THE IMPLEMENTATION OF DOMINO CARDS IN TEACHING VOCABULARY AT 8th GRADE STUDENTS OF MTS MA'ARIF NU 1 CILONGOK BANYUMAS

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

by
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   Declare that the thesis I have compiled with the title, **"The Implementation of Domino Cards in Teaching Vocabulary at 8th Grade Students of MTs Ma'arif NU 1 Cilongok"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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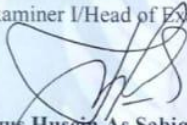
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Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey that:
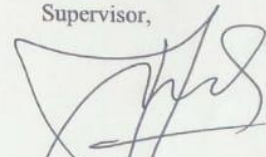
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I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

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MOTTO

The act of wanting to pursue something, may be even more precious than actually becoming that thing. Being in the process itself is a prize and so you shouldn't think of it as a hard way and even if you do get stressed out you should think of it as "happy stress". Just enjoy while pursuing it cause it's that precious.

~Mark Lee

There are no one who doesn't have a hard time. Being thankful or giving thanks is one of the key to be happy

~Mark Lee
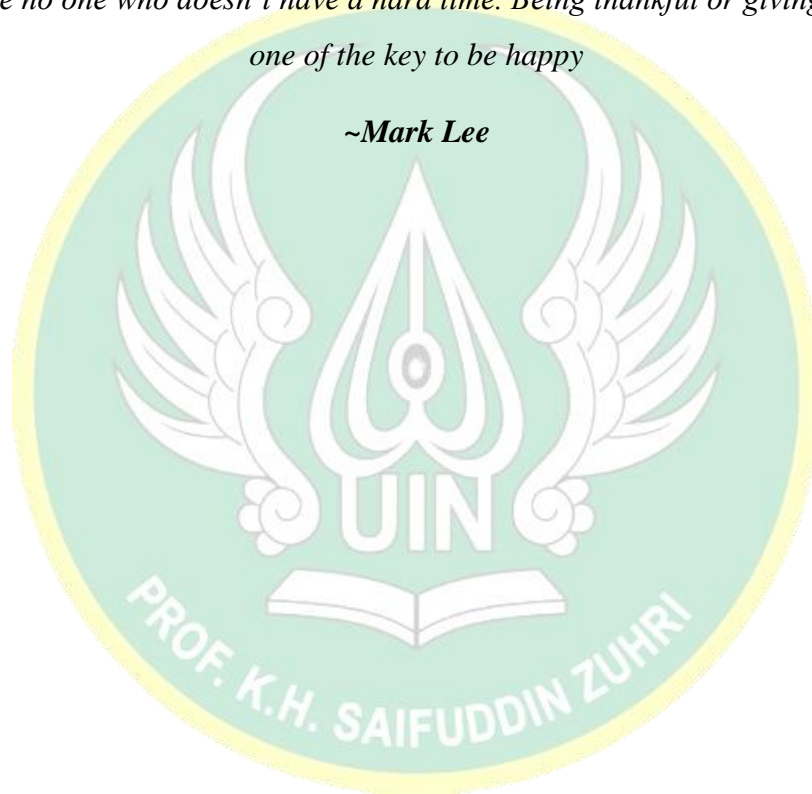
DEDICATION

Alhamdulillahirobbil'alamin

With great gratitude this thesis is dedicated to:

The beloved, my parents Salam and Khotipah who always pray for me with sincerity and love. My older brothers: Agus priyono, Sokhiban and Haryanto who always give me encouragement and support in any way. With full of hope, my family is always given health, longevity and happiness.
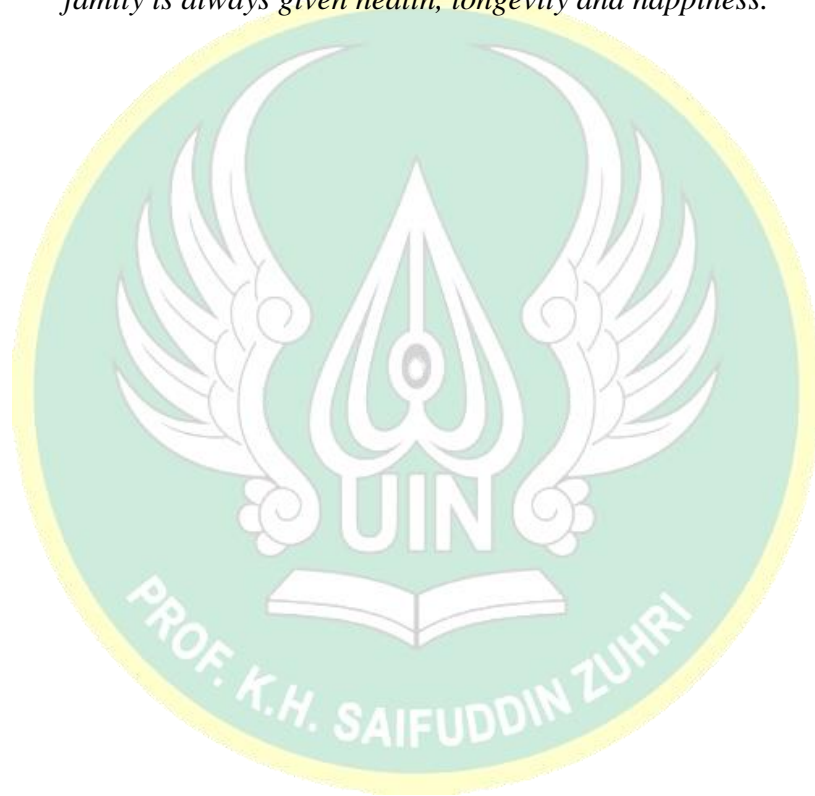
PREFACE

Alhamdulillahirobbil'alamin. Praise be to the presence of Allah SWT, who has given His taufik and guidance, so that the writer can complete this thesis with the title: "The Implementation of Domino Cards in Teaching Vocabulary at 8th grade students of MTs Ma'arif NU 1 Cilongok" without there is any obstacle. Shalawat and greetings are always addressed to the Prophet Muhammad SAW. who has brought us from the ages of darkness to the ages of light. He is the Prophet of the end of time, the human being who has the best manners, the most polite human being in morals, the most perfect human being in worship. Hopefully we are included in the group who will get his intercession later in yaumul qiyamah.

The author realizes that this thesis would not have been possible to complete without the support, assistance, guidance and advice from various parties during the preparation of this thesis. On this occasion the author expresses his sincere thanks to:

1. Prof. Dr. H. Suwito. M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

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4. Dr. Hj. Sumiarti, M.Ag., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

5. Desi Wijayanti Ma'rufah, M. Pd., the Head of English Education in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

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THE IMPLEMENTATION OF DOMINO CARDS IN TEACHING VOCABULARY AT 8TH GRADE STUDENTS OF MTS MA'ARIF NU 1 CILONGOK BANYUMAS

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ABSTRACT

Domino cards are a type of learning medium used in the educational process. The teacher used domino cards because this medium can be used while playing. The present research on domino cards as a medium for teaching Grade 8 students at MTs Ma'arif NU 1 Cilongok was conducted to describe domino cards were used as a medium for teaching vocabulary, to know the advantages of domino cards as a medium for teaching vocabulary, to analyze the teacher and students difficulties in implementing domino cards as a medium for teaching vocabulary. In addition, this study also analyzed how students responded to the use of domino cards in the classroom. This research used a mixed method to answer the research question. The data were obtained from observations, interviews, documentation, and questionnaires. In this study, qualitative data analysis consisted of data reduction, data presentation, and drawing conclusions. Quantitative data analysis in this study used descriptive statistics with data measurements using a Likert scale. The results of this research were the steps for teaching vocabulary with domino cards have been implemented by the teacher following the steps suggested by Erlina Rufaidah's theory. However, there was a slight difference in the steps of using domino cards. The researcher found several advantages of using domino cards as a teaching medium in this study. Besides that, the researcher also found the difficulties teachers and students face when implementing domino cards in teaching vocabulary. Students' responses were good regarding enjoyment of domino card games, developing competence on domino cards, and engagement in domino card game learning activities. However, a few students still need to be more active in group activity in applying domino cards in teaching vocabulary.

Keyword: *Implementation, Domino Cards, Teaching Vocabulary*

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CHAPTER I

INTRODUCTION

This chapter provides general explanations of what the researcher will discuss in this research. The introductory part contains several subheadings such as the background of the study, operational definition, problem statement, objective and significance of the study, and structure of the study.

A. Background of the Research

Vocabulary is a fundamental aspect of language learning. As an important aspect of learning, vocabulary must be placed at the beginning of the learning process, especially for learning English. Students struggle to learn vocabulary, especially in junior high school. Junior high school is the initial level for students to learn English because English is not a compulsory subject in elementary school. Students find the difficultes to learn English vocabulary because the two languages have different terms and meanings, resulting in differences in pronunciation, spelling, and word usage[1]. Other students' difficulties in mastering vocabulary also come from lack of motivation to learn, students are too lazy to open dictionaries or read English books, and they do not practice English regularly. On the other hand, most teachers experience difficulties in teaching vocabulary, including difficulties in how to teach vocabulary to students so that they can also find the meaning, how to spell, and how to pronounce the word[2].

Challenges in teaching vocabulary can result from various factors, including the intellectual level of students, their language skills, and the teachers' role in teaching vocabulary[3]. According to Ambo Dale's[4] research, teaching

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[1] Anselmus Sahan et al., "Improving Students' Levels of Vocabulary Comprehension By Using Photo Cards," *Curricula : Journal of Teaching and Learning* 7, no. 2 (2022): 69–82, https://doi.org/10.22216/curricula.v7i2.885.

[2] Suardi & Juwita Eka Sakti, "Teacher Difficulties in Teaching Vocabulary," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7, no. 2 (2019): 92–104, https://doi.org/10.24256/ideas.v7i2.1026.

[3] Sakti.

[4] Ambo Dalle and Misnawaty Usman, "The Effectiveness of Domino Card Games to Improve German Language Vocabulary The Effectiveness of Domino Card Games to Improve

vocabulary is not easy. Some people think it is just a matter of trying to remember the word. However, many students do not remember these words. They may be able to remember the word at the beginning, but after a while they will forget the word. From students' various vocabulary problems to teachers' difficulties in teaching vocabulary, English teachers must make their subjects more interesting and motivating if they want to help students expand their vocabulary.

Several observations were made for the preliminary study. A preliminary study was conducted at MTs Ma'arif NU 1 Cilongok School from September 6-9, 2022. These observations were made by conducting interviews with English teacher in the eighth grade and observing classroom learning activities. The observations revealed that lack of vocabulary mastery in students makes it challenging for the teacher to explain the material, thus causing difficulty for students in understanding it. To overcome this, the teacher introduces new vocabulary to students in every English lesson. The teacher considers developing students' vocabulary as crucial. Vocabulary is use as a basic skill for students to learn different aspects of English skills, namely speaking skills, writing skills, listening skills, and speaking skills. When the teacher applied the teaching process by providing new vocabulary to students, only a few students showed interest in understanding and memorizing it. The teacher also believes that students quickly forget the word that has been given. In this case, the teacher tries to use new media when teaching English vocabulary to students by using a domino card game.

In the teaching process, the teacher used domino cards as a variety of learning media to support the delivery of material to the students so that they do not get bored easily and to make it easier for the students to understand the English material from the teacher. Domino cards is a type of learning media used in the educational process. Domino are a collection of games that were used to aid in learning. Matching words, sentences, or images to their meanings

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German Language Vocabulary," : *: Journal of Physics*, 2018, https://doi.org/10.1088/1742-6596/1028/1/012099.

is known as domino, and it was once a game that was played by several people[5]. The use of domino cards in educational materials is an adaptation of domino games in general. Domino cards are an interesting medium for students[6]. They can motivate students to be more active in learning English and can enrich students' vocabulary knowledge.

MTs Ma'arif NU 1 Cilongok is one of the schools that uses domino cards as a teaching medium, especially in an effort to increase students' vocabulary. This is due to the fact that it is more engaging, interactive and increases students' motivation and experience. The teacher chooses to use domino cards because domino cards are one of the media that can be applied while playing so that students feel happy and quickly understand the material, can improve learning outcomes, and can stimulate students' activity in learning activities. Using domino card is expected to improve students to be more active in English classes, and can increase students' vocabulary mastery.

