

DEVELOPING DOMINO CARDS AS VOCABULARY MEDIA  
IN LEARNING NOTICE FOR THE SEVENTH GRADE  
STUDENTS AT SMP NEGERI 1 SIDIKALANG

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**ABSTRACT**

This research was aimed to develop domino cards as the students' vocabulary media in leaning notice for grade 7 students of SMP Negeri 1 Sidikalang. This study was categorized as Research and Development (R & D) study which adapted from Borg and Gall (2003). The method through six phases: conducting need analysis, designing, developing, experts validating, revising, and implementing. The subjects of this research were 32 students of grade seventh of SMPN 1Sidikalang which was located in Jl. Diponegoro No. 1 Sidikalang. The data and data resources were the teacher's lesson plan, teacher's interview, and students' questionnaires result. After getting the last data, the media should be planned to be designed as the students' needs. The media were developed and had been validated by the experts. The percentages of the media from the experts were 90% that categorized as very good. It can be concluded that domino cards gave many benefits for the students, such as improve their vocabulary, made them enjoy studying English, get easier in learning notice after using needed media. The media were also eligible to use as media because it gave clear instruction to use it.

**Key words:***Research and development (R&D), Students' Vocabulary Media, notice, Domino Cards, Junior High School..*

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## **INTRODUCTION**

### **Background of Study**

One of the components which take the important aspect of learning English is vocabulary. Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, someone cannot communicate effectively or express her/his ideas in both oral and written forms. It means that students in junior high school must master English vocabulary and its grammatical rules to communicate with other people. Sari and Syafei (2013) suggest that mastering vocabulary is one of fundamental things that must be controlled by the students in learning English. One difficulty that the teacher faces in teaching a speaking class is to make the students speak up. The students may get many difficulties in expressing their ideas such as grammar, vocabulary, confident, or even dread in themselves. They are ashamed to make mistakes in speaking English.

Teacher should make variations and choose a suitable technique in teaching vocabulary in order to make the student to be interested. But the fact is some teachers are lazy to use media or technique in their teaching process. The reason are : the teacher consider that using media is only make them more busy because using media must be need some preparations, or they always think that the media are expensive and sophisticated things, especially the teacher in region.

Actually oneof several ways that the teacher can do to awake the students' interest is by using fun teaching media (Arsyad, 2014). For that reason, the

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teacher ought to know their media in teaching process to make the lesson more interesting and inspiring. For this purpose, learning vocabulary by using the media can be one alternative way in teaching learning process.

There are some media in teaching process like pictures, diagrams, images and domino cards, but to make the students does not boring to learn English, the researcher choose to use domino cards because this media can make the students critical thinking, remembering, predicting, and guess the meaning of word. The topic must be selected according to the knowledge of the students. Since the students may not use a lot of logical analysis it was important for teacher ought to emphasize the use of memory and mimicry. Domino is a game in a set of dominoes card, the way it plays is taken and placed on the table. Gunter (2005) says that the manner of to play domino cards, the player should matched the end with dots with the same number of dots, or the end with the number with the same number. Khasanah(2014) proves that by playing domino can improve students' English vocabulary mastery in the fifth grade of elementary students. Astutik (2013) showed that dominoes effective for teaching vocabulary in the seventh grade of junior high school

## **THEORETICAL FRAMEWORK**

In order to understand the language, vocabulary is crucial to be mastered by the learners. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying (Alqahtani, 2015) for that reasons, the biggest responsibility in increasing the knowledge is in the individual himself. The

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success in widening the vocabulary requires their own motivation and interest on the words of language.

When a person is going to learn foreign language, she/ he had to understand and know sufficient vocabulary of that language firstly. Vocabulary refers to all the words of language, or to the words used by a particular person or group. Newman and Dwyer (2009) state that vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). In addition, vocabulary refers to the words that people must know to communicate effectively. The words must be understood by speaker and listener.

