio

55. I'm expected to give the car to. . . for repairs.

a. Engineer c. Electriciand.

b. Technician d. Mechanic

56. Go please to the ..... and get me some chicken pounds.

a. Fisherman c. Chef.

b. Montir d. Tailor

57.Ms winda went to.....to buy a book.

a. Bookstore c. School

b. montir d. Hospital

58.The shepherd is taking his goat to the. . . it's in the morning

a. Plains c. Pastures

b. Sea d. House

59. deni will take a bowl in the.....

a. Classroom c. Kitchen

b. Bathroom d. Living room

60. Jane has to get off the bus at the.....

a. Terminal c. Bay

b. Quay d. Dock

APPENDIX IV

POST TEST II

Pelajaran : Vocabulary

Nama :

Bidang Study : Bahasa Inggris

Kelas :

Banyak soal : 60 Butir

Bentuk Soal : Pilihan Berganda

1.Her sport was.....badminton.

a. Dancing c. Cooking

b. Playing d. Swimming

2. After my. . . I Can see nothing, since my..... are sick.

a. Ears c. Mouth.

b.Eyes d. Nose

3.The role of the gardeners is a...

a. Plants c. repair

b. eat d. let

4. Next week I went to the veterinarian because my. . . are sick.

a. Hands

a. Teeth. c. Pet

b. Ears d. teeth

5 .The responsibility of the instructor is

a. Teach c. work

b. Play d. play

6. There's a need for Nadia to..... after schoole.

a. Washing c. Working

b. Restf. d. watching

7.Such a hungry baby girl. Oh, so I... for a meal

a. Prepare c. Wall

b. Kick d. Hit

8. People have to get off the bus stop.....

a. Terminal c. Bay

b. Dack d. Quay

9.The .... Two week to sew my gown.

a. waitress c. Nurse

b. Seamstress d. Teacher

10. Jane has not studied hard. She did not have .....the examination.

a. Study c. Pass

b. Give d. Break

11. Asri is a tailor, she produces .....

a. Clothes c. Ice Cream

b. Belt d. Bag

12. I'm going to take a plate i n the.....

a. Living room c. Kitchenf.

b. Bedroom d. Bathroom

13. Your shoes are so suitable for your ..... look at your georgeus.

a. Finger c. Handf

b. Lip d. Feet

14. I'm writing a letter with the aid of.....

a. Plate c. Knife

b. Pen d. Spoon

15. when I am don't disturb me.....

a. Burping c. Talking

b. Listening d. Saying

16. The responsibility of the students is to...

a. Teach c. Play

b. Work d. Study

17. Migrain is an curable.....

a. Disease c. Crime

b.Disaster d. Habit

18. the nurse is my sister. She works at the hospital of Adam Malik Hospital . She.....the patients out there.

a. cut c. Helps

b. kill d. hit

19. I can find a spoon in my. . . .

a. Kitchen c. Bedroom

b. Livingroom d. Bathroom

20. We have to call the.....I think I locked my keys in the car again.

a. Teacher c. Locksmith

b. cleaning service d. officer

21. What do you do to keep you byecycle from getting dirty.

a. Rub c. Stroke

b. Throw d. kick

22. The cute baby is so hungry. So, I …… a meal for him.

a. Prepare c. Kick

b. Throw d. Hit

23. you will. . . . my pink and black dress to Rina's party.

