

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

1. The application of the monopoly game

The results of the observations made, researchers have carried out the learning process of applying the use of monopoly games to increase students' English vocabulary according to the procedure, and students are also good at following the learning process carried out by researchers by applying the use of monopoly games to increase language vocabulary English, application of the monopoly game in learning English vocabulary in class VIII MTs Darul Ihsan Pabuaran is very good because it can improve students' English vocabulary. The application of this monopoly game supports fun student learning because the Monopoly game aims to make students not feel bored while participating in learning, especially learning English, besides that it can practice socialization skills between students and make the class atmosphere more cheerful. The application of this monopoly can also increase students' vocabulary. Before the treatment of the application of this monopoly game was applied in increasing students' vocabulary, the researcher first prepared a lesson plan that

had been prepared previously such as the material to be taught using the application of this monopoly game, after that the researcher gave a post-test to the students to see the language vocabulary ability English students before being given the application of this monopoly game, then after being given a post-test, the experimental class was given treatment for the application of the monopoly game by: Students were divided into 5 groups, each group consisted of 4 students, one by one the students played the monopoly game individually. Take turns. Then, students spin the spinning wheel and determine which number they get. Then, students walk using the player's seeds to the box according to the number they got earlier and stop at that box. After that, students take cards that match the color in the box where the game stops. Finally, students mention the pictures on the cards and students answer the questions on the cards that students get. After the monopoly application treatment was given, the students were again given a post-test to test the effect of using the monopoly game to improve students' English vocabulary.

2. The effect of using monopoly game

The effect of using monopoly game media to improve the English vocabulary of eighth grade students at MTs Darul Ihsan Pabuaran Walantaka, Serang city, Banten. This can be seen from the

test results of the increase in the posttest score of the experimental class which has increased from the control class. Based on the statistical test analysis of the increase in the posttest score experienced by the experimental class, the value of sig. $66.66 > 76.95$ so it can be said that there is a significant difference between the post-test scores of the experimental class and the control class. This increase can be seen in the graph where the average pretest score of the experimental group was initially only 55.71. After learning using monopoly game media, the average score for the posttest questions increased to 76.95 This was followed by the results of the analysis of the influence test in the experimental class of 22% from $r = 0.22$ which means the correlation coefficient gives a medium effect or in other words the media Monopoly game learning can improve students' English vocabulary.

B. SUGGESTIONS

Based on the results of research and discussion, the researchers provide some suggestions as follows:

1. For teacher

So that the use of monopoly game media in learning English vocabulary is to convey material in the form of media and include picture cards to convey new knowledge and information to students

so that students not only know what it means but know what it looks like and can pronounce it.

2. For students

Using monopoly game media to make it easier to learn and pronounce English vocabulary well.

3. For further researcher

The researcher hopes that further researchers can add references to the developed learning media such as increasing the number of vocabulary cards in the monopoly game so that students can further improve the English vocabulary they get and more varied learning media and also add to the attractiveness of the monopoly game learning media design to be used as media. learning. it's more interesting.

4. For students of English education department

Feel free to take the title of a thesis on quantitative research in experimental design. because a media is feasible to be applied to learning media