

THE USE OF DOMINO CARD GAME TO ENHANCE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

This aims of research are to know: 1) to what extent is the application of domino card game, 2) to what extent the students' vocabulary mastery before and after using domino card game, 3) whether there is significant effect of using domino card game on students' vocabulary mastery at the eighth grade students of SMP Negeri 9 Padangsidimpuan. This research uses experimental method with pre-experimental design by one group pretest-posttest design. The population of this research is all of the eighth grade students of SMP Negeri 9 which consist of 168 students. Sample are eighth 5 which consist of students 28 students which taken by purposive sampling. In data collection techniques researcher uses observation sheets and test as an instrument. The results of this research: the using of domino card game is 80% (very good category). The students' vocabulary mastery before and after using domino card game is 46.14 (poor category), and 78.57 (good category). Hypothesis testing researcher shows the Asymp. Sig. (2-tailed) value was 0.000, lower than the significance level of 0.05 ($0.000 < 0.05$). So the hypothesis is accepted. It means that, there is significant effect of domino card game on students' vocabulary mastery at the seventh grade students of SMP Negeri 9 Padangsidimpuan in 2025/2026 Academic Year.

Keywords: *Domino Card, Game, Vocabulary mastery*

INTRODUCTION

The goal of teaching English is to help students develop strong language abilities through vocabulary mastering (Rachmaida & Mutiarani, 2022). Vocabulary is a collection of words in a language that a person understands and uses in speaking, listening, reading, and writing. Vocabulary plays an important role in language communication and comprehension because the more words a person knows, the better they can convey and understand information. Based on

the interview with the teacher of English on March 11th 2025, teacher has given many efforts to help students increase their vocabulary mastery, such as giving motivation to students to learn a lot of English vocabulary, using book that contain English vocabulary and listen to songs or watch English movies. The results are still low in vocabulary mastery.

Internal factors, such as lack of vocabulary mastery, low interest in learning English. Were identified as factors affected the quality of students' learning process, external factors, such as the teacher less creative in using the learning media, so that make students lazy to study English and easily feel bored. The researcher tries to use domino card game media which is the model that can be used to various level of students, or is also can be focus on vocabulary mastery. It is to make learning interesting and students be easier to mastery of vocabulary. Since using game such Domino card is assumed engage students' vocabulary mastery better. The researcher aim is to investigate The Effect of using Domino Card Game on Students' Vocabulary Mastery at the Eighth Grade Students of SMP Negeri 9 Padangsidempuan 2025/2026 Academic Year.

LITERATURE REVIEW

Vocabulary

Vocabulary is important for students to master because it affects their ability to communicate affectively in all for language skills (Sutrisna et al., 2018; Pricilia & Rahmansyah, 2024). According Irmayana, et., al, (2021: 190) Vocabulary mastery in English is one of the skills that students have to master in the learning process because vocabulary mastery is a skill that cannot be separated from other course materials such as writing, speaking, listening, reading and so on. Then, Lubis, et., al., (2020) The teaching vocabulary increasingly urgent to be conducted more seriously and directed because many students still got difficulty to master the subject, especially when learning four language skills (listening, speaking, reading and writing). Realizing the importance of mastering English vocabulary in teaching learning, this is very important to be highlighted. According Hilbert and Kamil, (2005: 3) in Agustin, et al (2024: 73) "Vocabulary is all the known

words that any particular person uses. This means that vocabulary is one of the keys that students need to understand if they want to know these four basic skills well". According to Zelamutia, U. (2019: 12) in Anah, et al, (2022: 34) "Vocabulary is basic knowledge of language, especially in English".

Vocabulary consists of some types, Haslam (2019) in Omolu, et., al, (2022: 23) explain that "the parts of speech most helpful teaching English are nouns, adjectives, pronouns, verbs, adverbs, prepositions, conjunctions, and determiners". While for this research, the researcher focuses on 1. Noun is one of part of speech which used to identify any of class of people, place, things. 2. Verb is a word that describes an action, condition or experience of something. 3. Adjective is used to modify nouns and pronouns. According Furqon and Sugiarti (2022: 39). An adjective is a type of word that serves to explain, describe, illustrate, or describe a noun. 4. Adverb is a class of word that give information to other words, such as verbs and adjectives, which are not nouns.

Domino Card

Using domino card game as a vocabulary learning, the learning process become more interactive and dynamic, helping students to learn and remember new words in more fun and effective way. Some of experts define the domino card game as follows: Domino card game are a very useful, easy and entertaining game to practice any set of vocabulary. This game can be played in groups or in pairs, it has the necessary aspect of competition and forces the learners easily to learn the vocabulary, store it in memory and recall it. Based on the quotation above, it can be concluded that dominoes game is a fun and engaging way to practice vocabulary.