a. Hang c. Wear

b. Lose d. Go

24. The boy . . . . . a coffe in the kitchen.

a. Drink c. Watch

b. Clean d. Wash

25. My grandfather always watchs .....every morning

a. Television c. Radio

b. Newspaper d. Computer

26. I've got to give the car to the ..... and for maintainance.

a. Engineer c. Electrician

b. Technician d. Mechanic

27. Go please to the ..... and get me some chickens for a few pounds

a.Butcher c. Chef

b. Pedlar d. Driver

28. Mrs Bela went to the. . . . .to buy some book.

a. Bookstore c. Nursery

b. Station d. Emporium

29. The shepherd takes the goat to the . . . . in the morning.

a. House c. Pastures

b.Plains d. Emporium

30. The .....will be sent to the morgue.

a. girl c. Corpse

b. hand d. ghost

31. I just went to dermatologist justnow because my . . . . . .they were in agony.

a. Ears c.Skin

b. Hands d. Fingers

32. The teacher's duty is

a. Teach c. Work

b. make d. Play

33. Your clothes are suitable for your ..... look at georgeus.

a. Lip c. Finger

b. Hand d. Body

34. I'm still hungry. So, I.....to have a meal.

a. Prepare c. Wear

b. Kick d. Walk

35. Rina has not trained hard. she didn't have.....an examination.

a. Study c. Pass

b. Give d. Break

36. Aldo Can't see anything since his..... are sick

a. Nose c. See

b. Eyes d. Mouth

37. Geot is a tailor, he makes.....

a. Clothes b. Shoes

c. Bag d. fried noodle

38. My father always watch . . . . in livingroom

a. Television c. tournamen

b. comic d. Computer

39. Her hobby is.....badminton.

a.Dancing c. Singing

b. Playing d. Swimming

40.Rose needs to..... after study

a. Wastching c. Rest

b. Swimming d. washing

41.The students' duty is to … in the school.

a. Teach c. Play

b. Work d. Study

42.The gardener's duty is . . . grass

a. Plants c.Pour

b. Cuts d. Throws

43.My sister is a nurse. She works in Adam Malik Hospital She.....the patients there.

a. Ignores c. Helps

b.sees d. Thinks

44.A spoon can be found in your.....

a. Kitchen c.Living Room

b. Bathroom d. Bedroom

45.The adorable baby is so hungry. So, I have …… a meal for him.

a. Prepare c. Throw

b. Wear d. Kick

46.I'll.....put on my yellow and black dress to Oca's group.

a. Hang c. Wear

b. Lose d. Go

47.The boy .... a coffe in the kitchen.

a. Drink c. Wash

b. Read d. Watch

48. Everybody wants to get off the bus at the bus stop .....

a. The terminal c. Dock

b. Quay d. The bay

49.I am going to give the car to . . . for repairs.

a. Engineer c. Electrician

b. Technician d. Mechanic

50.The .....will be sent to the morgue.

a. Carcass c. Corpse

b. Body d. Carrion

51. Go please to the ..... and get me couple kilograms of fried chickens.

a. Driver c. Chef

b. Butcher d. Pedlar

52.Do not disturb me while I am.....

a. Burping c. Talking

b. Listening d. Saying

53.The .....request to sew my gown for two weeks.

a. Maid c. Machinist

b. Seamstress d. Carpenter

54.Ms Bella went to.....to buy a book.

a. Bookstore c. Post office

b. Hospital d. Nursery

55. it's a curable migraine.....

a. Disease c. sick

b. Thinks d. Crime

56.The shepherd is taking his goat to the . . . it's in the morning.

a. plains c. Pastures

b. office d. sea

57.We've got to call, ... I suppose I locked my keys in the car again.

a. Blacksmith c. Locksmith

b. Mason d. Cobler

58.I'm going to take a plate from the .....

a. Living room c. Kitchen

b. Dining room d. Bathroom

59. I ‘m writing a letter with the aid of.....

a. bowl c. carrot

b. Pen d. board marker

60. If you don’t want your bike to get rusty, you are going to have to . . . . . it.

a. Rub c. broke

b. wash d. tread

APPENDIX V

KEY ANSWERS

PRE-TEST

1. C	11. D	21. B	31. A	41. B	51. C
2. C	12. D	22. B	32. A	42. A	52. A
3. A	13. C	23. C	33. C	43. A	53. A
4. A	14. D	24. A	34. C	44. B	54. D
5. A	15. B	25. A	35. B	45. C	55. C
6. B	16. C	26. A	36. C	46. D	56. B
7. D	17. A	27. B	37. A	47. B	57. B
8. D	18. B	28. A	38. D	48. C	58. B
9. C	19. A	29. B	39. A	49. A	59. A
10. B	20. D	30. A	40. C	50. A	60. A