This study discusses domino cards as a teaching medium for grade 8 MTs Ma'arif NU 1 Cilongok to find out how to implement domino cards as a teaching medium in class and whether domino cards can still be used as a teaching medium, especially in teaching vocabulary. To find out the advantages after implement domino cards as a medium. To find out teacher and students difficulties in the implementation of domino cards. In addition, this research also examines how students' responses towards the implementation of domino cards as an instructional tool in the classroom.

The reason why students' responses need to be studied is to provide feedback to students and to find out how they view domino cards as a learning medium, as well as to confirm students' progress towards their achievement in vocabulary knowledge. Students' responses toward vocabulary mastery are crucial in improving and inspiring their performance in learning English. In

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[5] M Labib Al Halim, "Modifying Domino Cards to Increase Students' Understanding of the Use of Possessive Adjective at Junior High School," *Jurnal Kependidikan, Pembelajaran, Dan Pengembangan* 02, no. 01 (2020): 71–79.

[6] Ratna Padang, Anniholila Pulungan, and Ade Aini Nuran, "Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidakalang," *Genre* 8, no. 3 (2019).

order to motivate students and understand what they need to do to improve their performance in learning English, teachers need to be aware of their attitudes toward vocabulary mastery in the classroom.[7] By knowing how students' responses of domino cards as a teaching tool can be used as a standard for making decisions about the use of domino cards as a teaching tool, it can also be applied to English language learning.

Based on the explanation above, the researcher became interested in describing the process of implementing domino cards in teaching vocabulary at MTs Ma'arif NU 1 Cilongok. Therefore, the researcher conducted a study entitled "The Implementation of Domino Cards in Teaching Vocabulary at Mts Ma'arif Nu 1 Cilongok Banyumas".

B. Operational Definition

1. Domino Card

Domino card game is one of the many card games that are familiar in the community and can be played by all groups. Domino card games are learning media where students can be directly involved in recognizing letters on modified dominoes. Students will also feel happy because they can learn through games[8]. Padang states that domino is a game based on a set of dominoes, how to play it is taken and placed on the table. Domino cards provide many benefits for students. Domino cards are able to improve students' speaking skills, make students not feel bored in the learning process and make them happy to learn English.[9]

2. Teaching Vocabulary

Teaching can be defined as the teachers' guidance of students in their learning. The purpose of the teaching process is to make students active and able to understand the four skills in the language. They need a lot of vocabulary

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[7] Prihatini Purbandari, Etika Rachmawati, and R. Bunga Febriani, "Male and Female Students' Attitudes Toward English Vocabulary Mastery in Learning Speaking," *JALL (Journal of Applied Linguistics and Literacy)* 2, no. 2 (2018): 89, https://doi.org/10.25157/jall.v2i2.2192.

[8] Eneng Yuli and Iwan Ruswandy, "Modification of Domino Card Game an Alternative to the Introduction of Letters for Early Childhood," *Jurnal Empowerment* 8, no. 2 (2019): 135–42.

[9] Padang, Pulungan, and Nuran, "Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidakalang."

because vocabulary is important in communication.[10] Vocabulary is the first element in English that we must master. Students will learn linguistic skills more quickly if they have a strong vocabulary.[11] Lessard-Clouston cited in Maulani and Agus Husein defined that vocabulary as the words of a language, either a single item, phrase or a combination of several words that convey a certain meaning.[12] Therefore, vocabulary is the main requirement to understand through learning activities. Both formally and informally as a basis for one's communication.

C. Problem Statement

Based on the background of research, the limitation of the problem and theoretical reviews, this research can formulates these following question:

1. How is the implementation of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas?

2. What are the advantages of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas?

3. What are the teacher and students difficulties in the implementation of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas?

4. How are the students' responses towards the implementation of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas?

D. Objectives and Significances of the Research

1. The objectives of this research:

Based on the problem statement, the objectives of this research can be separated into 4 aspects

a. To describe the implementation of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas.

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[10] Salfa Umasugi et al., "The Scramble Game in Improving Students ' Vocabulary At The," *Jurnal Retemena*, no. May (2018).

[11] Mesiono and Willi Sahana, "Cybernetics: Journal Educational Research and Social Studies," *Cybernetics: Journal Educational Research and Sosial Studies* 2, no. April (2021): 1–10.

[12] Maulani Anjani Sukirno and Agus Husein As Sabiq, "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students," *Insania* 25, no. 2 (2020): 162–73.

b. To know the advantages of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas.

c. To analyze the teacher and students difficulties in the implementation of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas.

d. To analyze the student's responses towards the implementation of domino cards in teaching vocabulary at 8th grade of MTs Ma'arif NU 1 Cilongok Banyumas.

2. Significances of the Research

The significances of this research can be separated into 2 aspects:

a. Theoretical Significances

The purpose of this study is to find out how teacher teach students to learn to increase their vocabulary using dominoes as a medium. It also aims to find out how students respond to the use of dominoes as a learning medium. This research was conducted with the hope that students could increase their vocabulary as a basis for practicing the four language skills there are listening, speaking, reading, and writing. This research can also be used as a reference to provide useful information for other researchers.

b. Practical Significances

1) For the teachers

The teacher must consider the needs of students in choosing learning media. With this research, the teacher can find out that interactive learning media such as domino cards used by the teacher are able to make learning activities fun and interesting so that students can better absorb and accept the material explained by the teacher.

2) For the students

It is hoped that students can receive the material explained by the teacher well and students can speak English fluently if their vocabulary mastery increases by using domino cards as a teaching medium

3) For the school

Improve the quality and quantity of schools to be on par with international schools and improve student achievement, especially in English.

4) For the researchers

The researcher hopes that this research will be useful for other researchers and can be used as a contribution to conducting further research. This media can be an example for other researchers in developing media vocabulary.

E. Structure of the Research

The structure of the research is a framework of research that provides guidance on the points to be discussed in the research. The systematic discussion in this thesis consists of five chapters, with the following details:

CHAPTER I Introduction. This chapter contains the Background of the Research, Operational Definition, Problem Statement, Objectives and Significances of the Research, Structure of the Research.

CHAPTER II Literature Review. This chapter discusses the Theoretical Framework, Review of Related Research.

CHAPTER III Research Method. This chapter discusses the Research Design, Research Time and Setting, the Subject and Object of the Research, Technique of Collecting data and Technique of Analysis Data.

CHAPTER IV Research Result. This chapter includes research presentation analysis.

CHAPTER V Conclusions and Suggestions. This chapter contains Conclusion, Limitation of the Study and Suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter presents about some theories related to the research. It is about the theory of domino cards, the theory of teaching vocabulary, the teaching vocabulary using domino cards as a medium, and a review of previous research.

A. Domino Card

1. Definition of Domino Card

The Domino card game is a card that has been around for a long time. Domino cards are an interesting medium for students. They can motivate students to be more active in learning English and can enrich students' vocabulary knowledge. Domino cards can make them think critically, remember, predict, and guess the meaning of words.[13] Domino is a new innovation from a game that uses cards and can be played in pairs or groups, in this study domino cards were used as a medium for learning English to facilitate learning about vocabulary.[14] Domino cards used as media for learning English are not like domino cards in general. Domino cards have been modified according to the vocabulary based on the learning material that will be taught by the teacher.

2. Kinds of Domino Card

There are two types of domino card based on their physical form, namely paper domino card and block domino card. Paper domino card are generally made of paper. Usually the image of the dots on this domino card is red. Domino block are generally made of plastic, but some are made of wood. Usually the picture on the domino block is black or red. Domino is a kind of generic card game with a red circle as its trademark. This Domino card game refers to the accuracy and speed of players and groups in completing the game in matching the appropriate pictures and meanings.

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[13] Padang, Pulungan, and Nuran, "Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidakalang,"*Genre 8*, no.3 (2019)

[14] Byantara Cantaka Mayestiendra Aji, "Exploring the Use of Domino Cards as Teaching Media of Descriptive Text Tt Indonesian Rural Junior Highscool" 8, no. 1 (2021).

Domino has very applicable characteristics, including: 1) ideal for the material to be conveyed, 2) can be used to find out what students already know, 3) this activity requires everyone to be involved, and 4) helps shy students to be more open, 5) at more advanced levels, both sides of the Domino card can be used questions and answers that are more complex, by reinforcing the need to read carefully to answer questions correctly[15].

Domino cards used as English teaching media are not like domino cards in general. Domino cards have been modified according to the vocabulary based on the learning material taught by the teacher. Modified domino cards with English vocabulary on one side and pictures on the other side. The way to play is the same as playing dominoes in general. But because it has been modified, the rules of the game are different. Students are asked to connect dominoes that have a picture on one side and vocabulary on the other. Domino cards are arranged to form a circle by bringing together the last domino and the first domino placed during the game. The domino card game that has been modified by the teacher is done in groups.The vocabulary that will be used on the domino card is in the form of nouns, verbs, adverbs, adjectives, conjunction, and preposition contained in the learning material.

The following is an example of domino cards in general and modified domino cards:

Figure 1. Example of domino cards in general

Figure 2. Example of modified domino cards

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[15] Fauzan Nurhamidin, "Penggunaan Media Kartu Domino Untuk Penguatan Kemampuan," *Avatara: E-Jurnal Pendidikan Sejarah* 6, no. 4 (2019).

3. The Way to Use Domino Cards as Learning Media

The following are the steps for implementing domino cards as a vocabulary teaching medium that is competitive when played and can encourage students to actively participate in learning. There are 6 steps in playing Dominoes based on Erlinan Rufaidah[16], Annisa and Kodri, there are:

a. Teachers gave instructions on game play and explanation of the role of game play.

The teacher gives instructions and explanations to the students about the steps in the implementation of domino cards as a learning medium. Instructions are given from the beginning of the game to the end of the domino card game.

b. The teachers divided the students into several groups

Each groups consisting of 5 to 7 students. Groups formed by students and teacher can be done by counting, according to the order of the bench or according to absences. This is done because this domino card game must be played in groups.

c. The teacher gives each group a set of domino cards. Students are not allowed to show their cards to other groups.

d. The teachers asked each group to shuffle the dominoes and place them face down on the table.

The teacher asks one of the students in each group to shuffle the domino cards given to each group.

e. Teachers asked each group to match each picture with the right meaning on the dominoes.

The teacher asks the students to begin by matching the pictures on the domino cards according to the correct meaning. This is repeated by

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[16] Erlina Rufaidah, Anisa Martiah, and Kodri, "The Effect of Domino Game Learning Media on Student Learning Achievements," *Journal of Research in Business, Economic, and Education* 1, no. 2 (2019).

each student in the group until the dominoes run out and are connected to each other.

    f.   The teachers asked each of the students to memorize all of the vocabulary in the domino cards.

4. Advantages and Disadvantages of Domino Cards

The advantages of domino cards[17]:

    a.   By using dominoes, the learning process will be more interesting and fun.

    b.   Students are more actively involved in the learning process, thus making them enjoy it more.

    c.   Students become more focused during the learning process.

    d.   Students can be more motivated when working in groups, learning each other's vocabulary in groups.

    e.   This media gives a special impression to students and makes them memorize the material in long term.

    f.   Stimulate students' interest by learning while playing.

    g.   Increase students' enthusiasm in improving vocabulary skills.

The disadvantages of domino card:

    a.   It takes longer because it requires group discussion.

    b.   Sometimes there are pictures that students don't understand.

    c.   Students still have to look for the meaning of vocabulary that they do not know in the dictionary.

    d.   Preparing domino cards as a medium requires extra time, cost and effort.

B. Teaching Vocabulary

1. Definition of Teaching Vocabulary

Teaching is an activity carried out by someone to impart knowledge to others using certain media that makes it easier for them to learn. The

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[17] Padang, Pulungan, and Nuran, "Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidakalang" *Genre 8*, no.3 (2019)

teaching process can be carried out as well and smoothly as long as there is a conducive interaction between the teacher and the students. Good communication makes students feel that teacher-oriented will change to student-oriented. A wise teacher would always give his students the opportunity to grow.[18] Vocabulary is one of the most important components in a language in the form of a list of words that we know and also contains information about the use of the word and the meaning of the word itself. So it is very important and fundamental for human beings to communicate.[19]

Teaching vocabulary is different from teaching students' native language. Students' qualities must be known by teachers. They must also prepare effective techniques and materials in order to meet language teaching objectives.[20] Therefore, to facilitate communication between students and teachers in English, appropriate vocabulary teaching techniques are needed.

2. **Kinds of Vocabulary**

a. Receptive vocabulary

Receptive vocabulary is words that students recognize and understand when used in context. When words are used in context, learners can recognize and understand them, but they are unable to develop their own receptive vocabulary. Reading and listening help people develop their receptive vocabulary. Students learn receptive vocabulary through reading and listening activities rather than through the production of writing or speech, and it necessitates that readers identify labels with certain concepts while reading or listening.

