

## IMPROVING STUDENTS' VOCABULARY MASTERY BY USING DOMINO CARD GAME

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### Abstrak

Untuk mengajarkan penguasaan kosa kata melalui permainan kartu domino kepada delapan siswa kelas delapan di SMP Negeri 03 Sungai Raya tahun pelajaran 2022/2023, tujuan dari penelitian ini adalah untuk mengetahui bagaimana permainan kartu domino dapat meningkatkan penguasaan kosa kata siswa. dan lingkungan kelas saat bermain domino diterapkan. Penelitian tindakan kelas digunakan untuk melaksanakan penelitian ini (PTK). Kelas VIII SMP Negeri 03 Sungai Raya yang memiliki 33 siswa menjadi fokus penelitian ini. Teknik pengumpulan data untuk penelitian ini meliputi pengukuran dan observasi. Pendekatan pengukuran menggunakan ujian bahasa, sedangkan teknik observasi menggunakan daftar periksa observasi dan catatan lapangan. Analisis data penelitian kemudian menggunakan metode kualitatif dan kuantitatif, tergantung pada jenis data yang dianalisis. Peneliti mengukur penguasaan kosa kata siswa melalui permainan kartu domino menggunakan dua metode penilaian: skor individu dan skor rata-rata. Dengan bantuan permainan kartu domino, anak-anak lebih terlibat dalam proses penguasaan kosakata. Mereka kemudian menunjukkan antusiasme yang lebih besar untuk belajar kosa kata melalui permainan kartu domino. Penggunaan permainan kartu domino dapat meningkatkan hasil belajar siswa pada tes kosakata, terlihat dari nilai siswa yang rendah pada siklus 1 (skor rata-rata: 75,36) dan nilai siswa yang tinggi pada siklus 2 (skor rata-rata: 81,36). Peneliti menyarankan guru lain untuk menggunakan permainan kartu domino sambil menginstruksikan siswa dalam kemahiran kosa kata. Permainan kartu domino adalah cara yang menyenangkan untuk melibatkan anak-anak dalam proses belajar mengajar sambil juga membantu meningkatkan kemahiran kosa kata mereka.

**Kata kunci:** Penelitian Tindakan Kelas, Penguasaan Kosa Kata, Permainan Kartu Domino

### Abstract

In order to teach vocabulary mastery through the dominos card game to eight students in grade eight at SMP Negeri 03 Sungai Raya for the academic year 2022/2023, the purpose of this study is to determine how the domino card game can improve students' vocabulary mastery and the classroom environment when playing dominoes is applied. Class action research was used to carry out this study (CAR). The eighth grade of SMP Negeri 03 Sungai Raya, which had 33 pupils, was the focus of this study. Techniques for gathering data for this study included measurement and observation. Measurement approaches use language exams, while observation techniques use observation checklists and field notes. The study's data analysis then employs both qualitative and quantitative methods, depending on the type of data being analyzed. The researcher measured students' vocabulary mastery through domino card games using two methods of assessment: individual scores and average scores. With the help of domino card games, the children were more engaged in the vocabulary acquisition process. They then showed greater enthusiasm for learning vocabulary through domino card games. The usage of domino card games can raise student results on the vocabulary test, as seen by cycle 1's low student scores (average score: 75.36) and cycle 2's higher student scores (average score: 81.36). The researcher advises other teachers to use domino card games while instructing pupils in vocabulary proficiency. The domino card game is a fun way to engage kids in the teaching and learning process while also helping to increase their vocabulary proficiency.

**Keywords:** Classroom Action Research, Vocabulary Mastery, Domino Card Game

## INTRODUCTION

The use of vocabulary is important to effective language use. One of the components that connects the four language skills of speaking, reading, and writing is this. Students must so comprehend the word count and know how to use it. They must do this in order to properly communicate in English. Giving knowledge or information to people is a way to affect their thinking, alter their attitudes, or motivate them to take certain actions. (Nguyen & Nga, 2003)

According to Efrizal (2018) states that to master the four language skills, vocabulary is a very important element of language. Language skills necessitate several abilities, including reading, listening, writing, and speaking; therefore, because students must master these four abilities, memorizing and learning vocabulary is critical.