POST-TEST I

1. C	11. D	21. B	31. B	41. B	51. A
2. A	12. B	22. C	32. B	42. B	52. C
3. D	13. C	23. B	33. C	43. C	53. A
4. A	14. A	24. A	34. A	44. D	54. A
5. C	15. A	25. A	35. C	45. A	55. D
6. B	16. C	26. C	36. A	46. C	56. B
7. A	17. A	27. C	37. A	47. C	57. A
8. A	18. A	28. C	38. B	48. A	58. C
9. B	19. D	29. B	39. C	49. C	59. C
10. C	20. C	30. A	40. D	50. A	60. A

POST-TEST II

1. B	11. A	21. A	31. C	41. D	51. B
2. B	12. C	22. A	32. A	42. B	52. C
3. B	13. D	23. C	33. D	43. C	53. B
4. C	14. B	24. A	34. A	44. A	54. A

5. A	15. C	25. A	35. C	45. A	55. A
6. C	16. D	26. D	36. B	46. C	56. C
7. A	17. A	27. B	37. A	47. A	57. C
8. A	18. C	28. A	38. A	48. A	58. C
9. B	19. A	29. C	39. A	49. D	59. B
10. C	20. C	30. C	40. B	50. C	60. A

APPENDIX VI

The Schedule Of Meeting

MEETINGS	CYCLES	TESTS
1st meeting	Cycle I	Pre-Test
2nd Meeting	Cycle I	
3rd Meeting	Cycle I	Post-Test

APPENDIX VII

The Students' Score in The Pre-Test of Cycle I

Grade VIII-2 MTSs Madinatussalam

NO	The Students' Initial	PRE-TEST	
		Score	Got Score of Over 75
1	AS	58,3	Failed
2	AH	41,6	Failed
3	AL	38,3	Failed
4	AR	78,3	**Passed**
5	AT	51,6	Failed
6	BAT	28,3	Failed
7	BRB	41,6	Failed
8	FA	53,3	Failed
9	HDA	18,3	Failed
10	HDPK	43,3	Failed
11	HM	50	Failed
12	IFA	51,6	Failed
13	IA	50	Failed
14	IK	25	Failed
15	JD	40	Failed
16	JF	50	Failed

17	KA	55	Failed
18	KAH	65	Failed
19	KH	70	Failed
20	KIN	20	Failed
21	ISH	26,6	Failed
22	MFH	61,6	Failed
23	MFO	78,3	**Passed**
24	MTS	36,6	Failed
25	MFU	45	Failed
26	MS	55	Failed
27	MP	65	Failed
28	MAW	75	**Passed**
29	MA	75	**Passed**
30	NS	80	**Passed**
Total ∑x		**1602,5**	
The Mean Score		**53,41**	

APPENDIX VIII

The Percentage of The Students' Score

in the Pre-Test of Cycle I

Criteria	Total Students	Percentage
Passed	5	16.66 %
Failed	25	83.34 %
Total	30	100 %

APPENDIX IX

The Students' Score In The Post-Test I of Cycle I

Grade VIII-2 MTSs Madinatussalam

NO	**The Students' Initial**	**POST-TEST I**	
		Score	**Got Score of Over**

			75
1	**AS**	**76,6**	**Passed**
2	**AH**	65,3	Failed
3	**AL**	50	Failed
4	**AR**	**80**	**Passed**
5	**AT**	58,3	Failed
6	**BAT**	33,3	Failed
7	**BRB**	46,6	Failed
8	**FA**	**75**	**Passed**
9	**HDA**	31,6	Failed
10	**HDPK**	53,3	Failed
11	**HM**	**75**	**Passed**
12	**IFA**	58,3	Failed
13	**IA**	50	Failed
14	**IK**	35	Failed
15	**JD**	46,6	Failed
16	**JF**	56,6	Failed
17	**KA**	56,6	Failed
18	**KAH**	**75**	**Passed**
19	**KH**	**76,6**	**Passed**
20	**KIN**	20	Failed
21	**ISH**	30	Failed
22	**MFH**	63,3	Failed
23	**MFO**	**81,6**	**Passed**
24	**MTS**	48,3	Failed
25	**MFU**	50	Failed
26	**MS**	58,3	Failed
27	**MP**	**76,6**	**Passed**
28	**MAW**	**75**	**Passed**
29	**MA**	**90**	**Passed**
30	**NS**	**80**	**Passed**