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[18] Akbar Cahya Nugraha and Muhamad Sofian Hadi, "An Interactive Domino Card in Teaching Past Tense," *Edulitics Journal* 6, no. 1 (2021): 31–39.

[19] Anjar Kusuma Dewi, "Teachers' Perception on Vocabulary Teaching Techniques at SMAN 14 Sigi," *E-Journal of ELTS (English Language Teaching Society* 10, no. 1 (2022): 22–33.

[20] Mofareh Alqahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

b. Productive vocabulary

Productive vocabulary is words students can use in formal speaking and writing. The words students understand, pronounce correctly, and use effectively in speaking and writing. It includes the ability to speak or write at the appropriate time, as well as the elements needed for receptive vocabulary.[21] Student vocabulary can be greatly increased by using productive vocabulary. Students who have a productive vocabulary can learn new terms from the results of experiments in speech or writing.

3. Techniques of Teaching Vocabulary

There are several general vocabulary teaching techniques[22], namely:

a. Jumble word technique.

Jumble word is a method of teaching vocabulary that can motivate students to learn and memorize vocabulary easily. The teacher gives some words or phrases in a jumble and the students have to arrange them into the correct words or phrases. This technique is combined with instructions and pictures to help students understand. It can make the students more interested in the process of teaching and learning the material. Make it easier for the teacher to explain the information. Students won't get bored and will be motivated to learn English vocabulary.

b. Making a match technique.

Making a Match technique is a method of cooperative learning developed by Curran (1994). To use this strategy, the teacher needs to prepare a number of cards with a variety of ideas, words or subjects. Making Matches is a simple and easy to use. Very attractive and ideal for educational institutions dealing with the technical aspects of teaching English. Teachers have no difficulty implementing this teaching approach. Matching is one of the methods that will help the teacher in

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[21] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal KATA* 1, no. 2 (2017): 182, https://doi.org/10.22216/jk.v1i2.2136.

[22] Dewi, "Teachers' Perception on Vocabulary Teaching Techniques at SMAN 14 Sigi." e-Journal of ELTS (English Language Teaching Society) 10, no. 1 (2022): 22-33

teaching vocabulary. This will not only create pairs but also make learning new terms easier for students. Making matchmaking will make it easier for students to improve their vocabulary skills.

c. Games technique.

Language games are games used in teaching and learning activities to make it easier for students to learn English. Here, we see that if we can apply and play the game correctly while according to the rules, it won't cause a mess. The emphasis is on successful communication between players. Games are a very effective way to motivate students in the classroom and very powerful tool for inspiring students in the classroom. Most importantly, the game is fun. There are several games, for example, linking words game and guessing games.

d. Using picture technique.

By using pictures can make it easier for students to remember vocabulary. The teachers offered the students a picture relating to the subject and asked them to create a phrase, a dialogue, or a question or there are picture dictionaries available in the market. Teachers can use the dictionary as a medium of learning.

e. Using Video.

Video is a type of audio-visual instructional material that can be used as a medium of learning, especially on language skills. Learning using video should pay attention to the combination of sound, images, and sometimes text. By contextualizing the learning process, it may be said that video enables us to incorporate all facets of actual life into the language learning environment. All of this makes it a very easy to understand tool for teaching vocabulary to students.

From the several teaching techniques described above, this study will focus on teaching vocabulary using game techniques and students' responses to the teacher techniques in teaching vocabulary. Domino cards are more suitable for playing with game techniques, and teachers of MTS VIII students use domino cards as learning media to increase

student vocabulary. In addition, this activity is carried out in groups and creates fun games for students.

4. **Part of Vocabulary**

The first important step in learning vocabulary is to understand the parts of the vocabulary. The vocabulary that will be used on the domino cards is in the form of parts of speech in the form of nouns, verbs, adverbs, adjectives, conjunctions, and prepositions contained in the learning material.

a. Noun

A noun is a word used for a place, person, thing, quality, or idea. Everything that has a name and that we talk about is a noun. Often, a noun will be the name for something we can touch (Examples: lamb, pen, and table).

b. Verb

A word or group of words used to describe how a subject acts or is. (Examples: go, hop, skip, run).

c. Adverb

Adverbs are words that are modifiers of verbs, adjectives, or other adverbs. This gives us more information about a verb (a warm greeting), an adjective (only three people), or another adverb (pretty badly damaged).

d. Adjective

Words that modify nouns (in terms of size and quality, color, quantity, and kind) or pronouns (good, young, happy, sad).

e. Conjunction

Conjunctions are simply words that join sentences, phrases, clauses and sometimes words.[23] It combines sentences to make them more compact. (Examples: but, although, or, also).

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[23] Imtiaz Ahmad, *Parts of Speech in English Grammar* (Ghazi: M.Phil English (Linguistics), 2022).

f.   Preposition

Preposition is layout. Can be in the form of place prepositions, time prepositions, way and direction.

5. **Principles in Teaching Vocabulary**

The Principles of Teaching Vocabulary is an explanation of the vocabulary that needs to be taught. There are many theories about the guidelines and principles of teaching vocabulary. One of them demands To Nation which is quoted from Saniago Dakhi[24] according to him there are six principles in teaching vocabulary, namely:

a.   Keep teaching simple and clear with easy-to-understand explanations.

b.   Connecting present teaching with past knowledge.

c.   Use oral and written presentations.

d.   Pay attention to words that are already partially known.

e.   Tell students if it is a high-frequency word that requires attention.

f.   Do not bring other related words that are not known or less known such as synonyms or opposites.

Based on Nur Salina Ismail[25] there are 10 principles in teaching vocabulary, namely:

a.   Select to appropriate words.

b.   Focusing on different aspects of words.

c.   Progressing from less challenging to more challenging vocabulary activities.

d.   Limiting forced semantic elaboration during the initial stages of learning new words.

e.   Encourage student interest during the learning process.

f.   Allow for the use of contextual cues.

g.   Expose learners to the use of dictionaries.

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[24] Saniago Dakhi, "The Principles and the Teaching of English Vocabulary : A Review" 5, no. February (2019): 15–25.

[25] Nurazan Mohd Rouyan Nur Salina Ismail, Safawati Basirah Zaid, Misrah Hamisah Mohamed, "Vocabulary Teaching and Learning Principles in Classroom Practices," *Arab World English Journal (AWEJ)* 8, no. September (2017): 119–34.

h. Practice repetition by introducing words frequently throughout the module.

i. Provide learners with some exercises and activities rather than memorizing words.

C. Review of Previous Research

The researcher used several previous theses and publications as reference material while composing this research work. Therefore, the researcher has summarized previous studies that serve as a theoretical foundation. Several scientific works related to the topics studied by the researchers include:

A research by Arif Bulan and Idhar (2021). The research entitled "Developing Noun Words Domino Card (NWDC) Learning Media to Improve English Vocabulary Mastery of Junior High School Students". This research found that learning media of noun words domino card was effective in improving vocabulary mastery. The similarity of this research is the media that used in teaching and learning process that is using Domino Cards. The differences of this research is type of the research. This journal research was used Research and Development (R&D) by using an ADDIE model consisting of five steps include analyze, design, develop, implement and evaluate. While my research used mixed method. Technique collecting data in this research used questionnaires for material expert's media and students. While my research used observation, interview, questionnaire and documentation to collecting the data.

A research written by M. Labib Al Halim (2020). The research entitled "Modifying Domino Cards to Increase Students' Understanding of the Use of Possessive Adjective at Junior High School". This research showed that media domino cards could stimulate students' to be active and pay more attention to the specific subject. The similarity of this research with my research is the method of research using mixed method, domino card as media that used and object of this research. The differences is this research applied classroom action research, while my research applied study

cases. This research aimed to know the use of modified domino card game as media to increase students understanding of the application of possessive adjective, while my research while my research aims to find out whether the modified domino card as a learning medium is able to improve students' vocabulary.

A research written by Ratni Sari Padang, Dr. Anni Holila Pulungan, M.Hum, Ade Aini Nuran, S.Pd, M.Hum (2019). The research entitled "Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidakalang". This research showed that domino cards gave many benefits for the students, such as improve their vocabulary, made them enjoy studying English, get easier in learning. The similarity of this research with my research is the media that used in teaching and learning process that is using Domino Cards and the object of this research in junior high school. The differences of this research is type of the research. This journal research was used Research and Development (R&D) while my research using mixed method. The data and data resources based on the teacher's lesson plan, teacher's interview, and students' questionnaires while my research used observation, interview, questionnaire and documentation.

Based on previous studies. In the first previous study, the researchers focused on developing vocabulary in the form of nouns to increase junior high school students' vocabulary. The researcher from the second previous study examined the use of modified domino cards to increase junior high school students' knowledge of the use of possessive adjectives. In the third previous study, the researchers focused on developing domino cards to increase junior high school students' vocabulary through "notice" learning materials. The previous research studies above only examined the application of domino cards as a medium for learning English. Whereas in this study, in addition to examining the implementation of domino cards as a medium for teaching vocabulary, it also analyzed the advantages of udimg domino card game, analyzed teacher's and students's difficulties in

implementing domino card games, students' responses on the implementation of domino cards during English learning in the classroom.

CHAPTER III
RESEARCH METHOD

This chapter presents the research method. It is about the type of research, location and time of the study, subject and object of the study, technique of data collection, technique of analysis data, and triangulation.

A. Type of the Research

The type of research conducted by the researcher is field research. The research method used in this research is a mixed method. Mixed methods research is a type of research approach that combines qualitative and quantitative research in one particular research field.[26] This method can lead to a more comprehensive understanding of the phenomenon under study. This research is a case study that considers all important aspects of the case studied. The use of this type of research will provide a deep and detailed understanding of a situation or of an object. The cases studied can be a person, a family, an event, or other small groups so that researchers can understand and comprehend how the object actually works.[27] Qualitative data obtained from observation, interviews and documentation. The quantitative method used in this study uses quantitative descriptive, the data is obtained from a questionnaire. In this study, the researcher used an explanatory research design, which the main data of this research is from qualitative data, while quantitative research data served as supporting data to make it more comprehensive.

B. Location and Time of the Research

The research was conducted in VIII grades D and E at MTs Ma'arif Nu 1 Cilongok located on Jalan Kauman Cilongok, Banyumas. This research was conducted on November 14-28, 2022 in the 2022/2023 academic year. The

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[26] Samsu, *Metode Penelitian: Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development*, ed. M.Pd.I Dr. Rusmini, S.Ag., *Diterbitkan Oleh: Pusat Studi Agama Dan Kemasyarakatan (PUSAKA)*, Cetakan II (Jambi, 2021).

[27] Muri Yusuf, *Metode Penelitian (Kuantitatif, Kualitatif & Penelitian Gabungan)*, ed. Suwito, edisi pert (Jakarta: Kencana, 2014), https://www.ptonline.com/articles/how-to-get-better-mfi-results.

reason for choosing the research at MTs Ma'arif NU 1 Cilongok was that one of the teachers applied domino cards as a medium for teaching English. MTs Ma'arif NU 1 Cilongok is a school that prioritizes education and religious knowledge.

C. Subjects and Object

The following is the subject and object of the research:

1. Subjects

   The research subjects are informants or resource persons who are the source of research data. The subjects in this research are:
   a. The English teacher of VIII grade MTs Ma'arif NU 1 Cilongok.
   b. The students of VIII grades D and E MTs Ma'arif NU 1 Cilongok.

2. Objects

   The object of research that is the target of this research is the teaching and learning process using domino cards as a medium in increasing vocabulary at MTS Ma'arif NU 1 Cilongok.

D. Techniques of Data Collection

The technique of collecting the data that used in this research are:

a. Observation

   The term "observation" refers to the process of gathering data by studying people's behavior patterns as they develop in specific contexts. The observer must try not to interfere so as not to affect what is being observed.[28] Observation is a systematic way of collecting data about the object of study, either directly or indirectly. In using observation techniques, the most important thing is to rely on the observation and memory of the researcher. Two sense are needed in making observations, there are the eyes and the ears. Therefore, both senses must be in a completely healthy state. [29]

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[28] R. Burke Johnson, *Educational Research: Quantitative, Qualitative, and, Mix Approach*, ed. Reid Hester, Fifth Edit (California: SAGE Publications, 2014), https://www.ptonline.com/articles/how-to-get-better-mfi-results.