The teaching and learning process will be effective if the instructor understands who the pupils are. The instructor must also be able to identify and create appropriate techniques during the teaching and learning process. This game is one of several techniques available. Teachers can use a variety of games to help students practice their vocabulary. Baker & Westrup (2000:38) mentions that there are many games to increase vocabulary, such as: card games, bingo, crosswords, alphabetical lists, rote lists, simple scrabble etc. One such game is a card game. Card games are one of the favorite games for children in the teaching and learning process.

There are several methods for teaching vocabulary through media. As we all know, it has been a while since graphics were first used as a teaching tool for English. Previous scholars have transformed images into a variety of forms, including flash cards, posters, picture series, dominoes, vocabulary, etc. In this instance, the researcher will employ domino cards to expand the vocabulary of the kids. According to Lebedova (2011), dominoes is a very useful, simple, and entertaining game for practicing any vocabulary. This game can be played in groups or pairs, has a competitive element, and forces students to easily learn, memorize, and memorize vocabulary. Work on body part vocabulary, memorize vocabulary, and encourage communication and cooperation to easily modify games.

In learning English, of course, not a few of us experience difficulties in the learning process. the difficulty in learning English in general is a lack of self-confidence, the use of inappropriate learning methods this will hinder the process of learning English so that children will have difficulty accepting learning English because they choose the wrong learning method then lack of motivation in the learning process, namely convincing students

that they are able to learn English and there are many more difficulties in the process of learning English in elementary schools

Based on the internship experience at SMP Negeri 03 Sungai Raya, there are several problems that cause students to get grades under mastery such as teaching still using traditional techniques such as memorizing, and teaching only using textbooks to explain vocabulary. Therefore, they are not interested in the teaching and learning process. Thus, they experience difficulties in teaching and learning English, especially in mastering vocabulary.

Because it has the essential competitive elements and forces students to learn vocabulary, store it in memory, and retain it, the researcher in this study changed a domino card to pique students' interest in learning new words. By utilizing the modified dominoes, the researchers hope to increase pupils' enthusiasm in learning English. It offers a method for making vocabulary instruction simple, efficient, and enjoyable. According to Baker & Westrup (2000:38), with dominoes, students can engage in a variety of activities, such as word and picture matching, reaching for words in their native tongue using English words, or reaching for words based on their description.

Researchers believe that one of the various mediums that might help pupils appreciate learning how to solve amusing problems is the usage of domino card games. Students can access media while they are learning to help them fully acquire new terminology. Researchers merely want to know the extent of students' abilities in playing the domino card game, which is applied to eighth graders at SMP Negeri 03 Sungai Raya. Hopefully, all of the aforementioned explanations can inspire researchers to perform action research in the classroom.

### **The Vocabulary Mastery**

Vocabulary mastery that we can know trains students' ability to be able to memorize and understand the total that students know. In tests, vocabulary mastery can be measured through tests given to students, usually in written form. According to Hariati (2020), vocabulary mastery is the capacity of students to recognize and comprehend the variety of words (vocabulary) offered in the vocabulary exam. This can mean that English learning done for learners must learn how to pronounce, listen and write correctly.