Total ∑x	**1736,2**
The Mean Score	**57,87**

APPENDIX X

The Percentage of The Students' Score

in the Post-Test of Cycle I

Criteria	Total Students	Percentage
Passed	11	36.66 %
Failed	19	63.34 %
Total	30	100 %

APPENDIX XI

The Students' Score In The Post-Test II of Cycle II

Grade VIII-2 MTSs Madinatussalam

NO	The Students' Initial	POST-TEST II	
		Score	Got Score of Over 75
1	**AS**	**76,6**	**Passed**
2	**AH**	**83,3**	**Passed**
3	**AL**	**81,6**	**Passed**
4	**AR**	**90**	**Passed**
5	**AT**	**93,3**	**Passed**
6	**BAT**	61,6	Failed
7	**BRB**	**80**	**Passed**
8	**FA**	**75**	**Passed**
9	**HDA**	63,3	Failed
10	**HDPK**	**75**	**Passed**
11	**HM**	**75**	**Passed**
12	**IFA**	**75**	**Passed**
13	**IA**	**80**	**Passed**

14	**IK**	**80**	**Passed**
15	**JD**	**75**	**Passed**
16	**JF**	**78,3**	**Passed**
17	**KA**	**76,6**	**Passed**
18	**KAH**	**91,6**	**Passed**
19	**KH**	**88,3**	**Passed**
20	**KIN**	**83,3**	**Passed**
21	**ISH**	65	Failed
22	**MFH**	**85**	**Passed**
23	**MFO**	**95**	**Passed**
24	**MTS**	**81,6**	**Passed**
25	**MFU**	**86**	**Passed**
26	**MS**	**81,6**	**Passed**
27	**MP**	**78,3**	**Passed**
28	**MAW**	**88,3**	**Passed**
29	**MA**	**80**	**Passed**
30	**NS**	**96,6**	**Passed**
Total ∑x		**2420,2**	
The Mean Score		**80,67**	

APPENDIX XII

The Percentage of The Students' Score

in the Post-Test II of Cycle II

Criteria	Total Students	Percentage
Passed	27	90 %
Failed	3	10 %
Total	30	100 %

APPENDIX XIII

THE OBSERVATION SHEET

(Meeting I, October 5th 2020)

No	Focus	Activities	Meeting I	
			yes	No
1.	The researcher as the teacher	1. The teacher arrives on schedule	√	
		2. The teacher welcomes the students	√	
		3. The teacher reviews the attendance list of the students	√	
		4. The teacher describe the purpose of learning	√	
		5. The teacher presents the material of the vocabulary and how to play the monopoly game.	√	
		6. The teacher gives the learners some vocabulary	√	
		7. The teacher presented the teaching method	√	
		8. The teacher manages the time effectively	√	
		9. The material was concluded by the teacher	√	
		10. The class becomes effective because it is regulated by the teacher	√	
		11. The next lesson plan was conveyed by the teacher	√	

		12. The students arrive on time	√	
		13. The salutation from the teacher was replied by the students	√	
		14. The teacher's explanation is listenend and noticed by the students	√	
		15. The students are seious in learning	√	
		16. The students respons to the teacher's questions		√
		17. By using a monopoly game, students are interested and enthusiatic in learning vocabulary.		√
		18. The question answered by the students	√	
		19. The students responded well to learning materials		√
		20. The students use the dictionary to discover the meaning	√	
		21. Dictionaries are used to find meanings by students		√
		22. The test given by the teacher is answered by the students	√	

		23. The classroom is noisy		√
		24. The classroom is comfortable	√	
		25. There are several media such as whiteboards, markers and eraser in the classroom.	√	

Medan, October 5th 2020

APPENDIX XIV

THE OBSERVATION SHEET

(Meeting II, October 12th 2020)