[29] Hardani Ahyar, Helmina Andriani, and Dhika Juliana Sukmana, *Buku Metode Penelitian Kualitatif & Kuantitatif*, 2020.

Observational instruments in the form of observation guidelines are commonly used in systematic observations, where observers work according to the guidelines that have been made. The guide contains a list of the types of activities that may occur or will be observed.[30] The researcher write down important things on the observation sheet and made field notes during the observation. The researcher uses this observation method to facilitate the research process and obtain information needed during the research (notes written by observers during and after making observations).

The researcher conducted class observations six times. First and second observations in classes VIII D and VIIIE on Monday, November 14, 2022. Third observation in class VIII D on Thursday, November 17, 2022. Fourth observation on Friday, November 18, 2022, in class VIII D. Fifth observation on Thursday, November 24, 2022 in class VIII E. Sixth observation on Friday, November 25, 2022, in class VIII E.

b. Interview

The interview is an oral questioning and answering directly between two or more people for a specific purpose. The interview was conducted by two parties, the interviewer who asked the questions and the interviewee who answered the questions.[31] It is used to determine the factors that support the teacher in the process of teaching vocabulary. In terms of the form of the questions asked, interviews can be categorized into three forms: structured-planned interviews, planned-unstructured interviews, and free interviews.[32]

The interviews used in this research were planned-unstructured interviews. Even though, a list of questions for the interview had been prepared before hand, the interviews were conducted not using a standard format and order but according to the answers given by the informants. If

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[30] Sandu Siyoto and M. Ali Sodik, *Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1*, ed. Ayup, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publishing, 2015).

[31] Hardani Ahyar and others, Buku Metode Penelitian Kualitatif & Kuantitatif, (2020).

[32] Yusuf, *Metode Penelitian (Kuantitatif, Kualitatif & Penelitian Gabungan)*.

the interviewer finds something interesting during the interview, then it will be explored in depth. The more detailed the answers given by the sources, the better.

Interviews were conducted with the English teacher and 10 students selected by the teacher. It causes determining who was interviewed to be less relevant to the results of observations and student questionnaires. All those interviewed in this study would probably have good results because the teacher selected the students interviewed based on their enthusiasm for using domino cards and their achievement levels. Interviews with 5 students in class VIII D were conducted on Thursday, November 24, 2022, and 5 other students on Friday, November 25, 2022. Interviews with eighth-grade English teachers were conducted on Thursday, November 24, 2022.

c. Documentation

The method of documentation is the way of collecting data through the recording of existing data. Documentation involves collecting item or variable information from notes, transcripts, books, agendas, and other sources. Compared to other methods, the documentation method is not too difficult if there is an error, the data source is still the same and has not changed.[33] In this research, the researcher collected the data documentation by taking used domino cards, lesson plans, materials, and photos during the learning process.

d. Questionnaire

The questionnaire is a technique used to collect data that was done by giving several questions related to the research that was given to the respondents hoping to answer the list of questions. The list of questions can be opened in case there are alternative answers to be given.[34] Questionnaires can be used as a tool for assessing learning outcomes. The

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[33] Sandu Siyoto and Sodik, *Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1*.

[34] Youan Ekaputri Syandra, 'Implementasi Layanan Bimbingan Kelompok Terhadap Tingkat Kepercayaan Diri Siswa Kelas X Di SMA Negeri 1 Baitussalam Aceh Besar' (UIN AR-Raniry, 2020)

data collected in the questionnaire is in the form of various aspects that will be used as material for student assessment. In this research, the questionnaires was made based on the modified theory of students responses from Novia Victoria Nini's[35] Thesis. This questionnaire consists of three aspects, there are 1) Enjoyment on domino card games, 2) Develop competence based on domino cards, and 3) Engagement in domino cards learning activities. The purpose of using a questionnaire in this study was to identify students' responses towards the implementation of domino cards as a medium in teaching vocabulary conducted by the teacher in the classroom.

E. Technique of Analysis data

There are two data analysis techniques used in this study, namely technique of analysis data for qualitative data and techniques of analysis data for quantitative data.

1) Techniques of analysis data for qualitative data:

The process of data analysis is carried out through several stages, including: data reduction, data display and drawing conclusion.

a. Data reduction

Data reduction is part of data analysis by classifying, directing, removing unnecessary, and drawing conclusions from the data that has been obtained. Data reduction emphasizes focusing on the data to be taken by the researcher.[36] Data reduction is a continuous process during the data collection process. Actually, data reduction can be seen when the research decides conceptual framework, research area, research problems, and approach with the selected data collection method. Data reduction used to simplify qualitative data by summarizing or briefly

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[35] Novia Viktoria Nini, "Respon Siswa Terhadap Media Pembelajaran Interaktif Berbasis Flash Pada Materi Sel Kelas XI Di SMAN 1 Sansai Kabupaten Ketapang" (Univaersitas Muhammadiyah Pontianak, 2019).

[36] Wiwin Yuliani, "Metode Penelitian Deskriptif Kualitatif Dalam Perspektif Bimbingan Dan Konseling," *Quanta* 2, no. 2 (2018): 83–91, https://doi.org/10.22460/q.v1i1p1-10.497.

describing it, classifying it into a broader pattern, and so on.[37] The purpose of data reduction is to simplify data obtained during field data mining.

b. Data display

Presenting data is done to see an overview of data or certain parts of data. At this stage, the researcher classifies and presents data by topic.[38] For qualitative research, presenting the data can be done using short descriptions, charts, relationships between categories, flowcharts, and the like.

c. Drawing conclusion

The data analysis process ends with drawing conclusions or verification. In this section, researchers conclude from the data they collect. This activity involves looking for relationships, similarities, or differences to find meaning in the data collected.[39] Conclusions are the essence of recent opinions based on previous descriptions or decisions based on inductive or deductive reasoning. The conclusions must be relevant to the research focus, the research objectives, and the research findings that have been the subject of interpretation and discussion.

The stages above, especially the stages of data reduction and presentation, do not always occur simultaneously. However, after presenting the data, it also sometimes requires further data reduction before drawing a conclusion.

2) Techniques of analysis data for quantitative data:

Analysis of quantitative data in this study used descriptive statistics. Descriptive statistics were analyzed data method by describing data that has been collected according to existing data, without intending to conclude. Descriptive only describes the state of a condition which is

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[37] Hardani Ahyar and others, Buku Metode Penelitian Kualitatif & Kuantitatif, (2020).

[38] Sandu Siyoto and Sodik, *Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1*.

[39] Sandu Siyoto and Sodik. *Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1*.

recorded by a measuring instrument and then handled by its operation. The results are presented in numerical form to make it easier to understand what is meant.[40] Included in descriptive statistics is the presentation of data through tables, pie charts, graphs, calculation of the mean, median, mode, standard deviation, percentage calculation.

The function of descriptive statistics, among other things, is to classify variable data based on their respective groups, which at first were not organized so that they were easily interpreted by people who needed information about the state of these variables. In addition, descriptive statistics are used to present the data in a way that allows other users of the research data to make use of it.

Data measurement in this research uses a Likert scale. The Likert scale is used to assess a person's attitude, opinion, or perception about a social phenomenon. This scale belongs to the ordinal/interval scale type. The answers to each statement item on this scale can be in the form of words such as: 1 strongly agree, 2 agree, 3 quite agree, 4 disagree, 5 strongly disagree[41]. The categories used in this study use categorization based on the normal distribution model. The researcher classifies or assigns categories to convert quantitative data into qualitative data by finding the average and standard deviation of the questionnaire results.[42]

Table 1. Five data categorization

CATEGORY	INTERVAL
Very Positive	$M+1,5<X$
Positive	$M+0,5<X\leq M+1,5$
Moderate	$M-0,5<X\leq M+0,5$
Negative	$M-1,5SD<X\leq M-0,5$
Very Negative	$X\leq M-1,5SD$

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[40] Sandu Siyoto and Sodik. *Dasar Metodologi Penelitian Dr. Sandu Siyoto, SKM, M.Kes M. Ali Sodik, M.A. 1*.

[41] Ni Nyoman Yuliarmi, *Metode Riset Jilid 2*, Cetakan Pe (Bali: cv. Sastra Utama, 2019).

[42] Indra Jaya, *Penerapan Statistik Untuk Penelitian Pendidikan*, ed. Irvan Fahmi and Suwito, Edisi Pert (Prenadamedia Group, 2019).

Information:

M = Mean

SD = Standard Deviation

The researcher also determination of the percentage of student answers for each item statements in the questionnaire, the following formula is used:[43]

Formula $\boxed{P = F/N \times 100\ \%}$

Whereas:

P = Percentage

F = Frequency

N = Total Number of Respondent

F. Triangulation

Triangulation is a multiple method approach used by researchers to collect and analyze data. Based on that, the phenomenon under study can be well understood so that it is possible to obtain high truth and validity of the data when viewed from various perspectives. In this study, researcher used a triangulation design with interpretation based on the combination of qualitative and quantitative research results.[44]

Triangulating data sources is a process used to check the credibility of data by verifying data that has been obtained from multiple sources. Researcher obtained data by conducting class observations, interviews with teachers and students at MTs Ma'arif Nu 1 Cilongok, documentation, and questionnaires which were distributed via Google Form to students in grades 8 D and E. Data from these various sources was later described and classified into common, differing, and source-specific views. The data sources were consulted for agreement after the conclusion of the results.

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[43] Endang Switri, Abdul Gafur, and Zaimmuddin., "Domino Games in Learning Arabic," *Conciencia* 20, no. 2 (2020): 109–20, https://doi.org/10.19109/conciencia.v20i2.6500.

[44] Samsu, *Metode Penelitian: Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development*.

BAB IV

FINDING AND DISCUSSION

The research findings on the implementation of domino cards in teaching vocabulary to 8th grade students of MTs Ma'arif NU 1 Cilongok were presented. This data was obtained from various kinds of data collection techniques, namely observations made by researcher when the teacher carried out English learning activities in VIII D and E, interviews with the English teacher and several students in VIII D and E, documentation, and distribution of questionnaires to students. The researcher discovered research findings that were divided into four parts, which would be discussed further, there were the implementation of domino cards in teaching vocabulary at VIII grade of MTs Ma'arif NU 1 Cilongok, the advantages of domino cards in teaching vocabulary, the teacher and students difficulties in the implementation of domino cards on teaching vocabulary, and how students' responses regarding the teacher's use of domino cards as a medium in teaching vocabulary.

A. Implementation of Domino Cards in Teaching Vocabulary at 8th Grade of MTs Ma'arif NU 1 Cilongok

To answer the first problem statement, the researcher conducted an interviewed with the eighth grade English teacher, Mrs. Eka Sakti Susilowati. Apart from conducting interviews, the researcher also made observations in classes 8D and E from November 14–25, 2022. After the researcher conducted interviews with the teacher, it was found that she had taught English since 2015. The teaching technique she also used was diverse. In developing student vocabulary, the teacher used domino cards as a learning medium. As the teacher said in the interview:

> "When I'm focusing on vocabulary, I usually use domino cards, when it's speaking material, I usually use role play, when it comes to grammar and so on, I usually use flying paper."

She thought that if students were only asked to memorize the existing vocabulary in their learning, only a few students would want to memorize it. It is usual for them to memorize new vocabulary today and then forget it the next day.

Therefore, she believes that if the learning process is modified by using games, it will increase students' enthusiasm, and the vocabulary contained on domino cards can be remembered by students in the long term, as the teacher said:

> "The main goal, usually when children are asked to memorize directly, is only a few children who really have the will to memorize. Usually also memorized today, tomorrow asked again already forgot. But if we do it with games, the enthusiasm of the children will be higher and usually the vocabulary they use for the domino card game without realizing it will be remembered for a longer period of time."

The use of domino cards in learning English can be applied to various aspects of learning skills, such as reading, speaking, writing, or listening. In this case, domino cards are prepared according to the material to be taught.

1. **The Preparation of Teaching Using Domino Cards**

   In preparation for learning with domino cards, there are several things that the teacher needs to prepare before teaching in class. Based on the interview conducted with an 8th grade English teacher on Thursday, November 24, 2023, she said that:

   > "We need a lesson plan, the teaching materials, and the domino cards. We need to select the appropriate material and vocabulary. For instance, in the last topic of semester one for grade 8, we focus on the material about prepositions. The number of prepositions studied in grade 8 determines how many cards we need to create. The domino cards should be adapted to the material being taught. Additionally, I must prepare assignments for student evaluation".