Beside that, according to Switri et. All domino card game is a game with 28 cards (wood, bone, etc.) that have large dots (dots). Each card is divided into two fields. Each field contains dots, thick paper, rectangular (for various purposes, almost the same as a ticket) marked cards that indicate the value of the card number, to play domino and Etymologically from Latin, literally "from non-owner". It means domino card game involves 28 cards with large dots, divided

into two fields. The game can be played in groups or pairs, with a competitive aspect that helps learners learn, store, and recall vocabulary.

Additionally Arfansyah et.all states that dominoes game is a card game that exists all over the world and can also be used as vocabulary learning with pictures and words and their meanings. Based on the statements above, it can be concluded that domino card game is a card game designed to enhance students' vocabulary involves arranging words according to those on the cards. This engaging and straight forward game suitable for both group and pair play, incorporates competition, which aids in vocabulary retention and recall.

RESEARCH METHOD

In this research, researcher used quantitative research methods. According Hamzah and Susanti (2022: 4). Research methods are the methods used in collecting data related to research facts with the purpose and usefulness of science. According Sugiyono, (2023: 2) research methods are a process of activities in the form of data collection, analysis and providing interpretations related to research objectives. The researcher design will be the pre- experimental design by using one-group pretest-posttest design. dependent variable. The researcher focus on two variables: the independent variable x (Domino Card Game). The dependent variable y (Vocabulary Mastery).

The location of this research takes place in SMP Negeri 9 Padangsidempuan on Jl. Merdeka KM.4,5. Provinsi Sumatera Utara Kec. Hutaimbaru, Kab. Padangsidempuan. Population which consist was 168 students. And the sample seventh 1 grade which consist 28 students. Researcher used purposive sampling. The researcher used multiple choices which consist of 25 items. The score of a correct answer is 4, so the total score of the test are 100. To collect the data researcher used observation sheet and test.

FINDINGS AND DISCUSSION

This addition, describes data analysis about Observation sheet was used to answer the using media on students' vocabulary mastery. Test used to know students' vocabulary mastery before and after using domino card game. Whether there is any significant effect of domino card game on students' vocabulary mastery.

Using Domino Card Game on students' Vocabulary Mastery

Based on the result of the analysis obtained from the observation sheet using domino card game at the eighth grade students showed 80% (very good category). Especially for pre-activity was 80% (very good category). While activity was 80% (very good category) and post activity was 80% (very good category).

Vocabulary Mastery before Using Domino Card Game

Before the treatment or using of domino card game, the researcher gave a pretest consisted of 25 multiple choice questions which were arranged based on 4 indicators, namely noun, verb, adjective, and adverb. The highest score was 76 (good category), the lowest score was 24 (very poor category). Mean score was 46,14 (very poor category), median score 46 (very poor category) and mode 32 (very poor category). The researcher shows the specification of calculation in the table below:

Table 1. Score of Mean, Median, and Mode on Students' Vocabulary Mastery Before Using Domino Card Game

No.	Item	Score	Category
1.	Mean	46.14	Very Poor
2.	Median	46.00	Very Poor
3.	Mode	32.00	Very Poor

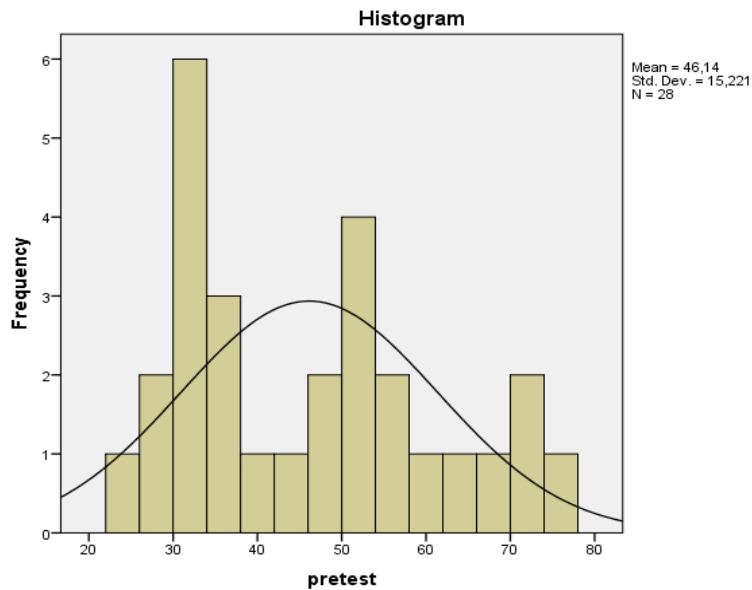


Figure 1. Histogram of Students Vocabulary Mastery before using Domino Card Game

Based on histogram above, it can be predicted that the data is not normal distribution because the curve shows tendency to the right (positive skewed).