No	Focus	Activities	Meeting I	
			yes	No
1.	The researcher as the teacher	1. The teacher arrives on schedule	√	
		2. The teacher welcomes to the students in the class	√	
		3. The teacher reviews the attendance list of the students	√	
		4. The teacher describes the purpose of learning	√	
		5. The teacher presents the material of vocabulary and how to play the monoipoly game	√	
		6. The teacher gives the students vocabulary	√	
		7. The teacher presented the teaching method	√	
		8. The teacher manages the time effectively	√	
		9. The material was conducted by the teacher	√	
		10. The class becomes effective because it is regulated by the teacher	√	

		11. The next lesson plan was conveyed by the teacher	√	
		12. The students arrive on time	√	
		13. The salutation from the teacher was replied by the students	√	
		14. The teacher's explanation is listened and noticed by the students	√	
		15. The students are serious in learning	√	
		16. The students respons to the teacher's questions		√
		17. By using a monopoly game, students are interested and enthusiatic in learning vocabulary.		√
		18. The question answered by the students	√	
		19. The students responded well to learning material		√
		20. The students use dictionary to discover the meaning	√	
		21. Dictionaries are used to find meanings by students		√

		22. The test given by the teacher is answered by the students	√	
		23. The classroom is noisy		√
		24. The classroom is comfortable	√	
		25. There are several media such as whiteboards, markers, and eraser in the classroom	√	

Medan, October 12th 2020

APPENDIX XV

THE OBSERVATION SHEET

(Meeting III, October 19th 2020)

No	**Focus**	**Activities**	**Meeting I**	
			yes	No
1.	The researcher as the teacher	1. The teacher arrives on schedule	√	
		2. The teacher welcomes to the students in the class	√	
		3. The teacher reviews the attendance list of the students	√	
		4. The teacher describes the purpose of learning	√	
		5. The teacher presents	√	

		the material of vocabulary and how to play the monopoly game		
		6. The teacher gives the students vocabulary	√	
		7. The teacher presented the teaching method	√	
		8. The teacher manages the time effectively	√	
		9. The material was concluded by the teacher	√	
		10. The class becomes effective because it is regulated by the teacher	√	
		11. The next lesson plan was conveyed by the teacher	√	
		12. The students arrive on time	√	
		13. The salutation from the teacher was replied by the students	√	
		14. The teacher's explanation is listened and noticed by the students	√	
		15. The students are serious in learning	√	
		16. The students respons to the teacher's questions	√	

		17. By using a monopoly game, students are interested and enthusiatic in learning vocabulary.		√
		18. The question was answered by the students	√	
		19. The students responded well to learning	√	
		20. The students use the dictionary to discover the meaning	√	
		21. Dictionaries are used to find meanings by the students		√
		22. The test given by the teacher is answered by the students	√	
		23. The classroom is noisy		√
		24. The classroom is comfortable	√	
		25. There are several media such as whiteboards, markers and eraser in the classroom	√	

Medan, October 19th 2020

APPENDIX XIV

THE OBSERVATION SHEET

(Meeting VI, October 26st 2020)

No	Focus	Activities	Meeting I	
			yes	No
1.	The researcher become teacher	1. The teacher arrive on time	√	
		2. Every time in class the teacher greets the students	√	
		3. The teacher cheecks the students' attendance list	√	
		4. The teacher explains the purpose of learning	√	
		5. The teacher gives the time to students to ask questions about material that is not understood.	√	
		6. Learning sources was managed by The teacher	√	
		7. The teacher submitted the learning process	√	
		8. The teacher efficiently controls the time	√	
		9. The material was concluded by the teacher	√	
		10. The class becomes	√	

		effective because it is regulated by the teacher		
		11. The next lesson plan was conveyed by The teacher	√	
		12. The students arrive on time	√	
		13. The salutation from the teacher was replied by the students	√	
		14. The teacher's explanation is listened and noticed by the students	√	
		15. The students are serious in learning	√	
		16. The students respons to the teacher's questions	√	
		17. By using a monopoly game, students are interested and enthusiatic in learning vocabulary.	√	
		18. The question answered by the students	√	
		19. The students responded well to learning materials	√	
		20. To find the meaning, the students use the dictionary.	√	
		21. Dictionaries are used to	√	

		find meanings by students		
		22. The test given by the teacher is answered by the students	√	
		23. The classroom is noisy	√	
		24. The classroom is comfortable	√	
		25. There are several media such as whiteboards, markers and eraser in the classroom	√	

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Medan, October 26st 2020

APPENDIX XV

THE INTERVIEW REPORT

The Students' First Interview

The researcher : suka kah kalian belajar bahasa Inggris?