   Based on the results of interview above, before teaching process, the teacher had to prepare a lesson plan, the teacher prepared the material to be taught, the teacher prepared domino cards, and the teacher prepared evaluation for the students. The details are as follows:

   a. Lesson plan

   The teacher prepared lesson plan in advanced with the aim that learning can be achieved optimally. The lesson plan was made according to the eighth-grade English curriculum.

b. Material

The teacher prepared the materials to be taught. The materials could be taken from the teacher's handbook, LKS, and the Internet as needed.

c. Method

The teacher prepared domino cards to be used as learning media. The domino cards are adapted to the material to be taught. The teacher made the domino cards. The teacher usually designed domino cards on the computer by herself, using images obtained from the Internet and other vocabulary words underneath. There were usually a minimum of 25 cards and a maximum of 50 cards, depending on the material.

d. Evaluation

The teacher prepared evaluations for the students. Evaluations were made to measure students' understanding of the material taught and to measure students' vocabulary improvement. This evaluation can be in the form of questions on the LKS, guesses from the teacher, or questions that the teacher prepares as material for student evaluation.

The teacher needs to be well prepared before teaching in class. The interview data with the teacher showed that the teacher's preparation was quite good, and they were able to provide all the necessary elements to support teaching activities. It is in accordance with Bararah's[45] statement that a supportive implementation plan for learning activities can improve the quality of education. It was necessary to plan thoroughly before implementing the learning process to ensure that it was structured and directed towards the learning objectives to be achieved in an educational unit. In accordance with Sukran Ucus's[46] opinion that the teacher must

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[45] Isnawardatul Bararah, "Efektifitas Perencanaan Pembelajaran Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah," *Jurnal MUDARRISUNA* 7, no. 1 (2017): 131–47, https://www.jurnal.ar-raniry.ac.id/index.php/mudarrisuna/article/view/1913.

[46] Sukran Ucus, "Elementary School Teachers' Views on Game-Based Learning as a Teaching Method," Procedia - Social and Behavioral Sciences 186 (2015): 401–9, https://doi.org/10.1016/j.sbspro.2015.04.216.

handle all stages of learning with games in practice planning and evaluation processes in detail, and the teacher must take the necessary steps to solve the problem.

2. **The Process of Teaching Using Domino Cards**

Observations were made in two classes, namely in class VIII D and E MTs Ma'arif NU 1 Cilongok on Monday 14 November 2022, Thursday 17 November 2022, Friday 18 November 2022, Thursday 24 November 2022, and Friday 25 November 2022. Where in one class, the researcher made observations three times. The results of observations made by the researcher are as follows:

a. Pre activity

Before starting the lesson, the teacher prepared what was needed for teaching. For the first and second meetings, the teacher prepared 50 domino cards related to countable and uncountable nouns. The teacher prepared 25 domino cards related to prepositions for the third meeting. The teacher conditioned the class situation by asking students to tidy up the tables and chairs to make the class conditions more organized and make the learning atmosphere more beautiful and orderly. The teacher asked one of the students to lead a prayer before starting the lesson. The teacher greeted and continued by checking the attendance of students. The teacher reflected on the material studied in the previous meeting. In this case, the teacher tested how much the students' memory and knowledge of the material that has been taught. The teacher asked students to collect the assignments given at the previous meeting. Then the teacher conveyed to students the material at this meeting.

b. Whilst activity

In the first meeting, the teacher introduced the learning material about countable and uncountable nouns. The teacher tried to ask the students what the meaning of a noun was, then asked several students to give examples of countable and uncountable nouns around them in Indonesian. The teacher explained the material. The teacher made sure that the students

understood the material. After the students had understood the material and no one had asked questions, the teacher applied domino card games. The teacher divided the students into six groups, each consisting of 5–6 members. The teacher distributed domino cards and explained how to play dominoes in groups. Students began to arrange dominoes in groups to form a unified sequence. In this case, game strategy and cohesiveness in the group were needed. The students can also open their English dictionaries. Every group that could arrange domino cards completely and correctly would get a point plus and appreciation from the teacher and other friends. The teacher and students together corrected the domino cards that had been arranged, whether they had formed a complete and correct sequence or not. After applying domino card games, the teacher gave worksheets to the students, then the students worked in groups (due to lack of time, the worksheets were assigned as homework and collected at the next meeting). The teacher showed appreciation to the students by giving those words of encouragement. The teacher asked the students to collect the domino cards again.

Based on the observation, several students ignored the teacher explanation. Some were busy with their business and talked with their desk mates. It made students not get the main learning point through the Domino game. The student needed help understanding how to play the Domino game, which made the student miss the crucial stages in the Domino game. One of the stages is matching word stager. It is the most critical stage in the Domino game. Some students missed those stages. They just played Domino games without purpose. At the first meeting, the domino card game went slowly because the students needed help understanding how to play domino cards and had difficulty understanding the meaning of the pictures on the domino cards. In conclusion, implementing domino card games in teaching vocabulary at the first meeting was well. However, the teacher must ensure that students understand the domino card steps.

The difference between the first and second meetings is that domino card games are carried out at the beginning of learning as entertainment before entering the material the teacher will teach. The domino cards used are the same as those used in the previous meeting. The teacher started to explain clearly how to play the Domino game because, in the last session, the students still needed clarification about how to play the Domino game. The teacher gave an example of matching pictures and words in domino cards. After that, the teacher asked the students to mention which steps in the Domino game confused them. Afterward, the teacher asked all students to gather in the same group as the last meeting. Next, the teacher gave one pack of domino cards to each group. Then the teacher started the Domino game. The teacher gave students 10 minutes to arrange domino cards. The domino cards used in this second meeting were the same as the domino cards used in the previous meeting so that students could put dominoes quickly in this game. This was done to see the ability of students to remember the given vocabulary.

After completing the domino card game, the teacher asked students to collect the domino cards that had been used. Then the teacher explained the material that would be taught about quantifiers. In conclusion, implementing domino cards in the second meeting was better. Students have done better than before. They are passionate and driven with Domino cards game. They could still remember the previous vocabulary so that the domino card game runs quickly and precisely.

The implementing domino cards in the third meeting, the teacher wrote down the English vocabulary about prepositions on the whiteboard and asked students from absences 1 to 25 to come forward and interpret the vocabulary. The teacher gave students ten minutes to fill in the meaning of the vocabulary on the whiteboard. After that, the teacher and students corrected the vocabulary on the whiteboard. After making sure students understood, and no one asked about prepositions of place, the teacher gave students 5 minutes to copy the material on the whiteboard. The teacher

asked for students' attention by saying, *"Attention, please."* Students pay attention to the teacher. The teacher ensured that students understood the material. After the students understand the material and no one asks, the teacher applies the domino card game with the domino card game steps as before. All students started playing the domino game together. Almost all students were happy and enthusiastic when playing the game. When students play domino card games, the teacher goes around the class to see how students play domino games. The teacher also helped students match words with pictures by giving clues about the word's meaning. The students can also open their English dictionaries.

c. Post activity

   After each group finished and rearranged the domino cards that were used before, the teacher asked the students to return the domino cards. As evaluation material, the teacher gave several questions to assess the student's understanding of the material presented. Then the teacher asked the students to continue their work at home because the study time was over and the assignment was incomplete. The teacher reviewed the learning material and concluded it. The teacher motivated the students to continue studying enthusiastically and reminded them that the end-of-semester assessment was coming soon. The teacher informed about the end-of-semester assessment activities that would be held on November 28, 2022. The teacher closed the lesson by asking one of the students to lead a prayer after studying.

   Based on the results of the interviews with the eighth grade English teacher, there aware several steps using domino cards as a teaching medium. The teacher introduced the material to be taught and conveyed the purpose of mastering the material. The teacher taught the material and prepared the vocabulary needed for the material. The prepared vocabulary is written on the whiteboard and the students looked for the meaning of the vocabulary one by one, which was corrected together with the meaning of the vocabulary on the whiteboard. The teacher then divided the students into

several groups and distributed domino cards which have to be arranged in the groups according to their meaning. At the next meeting, the dominoes could be used again to ice breaking before moving on to the next material. In this way, the dominoes could be used twice. In the first meeting they were used after the teacher had explained the material and in the second meeting used for ice-breaking.

Based on the observation at the first meeting, the teacher did not write the vocabulary used on the domino cards on the whiteboard. This was different from what the Teacher said when interviewed. The teacher only explained the material related to the domino cards about countable and uncountable nouns. The teacher asked students to find examples of countable and uncountable nouns in Indonesian and then translated them into English. The students mentioned vocabulary related to countable and uncountable nouns, which means that they were able to understand the material that had been taught by the teacher. The teacher divided students into six groups consisting of 5–6 students according to the groups formed at the previous meeting. The teacher distributed the domino cards to all groups. The teacher explained how to play domino cards in groups. In this case, the teacher explained how to play domino cards several time until the students understood it. The teacher asked each group to shuffle/mix the domino cards and made sure the domino cards were facing down so that other groups could not see the domino cards and only share domino cards with friends in the group. Group members may recognize the pictures and vocabulary on the domino cards assigned to each member, as cohesive teamwork was essential for compiling the dominoes in this game. The teacher instructed each group to match the words on the domino cards according to their respective meanings.

Based on the results of the observation above, the teacher used domino cards as a learning tool according to the steps based on Erlina

Rufaidah's[47] theory. In general, the teacher had followed these steps. However, there were some differences with the method used by the teacher in applying domino cards. According to Erlina Rufaidah's theory, the winning group was the one that could finish arranged Dominoes faster than the other groups. While the teacher doesn't prioritize winning or losing in this game of domino cards, the teacher instructed all students to arrange their cards quickly and consistently. The teacher ensured that all groups set their domino cards without leaving them in their hands. After that, the teacher confirmed that all groups had correctly arranged their domino cards and requested that the students write down and memorize the vocabulary in them. Implementing domino cards as a medium at this first meeting required much time because some students needed to pay attention to the teacher when giving instructions regarding the steps of the domino card game. In addition, the teacher prepared 50 domino cards for the students to arrange, so many domino cards were used in this meeting. In addition, many students need help finding the appropriate vocabulary meaning in the dictionary.

The teacher used a domino card game as an icebreaker in the second meeting before presenting the learning materials. The teacher reused the same domino cards from the previous session. Although the domino cards were used before, the students remained enthusiastic about using them as a learning tool. It was also more accessible for the students to arrange the domino cards because they still remembered the vocabulary on the cards. Students can remember vocabulary for a long time by repeating the use of dominoes, which aligns with what the teacher mentioned in the interview. Specifically, in the second meeting, domino cards were used as an icebreaker before moving on to the following material. In conclusion, implementing domino cards in the second meeting was better. Students

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[47] Rufaidah, Martiah, and Kodri, "The Effect of Domino Game Learning Media on Student Learning Achievements."

could remember the previous vocabulary so that the domino card game runs quickly and precisely.

In the third meeting, the teacher used domino cards about prepositions. In this session, there were 25 domino cards for the students to arrange about prepositions. Before playing the dominoes, the teacher wrote 25 vocabulary words about prepositions on the whiteboard. The teacher wrote the vocabulary beforehand to ensure understanding and minimize mistakes while composing domino cards. Observation results indicate that the picture on the preposition domino card is challenging to understand since it included instructions for using the preposition. After it felt that students understand enough about prepositions, the teacher started the domino card game as in the previous meeting by dividing students into six groups of 5-6 members. The game was played in groups, requiring cooperation among members, following the same procedure as the previous meeting. Although the teacher had written the words on the whiteboard before, some students still needed help to find and understand their meanings in the dictionary. To solve this problem, the teacher always joined the students when they play the domino card game. In this case, what the teacher did was different from the Akbar Chya Nugraha's[48] opinion which stated that the teacher only acts as a spectator, watching student activities without attracting their attention. While observing and checking their work, the teacher helped to correct any errors the students might make when creating the domino cards. The teacher checked the domino cards arranged by each group and showed appreciation to those groups that were successful in creating them. As a form of evaluation, the teacher asked various questions about the material being taught. This evaluation helped students' understanding of the material and vocabulary taught by the teacher.

Based on the results of the analysis the teacher steps in using domino cards as a teaching medium were:

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[48] Nugraha and Hadi, "An Interactive Domino Card in Teaching Past Tense."

1. The teacher divided the students into several groups.

   The teacher divided the students into 6 groups of 5-6 members. The teacher divided the groups randomly based on boys and girls. So in one group, there would be only men or only women. The teacher did this because the number of male students was small. If the group consisted of boys and girls, there would be only 1-2 boys in one group.