### **The Domino Card Game**

The Domino game can be used as a game to increase vocabulary. Lebedová (2011:20) states that dominoes are a very useful, easy, and entertaining game to practice any set of

vocabulary. Dominoes is a card game that exists all over the world and can also be used as vocabulary learning with pictures and words and their meanings. Domino card games are a successful method for raising kids' vocabulary proficiency. The statistics gained also supported the theory that students' interest in learning was increased by playing domino games. This shows that the domino card game can be used in learning by modifying the card and having pictures and vocabulary in it. Domino card game to practice vocabulary is also called Noun Words Domin Card (NWDC) which is a domino card game that has been modified to include pictures and vocabulary (Bulan & Idhar, 2021)

## **METHODE**

Because CAR (Classroom Action Research) could pinpoint the media being used to increase students' vocabulary proficiency, it was used in this study. This makes students more skilled and understands better through research applied to these students. Classroom Action research is carried out by taking actions in the classroom with certain situations. Research that is done in a classroom using systematic inquiry to identify the best scenario and course of action is called classroom action research. (Mettetal, 2002).

Since classroom action research featured a rationale as well as a method facilitating the development of instructional materials, people from many sectors anticipated using it as a strategy to advance the science of the teaching profession. (Boonchom et al., 2012:221).

Khasinah (2013) mentioned classroom action research plays a role in finding solutions to problems in the classroom. Therefore, classroom action research by researchers includes innovative learning strategies to overcome problems that usually occur in the teaching and learning process using domino card games. Based on the opinion above, the researcher can conclude that classroom action research is a method for finding solutions to problems that exist in the classroom, by conducting situation investigations and decisions to guide students in developing learning.

## **FINDING AND DISCUSSION**

For eighth graders at SMP Negeri 03 Sungai Raya, the researcher would like to discuss the findings of classroom action study that focused on enhancing language proficiency in students through domino card games. Together with an English instructor from SMP Negeri 03 Sungai Raya's eighth grade, this study was carried out. The eighth-grade teacher is the facilitator and spectator, while the researcher is the instructor who acts.

Based on the data gathered from the 20-question test, the researcher delivers findings. The average and individual student results on the vocabulary tests were computed by the researcher.

1. Individual Scores

1) First Cycle

The researcher then carried out a measurement test after using the domino card game to teach language. To determine the student's score, the measurement test was administered. Twenty multiple-choice, arrange-and-match questions make up the test format. The formula used by the researcher to determine each student's score was as follows:

$$\text{Individual Score} = \frac{\text{Students Right Answer}}{\text{Total Number of Test Items}} \times 100$$

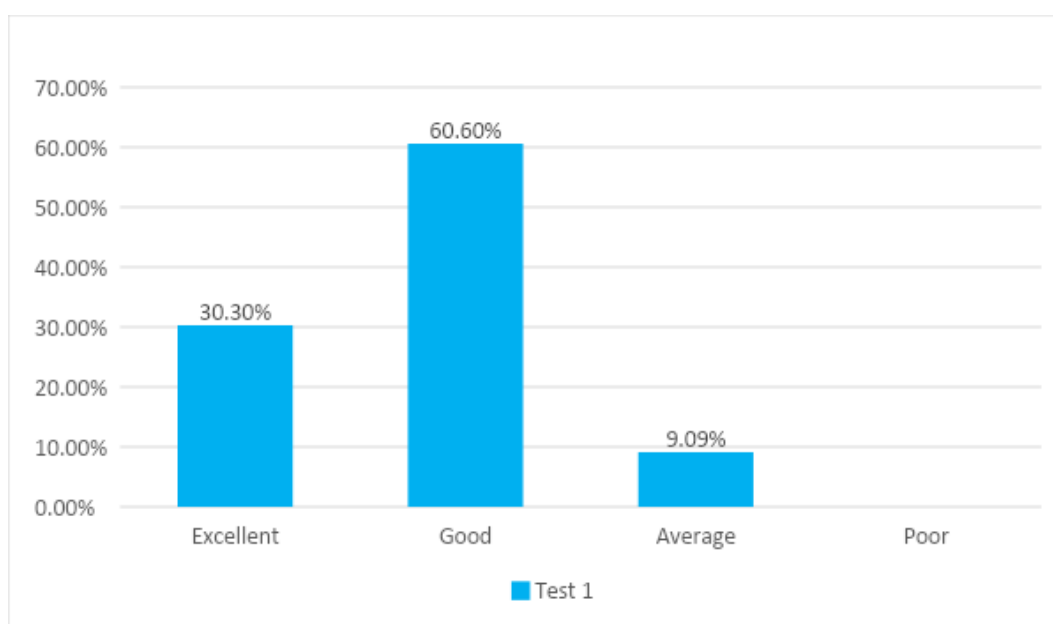


Chart 1.1 student achievement percentage in cycle 1

The next was counting the average of the student score by using this formula :