Student I : Tidak, saya tidak suka karena belajar bahasa Inggris harus menghapal.

Students II : saya suka umi, bahasa Inggris itu sangat unik.

The researcher : ketika belajar bahasa Inggris. Apa metode yang digunakan guru kalian ketika belajar?

Student I : Belajar dengan bernyanyi dan scrable

Student II : Bernyanyi dan games umi

The researcher : Apa kendala yang kalian alami ketika belajar bahasa Inggris khususnya belajar vocabulary?

Student I : Saya tidak suka menghapal

Student II : Saya suka bingung jika membedakan kata-kata yang sama umi

The researcher: Menurut kalian, hal apa yang dapat mengatasi kesulitan yang kalian alami dalam belajar bahasa Inggris khususnya vocabulary?

Students I : Membaca buku bahasa Inggris

Student II : Banyak menghapal

The researcher : Bagaimana cara kalian untuk meningkatkan vocabulary kalian?

Student I : sering mengulang hapalan vocabulary

Student II : Menghapal

The researcher: Menurut kalian metode apa yang membuat kalian lebih mudah dalam menghapal vocabulary?

Student I : Vocabulary nya dijadikan lagu

Student II : Bermain game

The researcher : Apakah kalian tau jika monopoly game bisa digunakan dalam belajar vocabulary?

Student I : Tidak tau umi

Student II : Baru dengar

The Last Students' Interview

The researcher : Apakah kalian tertarik belajar vocabulary dengan monopoly game?

Student I : Tertarik umi

Student II : Iya, sangat tertarik umi

The researcher: Bagaimana menurut kalian setelah kita balajar vocabulary nya menggunakan monopoly game?

Students I : Dengan monopoly game saya lebih mudah mengingat umi.

Student II : Monopoly game membuat saya lebih semangat dan happy umi.

APPENDIX XVI

The First Teacher' Interview

The researcher : Bagaimana pendapat ibu mengenai penguasaan dan kemampuan siswa dalam vocabulary?

The teacher : Vocabulary siswa sangat terbatas dan dibawah standard.

The researcher: Bagaimana ibu mengatasi masalah siswa yang lemah dalam vocabulary tersebut?

The teacher : Setiap jam pelajaran vocabulary saya memberi 5 kosa kata baru kepada siswa-siswa.

The researcher: Ketika mengajar vocabulary kepada siswa. Metode apa yang ibu aplikasikan kepada siswa?

The teacher : Saya selalu menggunakan game tebak kata ketika mengajar vocabulary kepada siswa

The researcher: Apakah ibu pernah mengajar menggunakan monopoly game sebelumnya?

The teacher : tidak pernah sama sekali

APPENDIX XVII

The Last Teacher' Interview

The researcher : Bagaimana pendapat ibu setelah menerepkan monopoly game pada pembelajaran vocabulary?

The teacher : Pendapat saya monopoly games ini sangat efisien dalam belajar vocabulary, karena selama monopoly game ini diterapkan, vocabulary siswa semakin meningkat dan belajarnya semakin menyenangkan sehingga siswa tidak mudah bosan.

The researcher : Apakah dalam sistem pembelajaran bahasa Inggris khususnya vocabulary, monopoly game ini efektif digunakan dalam strategy belajar ?

The teacher : Menurut saya bagus

The researcher : Setelah monopoly game diterapkan kepada siswa. Apa kekurangan dan kelebihan yang terdapat pada monopoly game ?

The teacher : Kalau dari segi kekurangan ialah siswa menjadi ribut dan kelas kurang kondusif dan kelebihan dari monopoly game ini ialah siswa tidak mudah bosan dalam belajar.