2. The teacher distributed a set of domino cards to each group.

   The teacher gave a set of domino cards to each group and students were not allowed to show their cards to other groups. While waiting for further instructions from the teacher, the dominoes remained on the table.

3. The teacher gave instructions and explains to students how to play domino cards.

   The teacher explained clearly how to play the Domino game. Students must match pictures with the appropriate meaning on each domino card until the dominoes run out and form a whole connected circle. The teacher gave an example of matching pictures and words in the domino card. Afterward, the teacher asked the students to mention which steps in the Domino game made them need clarification. The teacher told students to use the dictionary to find the meaning of unknown vocabulary. However, you may only ask one group.

4. The teacher asked each group to shuffle/mix the domino cards.

   Shuffle the domino cards and place them face down on the table. Students then distributed the cards according to the number of students in the group.

5. The teacher asked each group to match each vocabulary according to the meaning given in the domino cards.

   The teacher asked students to match the vocabulary on the domino cards whether the vocabulary matches the meaning contained in the domino cards. This was repeated by each student in the group until the dominoes run out and were connected to each other. After making sure

that each group had finished the domino cards game, the teacher instructed students to write down each vocabulary on the domino cards and their meaning (if they had not been written down) and remembered each of these vocabulary words.

However, when learning in the classroom, several groups used other strategies in implementing the domino cards game that the teacher had explained. When arranging the domino cards, a card was held by student "A" corresponded to the meaning of the card being placed on the table by student "B." However, student "A" did not know that the card he was holding was appropriate. Therefore, during the game, the unarranged dominoes were collected on the table so that each student in a group who had found the meaning of the vocabulary could immediately arrange the cards. Domino games require strategy and cooperation between group members to set the dominoes quickly and correctly. The strategy used by each group was allowed by the teacher as long as there was no cheating and it does not violate the rules of playing dominoes. It was in Accordance with Karisma's[49] statement that the game of dominoes must follow the rules of the game, for example, who were the players, how many players there were, where it was played and what was the result.

Students enjoyed the learning process and wanted to learn as much as possible. Using the Domino Card Game media would positively impact students' learning instincts. Students become more active in learning and quickly understand the vocabulary in the material. Domino cards were an excellent teaching tool for students to use throughout the learning process. In addition, playing with domino cards could gave children real-world experience, grab their attention, and inspire them to learn. Students responded enthusiastically because they would make learning enjoyable. Based on the researcher analyses. They grew enthusiastic since the teacher

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[49] Yana Karisma, "Crafting English Domino Card (EDC) as an English Learning Media for Junior High School Students" 5 (2022): 2179–85.

learning activities kept them from just listening to her explanations. Learning activities became more enjoyable and pleased the pupils because the approach included game aspects. It was shown when learning activities took place. Many students showed a positive attitude by actively participating in the classroom and showed great enthusiasm for learning. Only a few students participated, but they needed to be more active in learning. This was in accordance with Diana Oktavia's[50] theory, students had a positive perception of the use of English domino games in learning. This was also related to the theory of Firman[51] that using the Domino Card game media would had a positive impact on student learning excellence.

After observations and interviews with the teacher and several students, the researcher found that using domino cards as a teaching medium was helpful. Most of the students were more enthusiastic and could motivate to learn. Based on the Khalidiyah's[52] statement, by implementing various interactive activities in the classroom, students might be more enthusiastic and motivated in learning and practicing new words as well as producing the words. In other words, using domino games in teaching has a good effect on vocabulary retention and recall of the participants. Using domino cards makes it easier to understand vocabulary. Teachers also argue the same thing:

> "By using domino cards as a teaching medium, students become more enthusiastic and feel happy in learning, so without realizing it they memorize new vocabulary."

That way, the teacher agreed with the changes in students' mastery of vocabulary after using this media.

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[50] Diana Oktavia and Renda Lestari, "Students' Perception on Learning Speaking English by Using English Domino Games: The Case of a Private University," *Indonesian Research Journal in Education |IRJE|* 6, no. 1 (2022): 28–42, https://doi.org/10.22437/irje.v6i1.15327.

[51] Firman Tsabbit Abqari, Edy Bambang Irawan, and Cholis Sa'dijah, "Media Permainan Kartu Domino Untuk Meningkatkan Keterampilan Berhitung Konversi Pecahan Desimal Siswa Kelas IV," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 3, no. 9 (2018): 1190–99, http://journal.um.ac.id/index.php/jptpp/.

[52] Hanifah Khalidiyah, "The Use of Domino Game with Picture in Improving Students ' Vocabulary Knowledge," *Education and Language International Conference Proceedings Center for International Language Development of Unissula* 1, no. 1 (2017): 349–58.

From the analysis results, the researcher could showed that implementing domino cards in learning English, especially in teaching English vocabulary, helped increase student enthusiasm, and the vocabulary contained in domino cards could be remembered by students in the long term. In accordance based on Khalidiyah's[53] statement that learning using domino games with picture could help students to be active in the classroom, participate in each activity and improve their vocabulary knowledge. In accordance based on Ambo Dalle's statement that domino cards were very effective in the learning process[54]. Domino card game was an effective game to increase students' vocabulary mastery[55].

In conclusion, the teacher had implemented domino cards as a teaching tool. Although there have been some changes in the process, the teacher had made adjustments based on the needs of her students. In addition, the teacher helped the students who have difficulty interpreting the pictures on the domino cards by giving some related instructions, and the teacher continuously monitored the students' performance in carried out the activities in groups so that if there were student errors, it could be directly directed by the teacher.

B. The Advantages of Domino Cards

When using domino cards as a medium for teaching vocabulary, it was of course hoped that this medium would bring benefits to both students and teacher. Based on the results of the interviews with teacher, there were advantages to using domino cards as a vocabulary learning medium, according to what the teacher said as follows:

> "The teaching process using domino cards as a medium becomes more interesting and fun, students are more enthusiastic about finding the meaning of vocabulary on domino cards. Because it is

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[53] Khalidiyah.

[54] Dalle and Usman, "The Effectiveness of Domino Card Games to Improve German Language Vocabulary The Effectiveness of Domino Card Games to Improve German Language Vocabulary."

[55] Halim, "Modifying Domino Cards to Increase Students' Understanding of the Use of Possessive Adjective at Junior High School."

done in groups, students become more active and enjoy learning. Domino cards also give a special impression for children because they are equipped with pictures, so vocabulary is easier to remember."

The learning process with domino cards made the learning atmosphere more exciting and fun. The atmosphere in the classroom was good. The students also listened to the teacher's explanations and did what the teacher told them. Domino cards were also used in groups chosen randomly by the teacher so the students could work with their groups. The domino cards used had pictures on them to make it easier for students to remember the vocabulary on the cards.

According to students, during the vocabulary learning process using domino cards as a medium also gave a good impression, as stated by students 2:

"Happy because it's more fun. So more interaction with friends. Until I don't realize that the learning time is over."

Students 8 also said:

"It's fun. Challenged to finish all the domino cards."

Students feel interested in using domino cards as a learning medium. This medium could build the involvement of all students to be active in learning, and they compete to immediately connect each domino card. This was related to the theory by Fauzan Nur Hamidin that there were four points of advantages use Domino cards game in general, namely: 1) interesting, fun, and having a competitive element to do so that students do their best, 2) students actively participate in learning, 3) being flexible and preventing students from feeling bored in learning, 4) helping shy students to be more open and demanding that everyone is involved[56]. In additional related to Ratna Sari Padang's statement, she stated that that domino cards gave many benefits for student. It improves students' speaking ability and made them enjoy to study English[57].

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[56] Nurhamidin, "Penggunaan Media Kartu Domino Untuk Penguatan Kemampuan."
[57] Padang, Pulungan, and Nuran, "Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidakalang."

Based on the results above, the researcher could concluded that the advantages of using domino cards as learning media were as follows:

a. The use of domino cards made learning more interesting and fun.

b. Students were more active and enjoy learning.

c. Students were more enthusiastic to found the right meaning in domino cards.

d. Using domino cards gave a special impression to students and made them memorize the material in long-term memory.

e. Helped students who were shy and less active become more active in participating in group learning.

C. Teacher's and Students' Difficulties in the Implementation of Domino Cards

Based on the interviews conducted with the English teacher and students, although the use of domino cards as a medium was very helpful in teaching vocabulary, teacher and students still found difficulties in implementing the medium.

1. Teacher difficulties in the implementation of domino card

    a. In prepared domino cards required effort and extra time

    Based on the result of interview, the teacher needed to do a lot of preparation especially the case with the tools the teacher needs. To teach domino card games and it was required a lot of time, effort and aslo money. The teacher should had 6 sets of domino cards because the game involved 5-6 students. Therefore, if there were 33 students in a class, the teacher would needed 6 sets of domino cards. Because preparing dominoes required effort, time and money, so the teacher often taught students to made domino cards. The teacher prepared the vocabulary, and the students made domino cards at home. However, the domino cards made by the students only contained vocabulary written on manila paper that had been cut to form domino cards.

b. The application of domino cards took a lot of time

       The researcher found several findings when conducting class observations. When students play dominoes, the teacher went around to see how they play dominoes. At this first meeting, the students still needed clarification about the domino card game system the groups carried out. Many students needed help to finding the meaning of the vocabulary on domino cards. It made the domino card game run slowly. To overcome this, the teacher used the same domino card at the next meeting so that the domino card could be used twice. As a result of the second observation, domino cards were used as an ice-breaking before the following material. The domino cards used were the same ones used at the previous meeting. So that the implementing domino card in the second meeting went very smoothly and clearly. Students still remembered the vocabulary on the domino cards used, so this domino card game only lasts 10 minutes without any obstacles.

c. Low enthusiasm for several students

       Based on the observation results, some students needed more attention to the teacher explanation. Some students were busy with their own business and talking with their classmates. Thus, students needed help understanding how to play domino games. Students skip important stages in domino games. Also, some students needed to participate more actively in group activities. They were passive and let their group mates arrange the dominoes silently. To overcome this, the teacher repeatedly explained the steps of the domino game and asked the students to repeat the steps they needed help understanding. When using dominoes, the teacher always paid attention to the less active students in group activities. The teacher helped the students to reach the word with pictures by giving some clues about the meaning of the word.

2. Student's difficulties in the implementation of domino card

a. Several pictures on domino cards were difficult to understand

Based on observations during the study, the teacher gave domino cards about countable and uncountable nouns at the first meeting. For example, a "pencil" picture was one Domino card, but some students mistakenly think it was a "needle" picture. In the second session, the students used the domino cards that were used before so that students remember the vocabulary and the pictures on the cards. In the third session, the teacher gave domino cards about prepositions, which were more difficult for students to understand because the pictures used instructions related to prepositions. It was in accordance with Halim's[58] statement that the student found it difficult to understand the instructions and the meaning of some words. Additionally, their friends in one group were unfamiliar with the words' meanings. This agreed with what some students said in their interviews. As said by students 2 as follows:

> "It's difficult because some don't know what picture is on the domino cards, so it's hard to find the vocabulary."

Students 3 also argues that:

> "Confused to place the picture with the appropriate mean."

To respond to this statement, students sometimes asked the teacher directly what the pictures on the domino cards mean and the teacher gave instructions about the pictures on the domino cards. Beside that, while student played domino game, the teacher walked around the class to help the student if they confused to match the card.

b. Difficulty to find the meaning of the words in the dictionary

Another difficulty for the students were finding the meaning of words in the dictionary. Based on the results of the interview, some students fell confused when looked for the meaning in the dictionary and sometimes difficult to find the meaning in the dictionary because limited

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[58] Halim, "Modifying Domino Cards to Increase Students' Understanding of the Use of Possessive Adjective at Junior High School."

of students vocabulary knowledge. There were also made students lazy to open the dictionary. Students spend too much time looked for the meaning of vocabulary words in the dictionary. Some students needed help finding the correct meaning, and even the researcher found students who still needed clarification when using the dictionary. In this case, the teacher must be more careful and teach the students how to use the dictionary correctly. It was also in line with Byrantara cantaka Mayestiendra Aji's[59] statement that students had limited knowledge of lots of vocabulary. It caused the student to look for the dictionary to find the meanings of the words.

c. Sudents who less active in group activity

During classroom observations, the researcher always found less active students in group learning activities. These students tend to be silent and rely only on their group mates without wanting to think about it. It was also agreed by several students in their interviews, as students 5 said, that:

> "There were children who were not active and did not want to participate in looking up the meaning of vocabulary in the dictionary".

