



**MONOPOLY GAME AS A MEDIUM OF TEACHING
TO DEVELOP STUDENTS' MASTERY
OF SIMPLE PRESENT TENSE
IN COMPREHENDING DESCRIPTIVE TEXT
(An Experimental Study on the Seventh Grade Students
of SMPN 1 Ajibarang in the Academic Year of 2011/2012)**

a final project

submitted in partial fulfillment of the requirements
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ABSTRACT

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Key words: Monopoly game, Simple Present Tense, Descriptive text, Experimental Study.

This final project is an experimental study that aims to know how significant of using monopoly game as a medium of teaching to improve students' mastery of simple present tense in comprehending descriptive text is. This study investigates the significant between experimental and control group. The subjects of the study were the seventh grade year of SMPN 1 Ajibarang in the academic year 2011/2012 especially in VII A and VII B. There were two groups that given different treatments. The experimental group was taught by using monopoly game as a medium of teaching, and the control group was taught in usual lecturing technique.

Before conducting the research, the writer held a try-out test to the try-out class to get the validity, reliability, items of difficulty and discrimination of the test instrument. Then, the writer began the research by giving a pre-test treatment and a post-test to both groups. The result of the test was analyzed by using t-test formula to know the difference in the students' achievement result between the group that was taught using monopoly game as medium and a group that was not taught using monopoly game as a medium.

The result shows the pre-test mean score of the control was 73.0938 while post-test mean score of control group was 76.5. Whereas, the pre-test mean score of the experiment group was 74.3281 while the post-test was 81.0156. Based on data computation, pre-test mean score of experimental group and control group were lined on the same level, in other words, both of them were same. It was proved by homogeneity test. Because the pre-test mean of both groups were the same, so the writer used the post-test mean score to find out the t-test score. After the calculation of data, the writer got the t-test score (2.229) was higher than t-table (1.669) with degree of freedom (df) 62 and α is 5 % level significance.

Since the t-test (2.229) is higher than t-table (1.669), it means that there is a significant difference in term of students' mastery of simple present tense between the students who taught by using monopoly game as a medium of teaching and those who were taught without using monopoly game as a medium of teaching. Furthermore, the writer suggests that English teachers use a varied medium in teaching simple present tense and the application in descriptive text to get a better students' achievement.