

SKRIPSI



**THE EFFECTIVENESS OF MONOPOLY GAME
IN TEACHING PRESENT CONTINUOUS TENSE
OF THE EIGHTH GRADE STUDENTS AT SMP N 4 PATI
IN ACADEMIC YEAR 2018/2019**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2019**



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SKRIPSI

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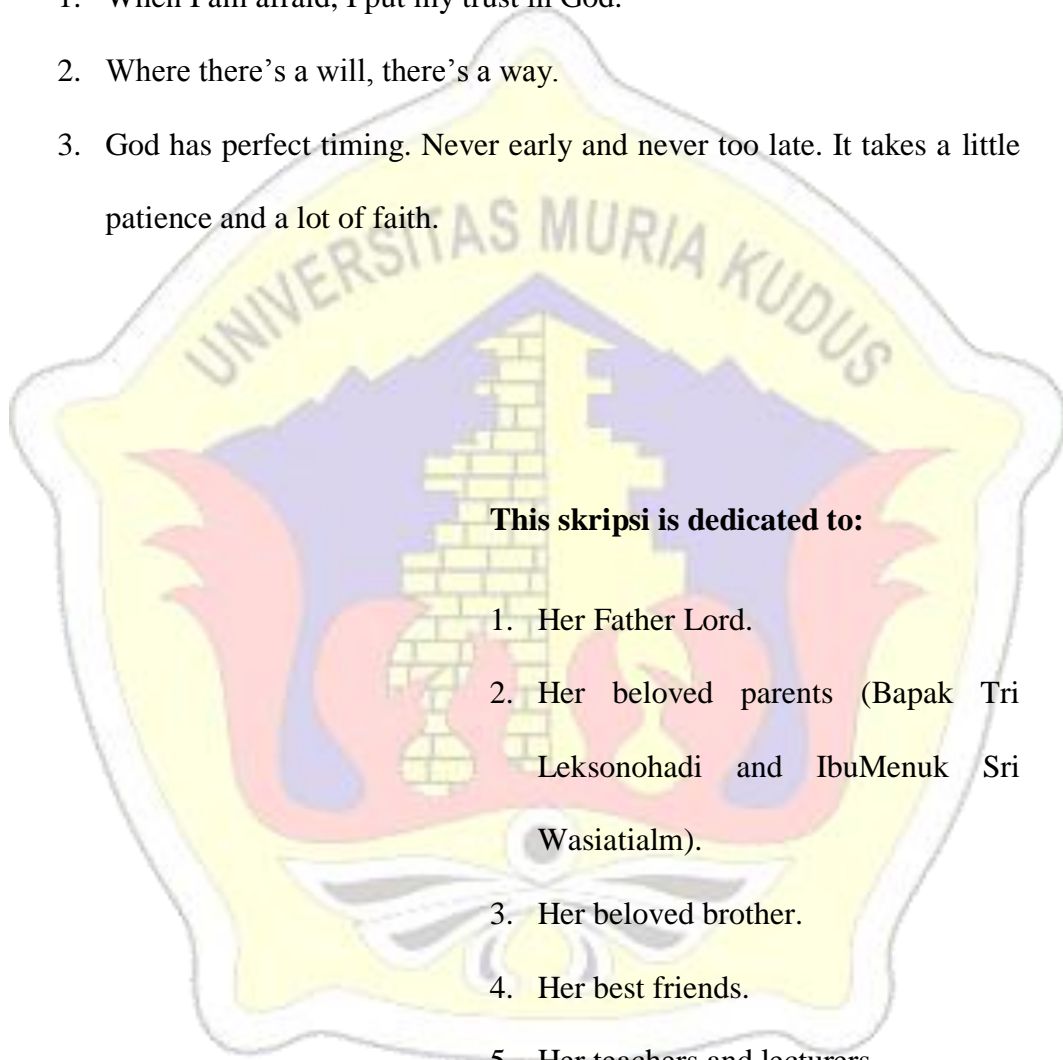
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2019**

MOTTO AND DEDICATIONS

Motto :

1. When I am afraid, I put my trust in God.
2. Where there's a will, there's a way.
3. God has perfect timing. Never early and never too late. It takes a little patience and a lot of faith.



This skripsi is dedicated to:

1. Her Father Lord.
2. Her beloved parents (Bapak Tri Leksonohadi and Ibu Menuk Sri Wasiatilm).
3. Her beloved brother.
4. Her best friends.
5. Her teachers and lecturers.
6. Everybody who always support her.

ADVISORS' APPROVAL


This is to certify that the Skripsi of Maria Dewi Kristanti (201432034) has been approved by the examining committee as a requirement for the Sarjana Degree in English Education.

Kudus, 14th of August 2019


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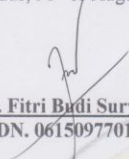
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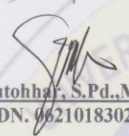

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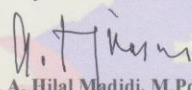
EXAMINERS' APPROVAL

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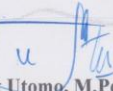


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The writer shows her sincerest gratitude to the readers for some critics and suggestions. Hopefully this Skripsi will be useful for everyone.

Kudus, 14th of August 2019

Maria Dewi Kristanti



ABSTRACT

Kristanti, Maria Dewi. 2018. *The Effectiveness of Monopoly Game in Teaching Present Continuous Tense at the Eighth Grade Students of SMP N 4 Pati in Academic Year 2018/2019*. Skripsi. English Education Department of Teacher Training and Education Faculty. Muria Kudus University. Advisors (i) Dr. Fitri Budi Suryani, S.S., M.Pd., (ii) Mutohhar, S.Pd., M.Pd.