THE INITIAL AND NAME LIST OF STUDENTS

No	The Name of Students	The Students' Initial
1	Andrean Satria Putra	AS
2	Arya Habibi	AH
3	Aryandi Laksono	AL
4	Awi Rizky	AR
5	Azriandi Taqi	AT
6	Bajra Apta Tama	BAT
7	Bayu Rifaldi Btbr	BRB
8	Fina Amelia	FA
9	Hafis Darma Afandi	HDA
10	Hani Dwi Putri Kayla	HDPK
11	Ibnu Hesa Maulana	HM
12	Ibrahim Fitri Alamsyah	IFA
13	Ica Amelia	IA
14	Ira Kuswari	IK
15	Juanda	JD
16	Jufitri	JF
17	Kalisa Aprilia	KA
18	Keysa Aulia Azzahrah	KAH
19	Khairunnisa Adibah	KH
20	Khaliq Ikhsan Nabawi	KIN
21	Lutfi Sahrin Lubis	LSH
22	M Fadli Hasibuan	MFH
23	M Fauzan Umri	MFU
24	Mangaraja Togar Smmr	MTS
25	Masriani Sihotang	MS
26	Meilani Putri	MP
27	M Alfaridho Wigi	MAW
28	Mutia Adha	MA

29	Nabila Sabrina	NS
30	Nabila Tanjung	NT

APPENDIX XVIII

THE TESTING HYPOTHESIS

THE STATISTIC ANALYSIS THE THE PRE-TEST AND POST-TEST THE OUTCOME OF STUDENTS' SCORE

NO	**Post-test Cycle I**	**Post-test Cycle II**	**D**	**D^2**
	Score	**Score**	**Score**	**Score**
1	**76,6**	**76,6**	**0**	**0**
2	65,3	**83,3**	**18**	**324**
3	50	**81,6**	**31,6**	**998,6**
4	**80**	**90**	**10**	**100**
5	58,3	**93,3**	**35**	**1225**
6	33,3	61,6	**28,3**	**800,89**
7	46,6	**80**	**33,4**	**1115.56**
8	**75**	**75**	**0**	**0**
9	31,6	63,3	**31,7**	**100,89**
10	53,3	**75**	**21,7**	**470,89**
11	**75**	**75**	**0**	**0**
12	58,3	**75**	**16,7**	**278,89**
13	50	**80**	**30**	**900**
14	35	**80**	**45**	**2025**
15	46,6	**75**	**28,4**	**806,56**
16	56,6	**78,3**	**21,7**	**470,89**
17	56,6	**76,6**	**20**	**400**
18	**75**	**91,6**	**16,6**	**275,56**
19	**76,6**	**88,3**	**11,7**	**136,89**

20	20	**83,3**	**63,3**	**4006,89**
21	30	65	**35**	**1225**
22	63,3	**85**	**21,7**	**470,89**
23	**81,6**	**95**	**13,4**	**179,56**
24	48,3	**81,6**	**33,3**	**1108,89**
25	50	**86**	**36**	**1296**
26	58,3	**81,6**	**23,3**	**542,89**
27	**76,6**	**78,3**	**1,7**	**2,89**
28	**75**	**88,3**	**13,3**	**176,89**
29	**90**	**80**	**10**	**100**
30	**80**	**96,6**	**16,6**	**275,56**
			$\sum$D = 667,4	**$\sum D^2$ = 19,815.08**
			D = 667,4 / 30	
			22,24	
			T = 5.47	

APPENDIX XIX

The Attendance Of Students During Study Grade VIII-2

MTSs Madinatussalam

No	Name of Students	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting
1	Andrean Satria Putra	√	√	√	√
2	Arya Habibi	√	√	√	√
3	Aryandi Laksono	√	√	√	√
4	Awi Rizky	√	√	√	√
5	Azriandi Taqi	√	√	√	√
6	Bajra Apta Tama	√	√	√	√
7	Bayu Rifaldi Btbr	√	√	√	√
8	Fina Amelia	√	√	√	√
9	Hafis Darma Afandi	√	√	√	√
10	Hani Dwi Putri Kayla	√	√	√	√
11	Ibnu Hesa Maulana	√	√	√	√
12	Ibrahim Fitri Alamsyah	√	√	√	√
13	Ica Amelia	√	√	√	√
14	Ira Kuswari	√	√	√	√
15	Juanda	√	√	√	√
16	Jufitri	√	√	√	√
17	Kalisa Aprilia	√	√	√	√
18	Keysa Aulia Azzahrah	√	√	√	√
19	Khairunnisa Adibah	√	√	√	√
20	Khaliq Ikhsan Nabawi	√	√	√	√
21	Lutfi Sahrin Lubis	√	√	√	√
22	M Fadli Hasibuan	√	√	√	√