Alqahtani (2015) says that there are five aspects of vocabulary knowledge which are used as the students' criterion who have had a good achievement in vocabulary. They are: Generalization (The ability to define a word), Application (Selecting an appropriate use of the word), Breadth (Knowledge of multiple meanings of the word), Precision (The ability to apply a term correctly to all situations), Availability (The ability to use the word productively)

Short functional text is a type of information/ factual text to give information or warning to the listener or reader that something is important to be known (Prasetyarini, 2013). This type of text is characterized by the use of simple, sentences, particular words, expression and symbol to make the information easily understood or remember by the readers. Short functional text is a short text

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containing the command, direction or something to be done which may be prohibition, advertisement, announcement, invitations, greeting cards, messaging, shopping list, notice (warning and caution) and others that contain the meaning that are used in daily communication.

Howard (2005) adds that teaching media is an important part of most English teaching program. It can get from textbook, videotapes, and picture to the internet, teacher relies heavily on a diverse range material to support their teaching and their students' learning. Despite the current rich array of English language teaching material commercially available, many teachers continue to produce their own material for classroom use. Learning media is a tool used by teachers as a media to deliver a content of subject matter from the overall learning program that is difficult to explain verbally. The used of varied and appropriate learning media can overcome the passive attitude of the students in learning media.

Domino cards is a game of dominoes that have a theme. Dominoes game in technical vocabulary is not contain numbers like dominoes game a general, but contain pictures and question related to specific themes. Domino cards are interesting medium that should be given to the students, they will be motivated to study and by thematic dominoes it can enriching their vocabulary. And also make domino card interesting by students and make it critical thinking, remembering, predicting, and guess the meaning of words.

Domino card is very benefits in some aspects because:

1. By using domino card, the learning process will be more attractive.

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2. Aim to make the students focus on the learning process.
3. This media explain the material effectively, because it can represent the teacher intentions toward the material.
4. This media gives some impressions for the students and make them memorize the material in long-term memory.

### **Conceptual Framework**

Vocabulary is an important component of language use. It is one of the elements that link the four language skills—listening, speaking, reading, and writing. So it is a must for students to acquire an adequate number of words and knowing how to use them accurately. Even though both the students realize that vocabulary is a very important element in learning a language, most of them only learn it passively.

The purpose of this research is to develop interactive English learning media for students at grade VII of SMP N 1 Sidikalang. The reasons to conduct the study because based in the observation, the researcher found that (1) the usage of media in this school is rare; (2) the teacher just use the government's book to teach notice; and (3) the school also did not know about domino cards and never used it before. These conditions bring effects to the students. For example, the students have low motivation and get bored in learning English.

To solve those problems, it is necessary to develop interactive English learning media for students at grade VII of SMP N 1 Sidikalang. The educational research and development (R&D) method is chosen as the instructional design

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model for this study. It is because this model is structural, easy, and less complicated.

## **RESEARCH METHOD**

This research was conducted by applying Research and Development (R&D) research by Borg and Gall (2003).

This research was conducted by following phases:

1. Conducting need analysis
2. Designing Media
3. Developing Media
4. Experts Validating
5. Revising
6. Implementing

The writer chose this model of development because it had some stages which were clear and appropriate with procedure.

The result place was at SMPN 1 Sidikalang which is located in JalanDiponegoro 1 Sidikalang with 32 students of grade seven. The source of data was syllabus, lesson plan, existing media, teachers' interview and students' questionnaires. The data questionnaires and interview were the instruments of the research.

### ***Techniques of Analyzing Data***

In collecting the data the writer used questionnaires and interview. The first the writer Analyze the teacher's interview. Interview was administered to the

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teacher to gain information about the students, media, methods used by the teacher. The second the writer did analyze the media and existing lesson plan. It had function to get information about the media that the teacher used in teaching short functional text especially in learning notice. The third, Questionnaires were distributed to the students to get related data. Then the data was tabulated in order to make sure the usage of media in the school. After getting the last data, the media are planned to be designed.

In this section the writer can get information toward students' need, and problems in studying speaking. After that the writer developed domino cards media.