Vocabulary Mastery After using Domino Card Game

After the treatment or using of domino card game, the researcher gave post test consisted of 25 multiple choice questions which were arranged based on 4 indicators, namely noun, verb, adjective, and adverb. The highest score was 96 (very good category) the lowest score was 64 (enough category). Mean score was 78.57 (good category), median score 80 was (very good category) and mode score was 80 (very good category). The researcher shows the specification of calculation in the table below:

Table 2. Score of Mean, Median, and Mode on Students' Vocabulary Mastery After Using Domino Card Game

No.	Item	Score	Category
1.	Mean	78.57	Good
2.	Median	80.00	Very Good
3.	Mode	80.00	Very Good

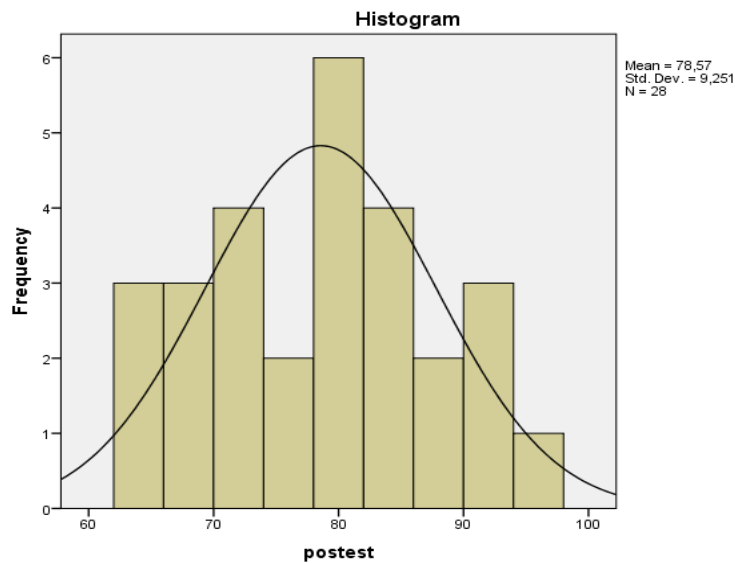


Figure 2. Histogram of Students Vocabulary Mastery after Using Domino Card Game

Based on the histogram above, it can be predicted that the data is normally distributed because the curve shows a symmetrical tendency. Because the shape of the curve balanced between the left and right sides and the peak in the center of the distribution. Therefore, in this histogram the data is normally distributed.

Hypothesis Testing

Before testing the hypothesis, the first step that must be taken is the normality test. The normality test aims to know whether the data to be analyzed is normally distributed or not. If the normality test is normally distributed, researcher using parametric tests, namely: paired sample t-test. However, if the normality test is not normally distributed, researcher using a non-parametric test, namely: wilcoxon signed rank test.

Test of Normality

The researcher shows the result of normality test on table below:

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.176	28	.026	.926	28	.248
Posttest	.133	28	.200	.954	28	.248

Based on the normality test, Shapiro-Wilk test shows the data is normally distributed because the significance score is higher than 0.05. However, Kolmogorov-Smirnov test show the data is not normally distributed because the pretest significance score is less than 0.05. It means the data is not normally, the other words H_a is rejected and H_o is accepted. Thus, the researcher conducted hypothesis testing using a non-parametric test, namely the wilcoxon signed rank test.

Wilcoxon Signed Rank Test

The calculation of Wilcoxon Signed Rank Test was conducted through SPSS 23, the calculation results in the table below:

Table 4. Wilcoxon Signed Rank Test (Sum of Ranks)

	Item	Score	Category	Sum of Ranks
Pretest	Negative Ranks	0 ³	.00	.00
Pos test	Possitive Ranks	28 ^b	14.50	405.00
	Ties	0 ^c		
	Total	28		

Table 5. Wilcoxon Signed Rank Test (Asymp. Sig. 2-tailed)

	Pos test-Pre test
Z	-4.637 ^b
Asymp. Sig. (2-tailed)	.000

Based on the results of the Wilcoxon Signed Rank Test, the Asymp. Sig. (2-tailed) score was 0.000. This score is less than 0.05 ($0.000 < 0.05$). It means there is any significant effect of using domino card game on students' vocabulary mastery?. The other words H_a is accepted and H_o is rejected.

DISCUSSION

Based on the observation sheet, the result of using in teaching vocabulary mastery, the researcher found the mean score was 80% (very good category). Futhermore, the result of students vocabulary mastery before and after using

domino card game was 46.14 (poor category) and 76,57 (good category). The Shapiro-Wilk test showed normal data because the significance score > 0.05 . However, the Kolmogorov-Smirnov test shows the data is not normal because the pretest significance score < 0.05 . The data is not normally distributed. The Wilcoxon test resulted in an Asymp. Sig. $0.000 < 0.05$, so there is a significant and H_a is accepted.

Based on several previous research, researcher conclude, that there are many ways to increase vocabulary such as domino card game. Domino card game not only affects on students' vocabulary mastery but also affects on students' learning motivation.

CONCLUSION

Based on the research result the researcher concluded that the using domino card game at eighth grade students of SMP Negeri 9 Padangsidempuan was very good, then students' vocabulary mastery before and after using domino card game, from poor to good. It is recommended to use domino card game in teaching vocabulary since game can foster an enjoyable learning environment, so it brings impact on students' performance.

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