**THE EFFECTIVENESS OF USING MONOPOLY GAME IN IMPROVINGING STUDENTS’ VOCABULARY MASTERY AT SDI QURROTA A’YUN**

**THESIS**

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by

NANANG HARIYADI

NIM 3213063070

**ENGLISH EDUCATION PROGRAM**

**DEPARTMENT OF ISLAMIC EDUCATION**

**STATE ISLAMIC COLLEGE**

**(STAIN) OF TULUNGAGUNG**

**2010**

**THE EFFECTIVENESS OF USING MONOPOLY GAME IN IMPROVING STUDENTS’ VOCABULARY MASTERY AT**

**SDI QURROTA A’YUN**

**THESIS**

Presented to

State Islamic College of Tulungagung

in partical fulfillment of the requirements

for the degree of Sarjana Pendidikan Islam

in English Education Program

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NANANG HARIYADI

NIM 3213063070

**ENGLISH EDUCATION PROGRAM**

**DEPARTMENT OF ISLAMIC EDUCATION**

**STATE ISLAMIC COLLEGE**

**(STAIN) OF TULUNGAGUNG**

**AUGUST 2010**

**APPROVAL**

This is to certify that thesis entitled “The Effectiveness of Using Monopoly Game in Improving Students’ Vocabulary Mastery at SDI Qurrota A’yun”written by NANANG HARIYADI has been approved by the thesis advisor for further approval by the board examiners.

Tulungagung, August , 2010

Advisor

**Drs. H. Mashudi, M.Pd.I**

**NIP. 19690131 2002112 1 003**

**LEGALIZATION**

Thesis entitled “The Effectiveness of Using Monopoly Game in Improving Students’ Vocabulary Mastery at SDI Qurrota A’yun” written by Nanang Hariyadi has been approved by the board examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education Program

Board of Thesis Examiner

Chair,

**Susanto, S.S, M.Pd**

**NIP. 19730831 199903 1 002**

Secretary,

**Drs. H. Mashudi, M.Pd.I**

**NIP. 19690131 200112 1 003**

Main Examiner

**Hj. Siti Noer Farida Laila, MA**

**NIP. 19721101 199903 2 002**

Tulungagung, August , 2010

Approved by,

Chief of STAIN Tulungagung

**Drs. Maftukhin, M.Ag**

**NIP. 19670717 200003 1 002**

**DEDICATION**

**BORDR351.TIF**

* **My beloved parents, my Dad Sunardi and my Mom Muntamah.**
* **All of my family members.**
* **All lecturers and my relatives who always give me support and attention.**
* **My almameter, English Department of STAIN Tulungagung.**

**MOTTO**

Love the life you live and live the life you love

**FLOURIS9.TIF**

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**ACKNOWLEDGEMENT**

First of all, the writer would like to thank to Allah the all mighty for the blessing and mercy given to me during my study and in completing this final project. The writer would be very grateful to many people who have contributed their ideas and time in completing my final project.

The writer would like to express my sincere gratitude to:

1. Drs. Maftukhin, M.Ag, as the chief person of STAIN Tulungagung, who permit me to study and develop my knowledge in this college.
2. Drs.H. Mashudi, M.Pd.I, as the writer’s advisor in writing this thesis due to his valuable guidance as well his constructive suggestions. Without his help and devotion of time, the completion of this thesis is supposed to be impossible.
3. All lectures of STAIN Tulungguagung for their guidance and knowledge given during the writer have been studying at STAIN Tulungguagung.
4. All of friends and families who gave the support to do this thesis.

Finally, the writer is absolutely aware that this thesis is full of shot coming or still far from being perfect. Therefore, the writer hopes constructive suggestion and criticism, which make this much better. The writer prays to Allah, may this thesis be useful and may Allah bless us. Amen.

Tulungagung, August 22, 2010

**The writer**

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**ABSTRACT**

Hariyadi, Nanang. 2010. The Effectiveness of Using Monopoly Game in Improving Students’ Vocabulary Mastery at SDI Qurrota A’yun. English Education Program. The State Islamic College of Tulungagung. The advisor: Drs. H. Mashudi, M.Pd.I.

Key words: efeectiveness, monopoly game, vocabulary

There are many Medias in teaching English vocabulary for young learners of elementary level. Game is the one of media for teaching English vocabulary. The students of elementary level, especially fifth graders feel happy and enjoy their study taught by using game especially monopoly as media. By knowing many vocabularies, the students are expected to be able to master four language skills. To make students master many vocabularies is one of the teachers’ duties.

The research problems were formulated as follows: (1) How is the students’ mastery on vocabulary before taught by using monopoly game? (2) How is the students’ mastery on vocabulary after taught by using monopoly game? (3) Is there any significant difference between student’s mastery on vocabulary before taught by using monopoly game and after taught by using monopoly game?

The purposes of the study are: (1) To know the students’ mastery on vocabulary before using monopoly game. (2) To know the students’ mastery on vocabulary after using monopoly game. (3) To know the difference of students’ mastery on vocabulary between before and after taught by using monopoly game.

This research is quantitative approach. The population of the study is the fifth year students of SDI Qurrota A’yun Ngunut Tulungagung. There are 17 students. Method of collecting data are: test and documentation. The test and documentation were used to get the data of the students and school documentation.

After getting the data, the writer used t-test to analyze the data. The result of data analysis for the (ttest) is 6.771 with the degree freedom is 17 students and the significant level 5% is 2.12 and 1 % is 2.92. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It could be concluded that there is the effectiveness of using monopoly game to improve the fifth year students’ mastery on vocabulary at SDI Qurrota A’yun Nfgunut Tulungagung academic year 2010/2011.

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