23	M Fauzan Umri	√	√	√	√
24	Mangaraja Togar Smmr	√	√	√	√
25	Masriani Sihotang	√	√	√	√
26	Meilani Putri	√	√	√	√
27	M Alfaridho Wigi	√	√	√	√
28	Mutia Adha	√	√	√	√
29	Nabila Sabrina	√	√	√	√
30	Nabila Tanjung	√	√	√	√

APPENDIX XX

DOCUMENTATION

Explain about vocabulary and how to play monopoly games

Students did the Pre-Test

The students was playing monopoly games

The students answered the teachers' question

Interview with the English teacher in Mtss Madinatussalam

APPENDIX XXI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. William Iskandar Pasar V Telp. 6615683-6622925 Fax. 6615683 Medan Estate 203731,
Email: fitk@uinsu.ac.id

Nomor :B-10183/ITK/ITK.V.3/PP.00.9/08/2020 29 Agustus 2020

Lampiran :-

Hal :Izin Riset

Yth. Bapak/Ibu Kepala MTSS MADINATUSSALAM

Assalamualaikum W.I.Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (SI) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Melati Matondang
NIM	:0304163181
Tempat/Tanggal Lahir	:Tanjung Balai, 27 September 1998
Program Studi	:Tadris Bahasa Inggris
Semester	:IX (Sembilan)
Alamat	:Jl. Berlian LK II Kecamatan Tanjungbalai Utara, Kota Tanjung Balai

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTSS MADINATUSSALAM Jl. SIDOMULYO PASAR IX DUSUN XIII DESA SEI ROTAN, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

IMPROVING THE STUDENTS' VOCABULARY THROUGH MONOPOLY GAMES AT THE EIGHT GRADE STUDENTS OF MADRASAH TSANAWIYAH SWASTA MADINATUSSALAM SEI ROTAN PERCUT SEI TUAN.

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 29 Agustus 2020

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Kelembagaan

Prof. Dr. Didik Santoso, M.Pd
NIP. 19660616 99403 1 006

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

YAYASAN PERGURUAN MADINATUSSALAM
SUMATERA UTARA
MADRASAH TSANAWIYAH SWASTA MADINATUSSALAM
Jl. Sidomulyo Pasar IX Dusun XIII Desa Sei Rotan
Kec. Percut Sei Tuan Kab. Deli Serdang Provinsi Sumatera Utara
Telp. / HP. 0853 7037 3319 Kode Pos 20371 Email:madina.tussalam@yahoo.com

Nomor : MTs.b/163/PP.01.1/658/2020
Lamp : -
Hal : ***Riset***

Sei Rotan, 31 Oktober 2020

Kepada Yth : Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan
Di -
Tempat

Assalamualaikum Wr. Wb.

Dengan Hormat, menindak lanjuti surat Bapak/Ibu Nomor : B-10362/ITK/ITK.V.3/PP.00.9/08/2020 tanggal 01 Oktober 2020, dengan ini kami sampaikan bahwa:

Nama	: MELATI MATONDANG
NIM	: 0304163181
Semester / Prodi	: IX / Pendidikan Bahasa Inggris

Nama tersebut di atas telah mengadakan riset di Madrasah Tsanawiyah Swasta Madinatussalam Sei Rotan Percut Sei Tuan guna memperoleh keterangan dan data-data yang diperlukan dalam rangka penyusunan skripsi dengan judul :

Improving The Students' Vocabulary Through Monopoly Game at Grade of Junior High School Students

Demikian surat keterangan ini diperbuat dengan sebenarnya dan untuk dapat dipergunakan seperlunya.

Wassalamu'alaikum Wr. Wb.

Kepala MTs Madinatussalam

Nety Herawati, S.Pd.I

cc. File