Key Words: Present Continuous Tense, and Monopoly Game

Grammar is the basic knowledge of language to understand English perfectly. For some students who studied English still boring and get difficulties in understanding grammar especially in learning present continuous tense. So teacher must find new techniques to teach present continuous tense and increase the students' mastery. Monopoly game is one of techniques which used to help the students in increase the students' mastery of present continuous tense.

The objective of this research is to find out whether there is a significant difference between the students' mastery of the eighth grade students of SMPN 4 Pati in academic year 2018/2019 before and after being taught by using monopoly game.

The design of this research is experimental research by using one group pretest-posttest design. The population of this research is the eighth grade students of SMPN 4 Pati, which conducted in VIII-B and the total of students are 25. The sample of this research is by using random sampling and the instrument of this research is multiplechoice test.

The result of the research shows that the mean score of the students' mastery before being taught by using monopoly game is 57.28 and the standard deviation is 11.62. Therefore, the mean score of the students' mastery after being taught by using monopoly game is 77.82 and the standard deviation is 7.23. It can be seen from t-test result that showed the level of significance (α) was 0.05, the degree of freedom (df) was 24, the t-obtained is 7.27 and the t (critical) is ± 2.064 . The writer concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) is accepted because the t(obtained) falls in the critical region. It means there is a significant difference between the students' mastery of Present Continuous Tense of the eighth grade of SMPN 4 Pati in academic year 2018/2019 before and after being taught by using monopoly game. So, the writer concludes that the monopoly game is an effective techniques to teach the students and increase their students' mastery of Present Continuous Tense of the eighth grade students of SMPN 4 Pati in academic year 2018/2019

The writer would like to give suggestion : (1) For the students, they are suggested to apply Monopoly Game when they learn about Present Continuous because it is an effective technique to understand the material easily, interest, and active in learning process. (2) For the English Teachers, they are suggested to apply Monopoly Game as an alternative technique in

teaching Present Continuous Tense. (3) For Further Researchers, the writer suggests that the result of this technique can be used as additional reference for the next research with different sample and occasion.



ABSTRAK

Kristanti, Maria Dewi. 2018. *Keefektifan Permainan Monopoly dalam mengajar Present Continuous pada kelas delapan dari SMP N 4 Pati pada tahun ajaran 2018/2019*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing (i) Dr. Fitri Budi Suryani, S.S., M.Pd., (ii) Mutohhar, S.Pd., M.Pd.

Kata Kunci: Mengajar Present Continuous dan Permainan Monopoly.

Tata bahasa adalah pengetahuan dasar bahasa untuk memahami bahasa Inggris dengan sempurna. Bagi sebagian siswa yang belajar bahasa Inggris masih membosankan dan mendapatkan kesulitan dalam memahami tata bahasa terutama dalam pembelajaran present continuous tense. Jadi guru harus menemukan teknik baru untuk mengajarkan present continuous tense dan meningkatkan penguasaan siswa. Permainan monopoli adalah salah satu teknik yang digunakan untuk membantu siswa dalam meningkatkan penguasaan siswa akan present continuous tense.

Tujuan dari penelitian ini adalah untuk mengetahui perbedaan yang signifikan antara penguasaan siswa terhadap siswa kelas VIII SMPN 4 Pati pada tahun akademik 2018/2019 sebelum dan sesudah diajar dengan menggunakan permainan monopoli.

Desain dari penelitian ini adalah penelitian eksperimental dengan menggunakan desain satu grup untuk pre-test dan post-test. Populasi dari penelitian ini adalah siswa kelas VIII SMPN 4 Pati, yang dilakukan pada kelas VIII-B dan jumlah siswa adalah 25. Sampel penelitian ini menggunakan random sampling dan instrument penelitian ini adalah tes pilihan ganda.

Hasil dari penelitian ini menunjukkan bahwa skor rata-rata penguasaan siswa sebelum diajarkan dengan menggunakan permainan monopoli adalah 57,28 dan standar deviasi adalah 11,62. Oleh karena itu, nilai rata-rata penguasaan siswa setelah diajarkan dengan menggunakan permainan monopoli adalah 77,82 dan standar deviasi adalah 7,23. Hal ini dapat dilihat dari perhitungan T-Test yang menunjukkan tingkat signifikansi (α) adalah 0,05, derajat kebebasan (df) adalah 24, $t(\text{obtained})$ adalah 7,27 dan $t(\text{critical})$ adalah $\pm 2,064$. Penulis menyimpulkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima karena $t(\text{obtained})$ jatuh di wilayah kritis. Artinya ada perbedaan yang signifikan antara penguasaan siswa akan Present Continuous Tense dari kelas VIII SMPN 4 Pati pada tahun akademik 2018/2019 sebelum dan sesudah diajar dengan menggunakan permainan monopoli. Jadi, penulis menyimpulkan bahwa permainan monopoli adalah teknik yang efektif untuk mengajar siswa dan meningkatkan penguasaan siswa dari Present Continuous Tense dari siswa kelas VIII SMPN 4 Pati pada tahun akademik 2018/2019.

Penulis ingin memberikan saran: (1) Bagi siswa, mereka disarankan untuk menerapkan permainan monopoli ketika mereka belajar tentang Present Continuous karena itu merupakan teknik yang efektif untuk memahami materi dengan mudah, menarik, dan aktif dalam proses pembelajaran. (2) Untuk Guru

Bahasa Inggris, mereka disarankan untuk menerapkan Permainan Monopoli sebagai teknik alternative dalam mengajar Present Continuous Tense. (3) Untuk Peneliti Selanjutnya, penulis menyarankan bahwa hasil teknik ini dapat digunakan sebagai referensi tambahan untuk penelitian selanjutnya dengan sampel dan kesempatan yang berbeda.



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