To overcome students who were less active in learning, especially group activities. The teacher continuously monitors the students, and if she saw less active students, the teacher would immediately gave a warning for them and asked questions based on related learning.

Based on the observation and interview analysis, the teacher always analyzed every learning activity, tried to perfect the media used in learning to make it more comprehensive, and tried to make learning activities more varied. In accordance with Minsih and Aninda Galih's[60] theory, the teacher always

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[59] Aji, "Exploring the Use of Domino Cards as Teaching Media of Descriptive Text Tt Indonesian Rural Junior Highscool."

[60] Aninda Galih Minsih, "Peranan Guru Dalam Pengelolaan Kelas," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan* 13, no. 2 (2018): 192–210, https://doi.org/10.24252/lp.2010v13n2a6.

tried to use a variety of strategies in each lesson so that students were always active and enthusiastic in participating in the teaching and learning process. Sometimes teacher also develop their own learning strategies. This was also in line with Desi Wijayanti, Srihidayanti and Cici Riska's statement in her journal that learning strategies were designed to facilitate the achievement of competence according to the planned curriculum in order to make each student become an autonomous learner.[61]

D. Students Responses in the Implementation of Domino Cards in Teaching Vocabulary

To answer the second problem statement, the conducted observation, interview, and questionnaire to 66 respondents, namely all the students in Grades VIII D and E, to find out the students' responses when the teacher conducted learning activities using domino cards as a vocabulary learning medium. In addition, the researcher also conducted interviews with 10 students randomly selected from Grades VIII D and E of MTs Ma'arif NU 1 Cilongok. The questionnaire that was given to the respondents regarding the student's responses to the implementation of domino cards in teaching English vocabulary consisted of 14 statements which were divided into 3 indicators as follows: Enjoyment on domino card games, Develop competence in domino card games, Engagement in domino card games and learning activities. The description of the student's responses for each statement indicator is as follows:

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[61] Desi Wijayanti Ma and Cici Riksa Wiliyanti, "Learners' Problems in Questioning: A Portrayal of Implementation of Scientific Approach in 2013 Curriculum," *Proceeding International Conference of Teaching English as a Foreign Language*, 2013.

1. **Enjoyment on Domino Card Games**
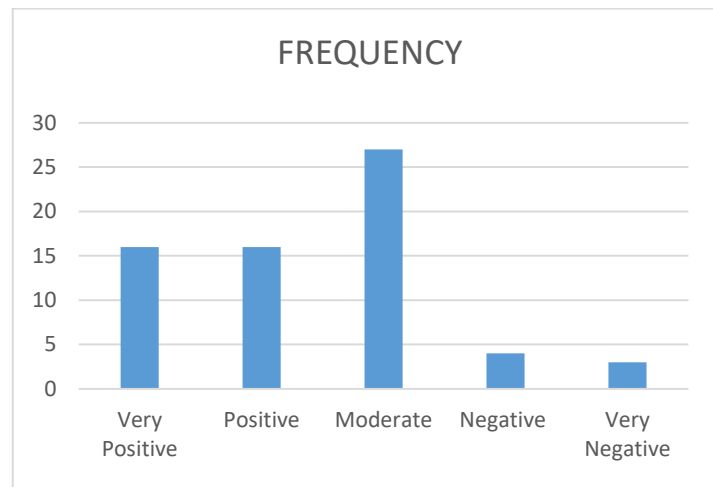

FREQUENCY

Figure 3. Enjoyment on domino card games

Based on the table above, the average student's answered on the enjoyment of domino card games indicator were in the moderate category. Each item statement obtained the overall result that 16 students responded very positively, 13 responded positively, 30 responded moderately, 4 responded negatively, and 3 responded very negatively about enjoying domino card games. The percentage of students' answers in this indicator was (86,11%). The description of student answers to each statement item was as follows:

Statement 1: "I like to learn by playing instead of just concentrating on books.

In statement number 1, there were 31 who strongly agreed, 28 who decided to agree lo learn by playing instead of just concentrating on books, 5 who decided moderate, and 2 who chose to disagree. The percentage of students' answers to item statement 1 was (86,7%). It concluded that most students prefer learning to use game media rather than just focusing on books. The researcher could also seen this during class observations. When the teacher explained the material in the book, some students were sleepy, some put their heads on the table, but many also paid attention to the teacher

while teaching. Some students prefer something else to the learning atmosphere centered on books and teacher explanations.

Statement 2: "I am excited to actively participate in learning activities using domino cards.

In statement number 2, 23 students chose strongly agree, 38 students chose to agree, 4 chose moderate, and 1 chose to disagree. The percentage of students' answers to item statement number 2 was (85,2%). It concluded that almost students were excited to actively participate in learning activities using domino cards.

Statement 3: "I was interested when the teacher introduced domino cards as a learning medium.

In statement number 3, there were 25 who chose strongly agree, 37 students chose to agree, 2 students chose moderate, 1 student chose to disagree, and 1 student chose very disagree. The percentage of students' answers to item statement number 3 was (85,5%). It concluded that almost students were interested in the teaching media carried out by the teacher using domino cards as the medium. At the first meeting, the students seemed enthusiastic about learning to use domino cards. However, in practice, students still needed clarification about how to use domino cards and interpret the pictures on the domino cards. At the meeting, the two students seemed enthusiastic and were able to finish playing dominoes quickly. At the third meeting, the students still looked excited about teaching media using domino cards. However, if the media was used repeatedly, the students would get bored over time. The teacher revealed this during the interview.

> "At first, they were interested in using domino cards, but later, the students' enthusiasm decreased because it was used several times as a learning medium."

Statement 4: "I am interested in learning media in the form of domino cards to learn English vocabulary.

In statement number 4, there were 26 chose strongly agree, 35 students who chose agree, and 5 students who chose moderate. The percentage of student's answers to item statement number 4 was (86,4%). It concluded that almost all students were interested in developing new vocabulary using domino card games. Using domino cards could improve student's vocabulary.

Statement 5: "In my opinion, using dominoes as a learning medium can increase interest in learning.

In statement number 5, there were 28 chose strongly agree, 33 students who chose agree, and 5 students who chose moderate. The percentage of students' answers to item statement number 5 was (87%). It concluded that almost all students agree that using domino cards as a learning medium could increase student interest. It was also in line with Halim's[62] statement that using domino cards could stimulate student's interest.

Statement 6: "Using domino card media during the learning process will make the learning atmosphere fun."

In statement number 6, there were 25 who chose strongly agree, 37 chose to agree, 3 chose moderate, and 1 chose to disagree. The percentage of students' answers to item statement number 6 was (86,1%). It concluded that using domino cards as a tool for learning could make the classroom environment more engaging for students.

Students enjoyed participating in learning by playing domino cards. Students prefer learning activities while playing rather than just focusing on books or listening to the teacher's explanations. This was also confirmed by the results of the students' answers during the interviews. Based on the results of the interviews, 9 students were happier and enjoyed learning

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[62] Halim, "Modifying Domino Cards to Increase Students' Understanding of the Use of Possessive Adjective at Junior High School."

vocabulary using domino cards as a medium because it was easy to understand and more fun. As stated by student 1 as follow:

> "I prefer to use domino cards because if the teacher only explains and then we write the material, it's boring."

Student 9 also state that:

> "I enjoy learning while playing. Moreover, in groups and the group is compact, it is fun."

And one student prefers to learn without using domino cards as a medium. According to student 4 state that, "it is faster to understand vocabulary without using domino cards."

Using domino cards as a learning medium, it could increase interest in learning and create a more enjoyable learning atmosphere. Moreover, it was done by groups so that there was a lot of good interaction and cooperation among group members. This was in accordance with Ratna[63], Pulungan and Nuran's statement by using Domino cards, Students could be more motivated when working in groups, learning each other's vocabulary in groups and could stimulate students' interest by learning with playing games. Interesting games were great media to build learning creativity. In addition, related to Akbar[64] and Muhammad Sofyan's theory that Games are one of the best alternatives to teaching certain skills in the classroom. Using games cannot only make learning fun, but also stimulate creativity.

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[63] Padang, Pulungan, and Nuran, "Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidakalang."

[64] Nugraha and Hadi, "An Interactive Domino Card in Teaching Past Tense."

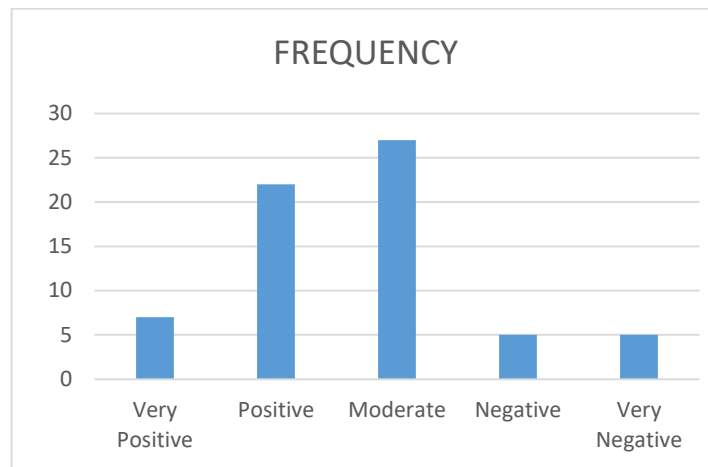## 2. Develop Competence on Domino Card Games

Figure 4. Develop competence on domino card games

Based on the table above, the average student's answered on the development competence on the domino cards games indicator were in the moderate category. Each item statement obtained the overall result that 7 students responded very positively, 22 responded positively, 27 responded moderately, 5 responded negatively, and 5 responded very negatively. The percentage of students' answers in this indicator was (84,48%). The description of student answered to each statement item as follows:

Statement 7 "The use of domino learning media has a significant impact on increasing vocabulary."

In statement number 7, 25 chose strongly agree, 35 students chose to agree, 4 chose moderate, and 2 chose to disagree. The percentage of students' answered to item statement number 7 was (85,2%). Most students had a positive impact from using Domio cards as their learning tool. This was also related to the theory of Firman, Edy and Cholis that using the Domino Card game media would had a positive impact on student learning excellence[65].

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[65] Abqari, Bambang Irawan, and Sa'dijah, "Media Permainan Kartu Domino Untuk Meningkatkan Keterampilan Berhitung Konversi Pecahan Desimal Siswa Kelas IV."

Statement 8 "I think after using the domino card media, my English vocabulary and proficiency have improved".

In the statement number 8 there were 19 chose strongly agree, 40 students' chose agree, 7 students' chose moderate. The percentage of students' answers to item statement number 3 was (83,6%). It could be concluded that after using domino cards as a learning medium, the English vocabulary of students increased.

Statement 9 "I can easier understanding new vocabulary is with domino cards".

In the statement number 9 there were 22 chose strongly agree, 39 students' chose agree, 5 students' chose moderate. The percentage of students' answers to item statement number 9 was (85,2%). It could be concluded that most students' easier understanding new vocabulary was with domino cards.

Statement 10 "In my opinion, learning to use domino cards is highly effective due to its easy-to-understand approach".

In the statement number 10 there were 25 chose strongly agree, 38 students' chose agree, 2 students' chose moderate. 1 students' chose disagree. The percentage of students' answers to item statement number 10 was (86,4%). It could be concluded that most students' think that used domino cards was highly effective due to its easy-to-understand approach.

Statement 11 "Domino cards are very helpful in increasing my English vocabulary".

In the statement number 11 there were 19 chose strongly agree, 39 students' chose agree, 5 students' chose moderate. 2 students' chose disagree, 1 students' chose very disagree. The percentage of students' answers to item statement number 11 was (82,1%). It could be concluded that domino cards was very helpful in increasing students' English vocabulary.

Some students felt an increased vocabulary after using domino cards as a learning medium. In the beginning, students had difficulty

understanding the vocabulary, but after using domino cards as a medium, they quickly understood the new vocabulary. In addition, domino cards had pictures that made it easier for students to remember the vocabulary. There was also confirmed by the results of the student's responses during the interviews. Based on 10 students interviewed, all gave the same answer. The students felt that they understood new vocabulary quickly when they used domino cards as a medium. As student 3 stated:

> "In the beginning there is indifferent. After using domino cards, there is an increase. So I know a lot of vocabulary that I didn't know the meaning of before. Using domino cards is easier to understand because it is assisted with pictures."