$$\text{Mean Score:} \quad \frac{\text{Total Score}}{\text{Number of Students}}$$

$$\text{Mean Score:} \quad \frac{2485}{33}$$

$$\text{Mean Score:} \quad 75,30$$

Individual student scores from the first cycle showed that 0% of pupils were categorized as poor, 9% as ordinary, 60% as good, and 30% as excellent. The categories are good, and the student mean score for the first cycle was 75,30.

## 2) Second Cycle

A second cycle test was carried out by the researcher to gauge the improvement in the next cycle. The test is given after the domino game has been used in the teaching and learning process. The test still takes the same format as the cycle 1 test. There are 20 questions total in the test, with five multiple-choice, five word construction, five matching, and five pronunciation questions. The following formula is used by researchers to determine student scores:

$$\text{Individual Score} = \frac{\text{Students Right Answer}}{\text{Total Number of Test Items}} \times 100$$

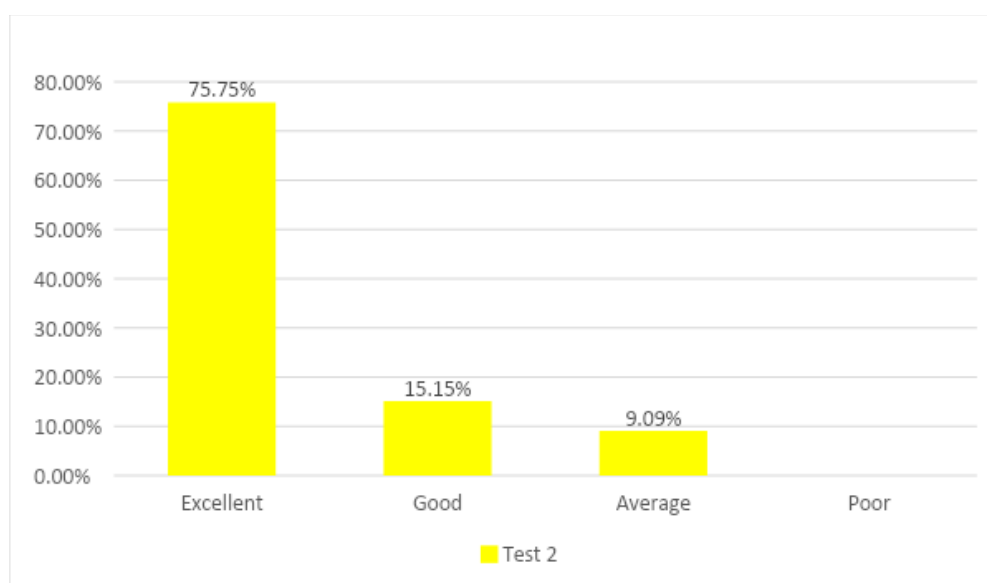


Chart 1.2 student achievement percentage in cycle 2

$$\text{Mean Score} = \frac{\text{Total Score}}{\text{Number of Students}}$$

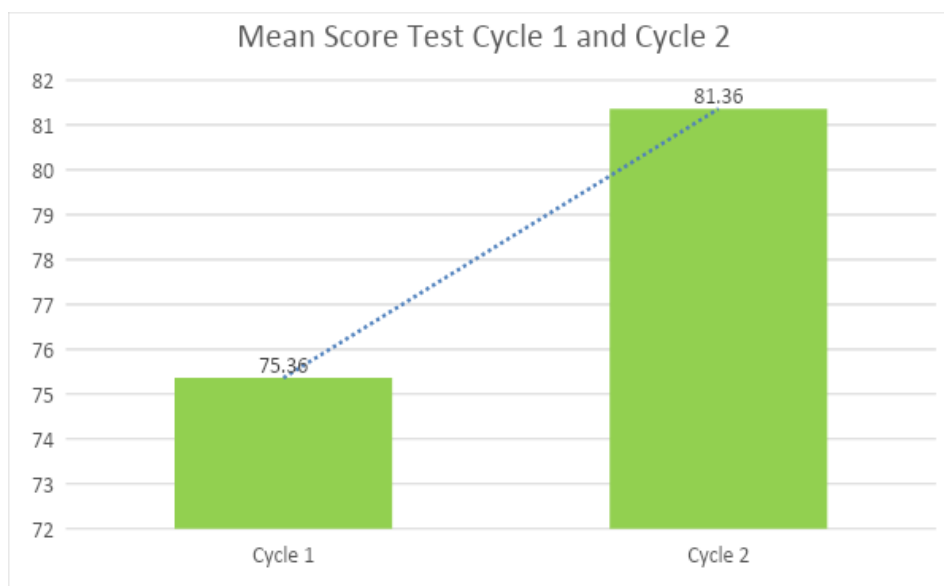
$$\text{Mean Score} = \frac{2685}{33}$$

$$\text{Mean Score} = 81,36$$

The domino card game's cycle 2 implementation produced successful results. In cycle 2, both the average and individual student scores rose. Individual student scores for cycle 2 showed that 9,09% of students fell into the average group, 15,15% of students fell into the good category, and 75,75% of students fell into the exceptional category. The majority of students in cycle 2 get adequate results, as evidenced by the average score of 81,36 in the excellent category and 0% in the poor category.

## 2. Students Mean Score

This research employs both qualitative and quantitative data, which are two different sorts of information. The qualitative information was gathered using an observation checklist and a field note, and the quantitative information came from the results of a vocabulary test given for each cycle. Field notes and an observation checklist would both be considered qualitative data. Additionally, the researchers considered both the mean and individual student scores when generating the data from the results. Quantitative data would be used to explain it. The following explanation also included the results for each cycle.