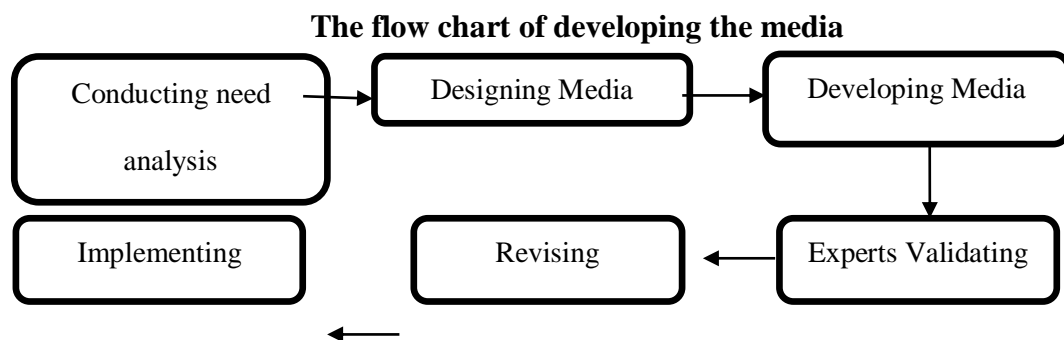


Figure1. The flow chart of developing the media

## RESEARCH FINDING AND DISCUSSION

### Result of need analysis

#### a. Questionnaire analysis

The questionnaire was administered to 32 grade seven students of SMPN 1 Sidikalang. They were given a questionnaire which consisted of 13 questions.

### Necessities of Speaking Media of Descriptive Text

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The data above shows that (93, 75%) students have known the importance of vocabulary itself, only (6, 25%) students said that it was average. When they asked about notice (100%) said that notice is a text which inform or instruct others about something people can do or cannot do. Even though (62,5%) students feel bored in studying notice (warning/ caution), especially without using any media.

From the data above, the students ought to have good value of vocabulary. However, when they got test, just a few of them who got good value (Appendix A). After the questionnaire analyzed, the researcher found that (56, 25%) students got difficulty in learning notice without media. However, vocabulary is the basic skill which cover the four language skills. That is why in learning notice teaching vocabulary should be improved as the students' necessities.

### **Lacks of Speaking Media of Descriptive Text**

In relation to the students' lack, the students got difficulty in learning notice (warning/ caution). The difficulties are difficult in determining the topic, do not know the description of things would be described, from the data above, the students got most difficulty: know the meaning but difficult to express it in English (93, 75 %). The students' lack in learning notice was because of the noisy class (40, 62 %), the lack of media (40, 62 %) and the boring explanation of the teacher (40, 62 %). From the students' lacks the researcher would develop a media that consist of vocabulary in learning notice to help students easier in understanding notice.

### **.Wants of Speaking Media of Descriptive Text**

The media that the students want to improve their vocabulary in learning notice was visual media that consist of pictures and simple words. This media

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made the students see the objects virtually, and understand the meaning of the notice symbol easily.

### **The result of Interview**

From the interview section, there some difficulties faced by the students to achieve the goal of the teaching-learning process itself. Actually the students know the meaning of the notice (warning/caution) symbol but they did not know how to speak it in English well. In fact from the teacher's interview the students got difficulties to speak or express their idea and opinion about the notice (warning/caution) that they have seen.

From the students' questionnaire, they stated that the media was boring. The students need learning media to help them understand the material of short functional text. The researcher identified the students want the learning media which made them able to understand notice well enjoyable. The teacher also expected the new media that consist of pictures and vocabularies as the students want to. The media should be appropriate with the core competence and basic competence.

### **Designing Media**

After administering the needs analysis, the researcher found that the students needed an improvement in teaching-learning process. Then, the researcher selected the topics and objectives of the materials and wrote the course grid based on the results of the needs analysis and the School-based curriculum.

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The course grid was used as the guideline in developing English interactive media.

### **Developing Media**

The media that the researcher developed were domino cards which aims to help teachers in teaching vocabulary and the students are able to understand it. In this stage, the researcher found an appropriate topic of short functional text which focused in learning notice for junior high school level. Then, the researcher would design the media in the card. A set of dominoes will have 28 cards which was contain picture and word in every cards. The domino cards created from a TIK paper that have size 3 x 5 cm. The notice taken from the internet which was often appear in the school zone.