In develop competence on domino cards game, most students were able to absorb vocabulary by using domino cards. They felt that they could understand new vocabulary quickly when they used domino cards, so students' English skills could improve properly. This also related to Mumpuni's statement that domino card game media could improve students' abilities in mastering vocabulary[66]. In addition, related to Rufaidah's statement that she likes to apply domino cards in the learning process. Domino cards had a significant effect on student achievement[67]. Domino game improved the student vocabulary achievement, and increased students' motivation and responsibility.

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[66] Atikah Mumpuni and Agus Supriyanto, "Pengembangan Kartu Domino Sebagai Media Pembelajaran Kosakata Bagi Siswa Kelas V Sekolah Dasar" 29, no. 1 (2020): 88–101.

[67] Dalle and Usman, "The Effectiveness of Domino Card Games to Improve German Language Vocabulary The Effectiveness of Domino Card Games to Improve German Language Vocabulary."

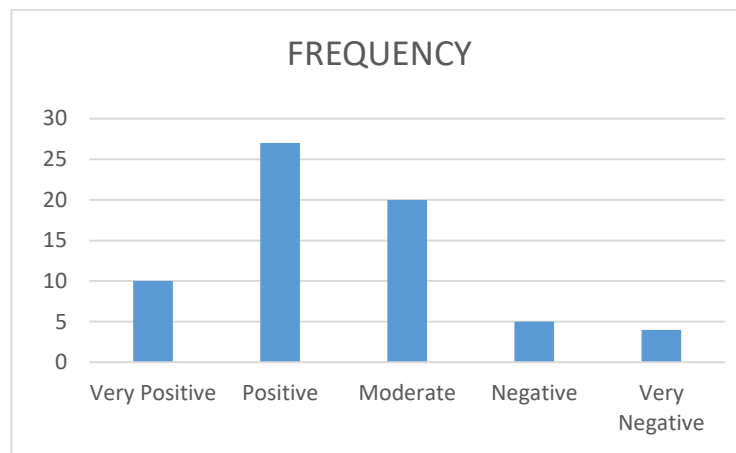### 3. Engagement on Domino Card Games Learning Activities

Figure 5. Engagement on domino card games learning activities

Based on the table above, the average student's answers on the engagement on domino cards games learning activities indicator were in the very positive category. Each item statement obtained the overall result showed that 10 students responded very positively, 27 students responded positively, 20 students responded moderately, 5 students responded negatively and 4 students responded very negatively. The percentage of students' answers in this indicator was (85,45%). Based on the results of the questionnaire data by the students, many students responded well and actively participated in learning activities using domino cards. However, there were some students who were less active in learning activities. The description of student's answers to each statement item as follows:

Statement 12 "With activities carried out in groups using domino cards, the learning activities become very interesting and not boring".

In the statement number 12 there were 28 chose strongly agree, 34 students' chose agree, 3 students' chose moderate. 1 students' chose disagree. The percentage of students' answers to item statement number 12 was (87%). It could be concluded that used domino cards in group activities, the learning experienced became engaging and enjoyable.

Statement 13 "When playing dominoes can improve good cooperation in a group".

In the statement number 13 there were 28 chose strongly agree, 31 students' chose agree, 7 students' chose moderate. The percentage of students' answers to item statement number 13 was (86,4%). It could be concluded that learnig vocabulary used domino cards games could be improved group cooperation.

Statement 14 "By using domino cards, helped me to improve my English skills and grades".

In the statement number 14 there were 18 chose strongly agree, 40 students' chose agree, 8 students' chose moderate. The percentage of students' answers to item statement number 12 was (83%). It could be concluded that used domino cards had helped students' to improved their English skills and grades.

According to the observation results in the classroom observations, the students felt they were interacting more with their classmates. The learning process went well, and was active. The students' responses during the lesson looked happy and enthusiastic as they carried out activities to connect each domino card and discussed how to connect each one. It was also confirmed by the results of the student's responses during the interviewed. 9 out of 10 students felt challenged to complete the dominoes immediately to become a complete set. Learning time was reduced, and playing dominoes in groups increased interaction with other students. As stated by student 3, as follows:

"Pleasant. So it is challenged to quickly finish all the cards"
Student 2 also stated:

"Happy because it's more fun. So more interaction with friends. It doesn't feel like the time is usually over."

And one student felt happy but doesn't really like learning while playing games.

Based on the results of observations, interviews, and questionnaires, students participate in learning activities as well as possible. They actively

worked together to complete the dominoes into series based on their skills in using the dominoes. There were some students who were less active in group's activity, and some students found it challenging but were embarrassed to ask their friends or the teacher and became less active in learning. To overcome this, the teacher guided and supervised students who were less active or needed help connecting dominoes. It was also related based on Irman Tsabbit Abqari's[68] statement that domino card learning media made learning teacher-centered and more active. Games with domino card media could change teacher-centered learning methods to student-centered.

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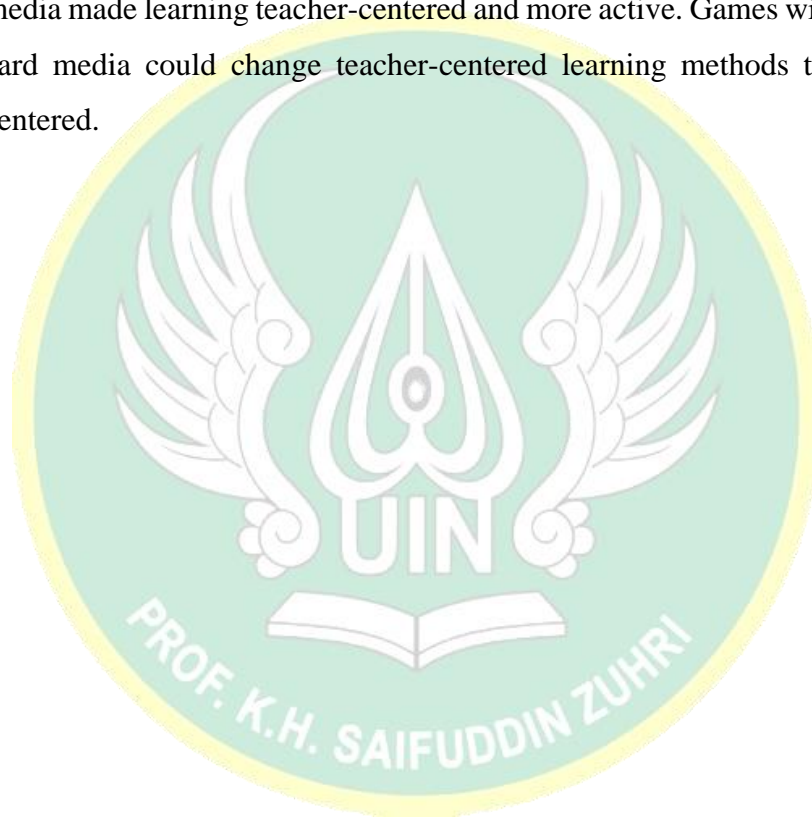
[68] Abqari, Bambang Irawan, and Sa'dijah, "Media Permainan Kartu Domino Untuk Meningkatkan Keterampilan Berhitung Konversi Pecahan Desimal Siswa Kelas IV."

BAB V

CONCLUSION AND SUGGESTION

In this chapter, the researcher tells the conclusion of the previous chapter. This chapter has the function of making the reader easy to know the research results. Then the researcher gives suggestions to the reader about the research.

A. Conclusion

Research on domino cards as a learning medium for Grade VIII students at MTs Ma'arif NU 1 Cilongok Banyumas was conducted to determine how to implement domino cards as a teaching medium, especially in learning vocabulary. The results of this research were the steps for teaching vocabulary with domino cards had been implemented by the teacher following the steps suggested by Erlina Rufaidah's theory. Although there was a slight difference in the steps of using domino cards, the teacher had made adjustments based on the student's needs. The teacher did not prioritize winning or losing in this game of domino cards. The teacher instructed all students to arrange their cards quickly and consistently. The teacher ensured that all groups set their domino cards without leaving them in their hands.

The advantages of using domino cards as a learning medium were as follows: 1) using domino cards made learning more exciting and fun, 2) students were more active and enjoyed learning, 3) students were more enthusiastic in finding the correct meaning in domino cards, 4) used domino cards gave students a special impression and made them memorize the material in their long-term memory, and 5) helped students who were shy and less active to become more active in participating in group learning. Teacher and students also experienced difficulties using domino cards as a learning and teaching tool. The teacher needed to do a lot of preparation to make domino cards, in the implementation of domino cards also took a lot of time and low enthusiasm for several students. The difficulties experienced by the students included some of the pictures on the domino card were difficult to understand and found the appropriate meaning of

the vocabulary in the dictionary. Some students needed to be more active in group discussions.

In addition, this research also examined the students' responses to the implementation of domino cards as a learning medium in the classroom. Students' responses were good. They felt happy and enthusiastic when doing activities to connect their domino cards. Regarding enjoyment of domino card games, the percentage of students' answered in this indicator was (86,11%). In terms of develop competence on domino cards, the percentage of students' responses in this indicator was (84,48%). In terms of engagement in domino card games learning activities, the percentage of students' answered in this indicator was (85,45%). In conclusion, the student's responses to implementing domino cards as a vocabulary teaching medium were good. However, there were still a few students who were less active in groups and rely on the work of their friends' groups.

B. Suggestion

The researcher would like to make the following suggestions regarding the results of the research in the previous chapter:

1. For the teachers
   a. The teachers need to be careful when choosing new vocabulary and pictures for the Domino card game. Choose pictures that are easy for students to understand.
   b. Teachers should pay more attention to students while playing Domino games, and help students by giving corrections or some hints when they match cards to help them understand better.
2. For the school

   The school is able to support the medium that is needed by the teachers in the teaching process.
3. For the other researcher

   The researcher realizes that this research is far from perfect. The researcher hopes that this research can be used as a contribution to further research. It is hoped that the result of this research can be used as a resource for future

researchers to carry out further research with similar problems.

C. Limitation of the Study

This study was limited to discussing only the implementation of domino cards in teaching vocabulary. This research did not come to the discussion of students' vocabulary achievement. The weakness of the researcher in conducting this research was that the students interviewed were chosen directly by the teacher. They were not chosen based on the students' enthusiasm or lack of enthusiasm, so the interview results were not balanced with the questionnaire results. There was too much teacher intervention in the collection of this research data, so the researcher was less free to choose the subjects for interviews. There was also limited time to conduct more in-depth research related to this study. This was due to the constraints of end-of-semester exams, which take place after this study.
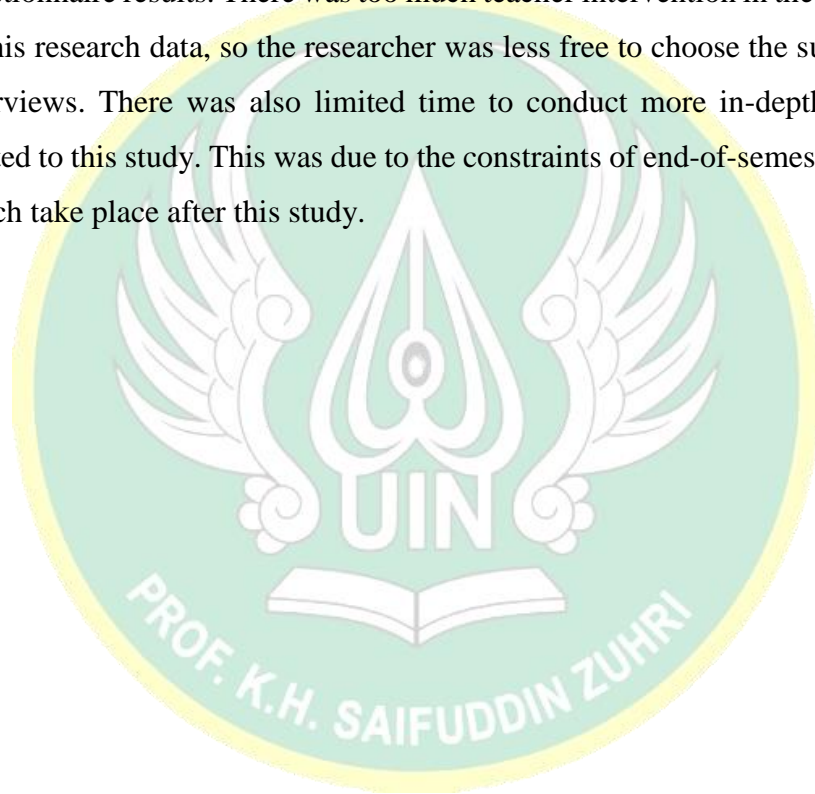
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