**Mean Score Test of Cycle 1 and Cycle 2**

Based on the research findings, the researcher will present research conclusions based on data acquired from the research in this part. The average value of pupils increased from cycle I to cycle II, according to the outcomes of each cycle. The average score was 75.36 in cycle I and grew to 81.36 in cycle II, proving this to be the case. From these results it can be seen that there is a change from the mean score of 6 scores. In this study, eighth-grade

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students at SMP Negeri 03 Sungai Raya were asked to practice their vocabulary through domino games. Domino games help pupils in English classes, particularly in vocabulary, according to research findings. The teaching and learning processes include the students directly. They actively engage in the teaching and learning process, claim (Tambaritji and Atmawidjaja. 2020) "One way to make learning fun is to use games as a teaching method so that students feel happy learning in class."

## CONCLUSION

Students' vocabulary understanding can be increased by including domino card games into the teaching and learning process. This is based on the results of student tests. By cycle two, the pupils had improved from cycle one. Gradually the students' scores increased after being taught to use the domino card game. This is evident from the average scores in cycles 1 and 2, which are 75.36 and 81.36, respectively.

Playing domino card games with students can boost their engagement and motivation in the teaching and learning process. The outcomes of the observation sheets and field notes from each cycle show this. Each cycle demonstrates how the teaching and learning process has advanced. Students are still less engaged in the learning process throughout cycle 1. However, they were more active in cycle 2. Then, from cycle 1 to cycle 2, there was an increase. The low student scores in cycle 1 with an average score of 75.36 and the rising student scores in cycle 2 with an average score average of 81.36 show that the usage of domino card games may raise students' results on the vocabulary exam.

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