### **Experts Validating**

There were 3 aspects in the experts' questionnaires, they are about content aspect, media aspect, and interactivity aspect.

**Table 1**The result data of experts validation of Domino Cards Media

No	Item Assessed	Experts' Validation (%)	Criteria
1	The content aspect	87	Very Good
2	The media aspect	90	Very Good
3	Interactivity aspect	94	Very Good
	An overall assessment	90	Very Good

From the table above, the experts evaluate that domino cards media is very good.

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## **CONCLUSIONS AND SUGGESTIONS**

### **A. Conclusions**

1. This research was conducted to know how to develop domino cards as vocabulary media in learning notice. The media were made in visual form as the students, needs. The media consisted of pictures and word of notice sign and symbol. The picture chosen from internet were 5 pictures about short functional text( command), 13 pictures about short notice( prohibition), 2 pictures about instructions, and 8 pictures about warning and caution. The vocabulary chosen were the simple word about the meaning of the pictures in the card. So, there were 28 cards of domino that had been developed in the thick card. The students get easier understanding the notice after using needed media. It can be concluded that domino cards give many benefits for the students, such as improve their speaking, and make them enjoy study English. The media are also eligible to use as media because they give clear instruction to use it.

### **B. Suggestion**

#### **1. For the teacher**

Teacher should consider the students' needs in choosing the learning media. The English interactive learning media can be used and optimized as additional sources in the teaching-learning process. The learning process can be successful if the teacher can explain the material

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to the students. Hopefully, the teaching-learning process will be interesting.

## **2. For the students**

The students are expected to prepare themselves and understand how to use this media before using it. They can use the media in every place because of easy to bring, and they can use this media in learning notice..

## **3. For other researchers**

The other researchers are expected to conduct research to test this English interactive learning media using action research approach to check its effectiveness in the teaching-learning process. This media can be an example for other researcher in developing vocabulary media.

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## APPENDIX

### DOMINO CARDS FOR LEARNING NOTICE





## NOTICE DOMINO

### PICTURE WORD PLAY CARD

Ages 12+

- Playing alone
- Playing groups

Objective:

To create the best scoring by finishing the notice domino cards. The group with the highest score and the fastest wins the game.

Contents:

The box are includes 28 cards. There are 5 cards about short notice (command), 13

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**cards about (prohibition), 2 cards about instruction, and 8 cards about warning / caution. All cards are match each other's.**

Picture

Word

Notice

Domino

How to apply:

- **Playing alone**
  - **Shuffle the dominoes and place them face up on the table so you can see them clearly.**
  - **Select one domino and place it in the middle of the table. This is the target domino.**
  - **Try to find the matching picture on another domino and places it next to the correct picture on the target domino.**
  - **Continue until you have matched all the dominoes**
  
- **Playing in a group**
  - **Shuffle the dominoes and place them face down on the table so you can't see what is on them.**
  - **Share the dominoes out equally among the players; do not let even one card left because all the cards related each other.**
  - **One person selects a domino and places it in the middle of the table, this is the target domino.**
  - **The first player tries to find either a matching card on one of their dominoes and place it next to the picture word on the target domino. Next to the other players turn.**
  - **Each time a new domino is added, a new word or picture becomes available to match.**
  - **Continue playing until all player of the group has used all their dominoes.**

Winner:

- **The teacher will be the judges of all groups and choose whose group is the fastest and correct in matching all the cards is the winner.**
- **Teacher can choose to set a time limit or maximum score to win the game.**

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# NOTICE DOMINO

## PICTURE WORD PLAY CARD

### Official score sheet

GROUP PLAYER	ASPEK YANG DINILAI					
	TIME (WAKTU)	SKILL (Kemampuan membedakan short notice)	CORRECTNESS (kebenaran susunan kartu domino)	COOPERATIVE (Kerjasama team)	ATTITUDES & BEHAVIOUR (Sikap)	Total score
	20	25	25	15	15	
1						
2						
3						
4						
5						
6						
7						
8						
9						

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