

THE USE OF DOMINO GAME WITH PICTURE IN IMPROVING STUDENTS' VOCABULARY KNOWLEDGE

Hanifah Khalidiyah

English Education Program, FPBS,
Universitas Pendidikan Indonesia, Bandung, Indonesia.
hanifahkhalidiyah@student.upi.edu

Abstract

The study entitled “The Use of Domino Game with Picture in Improving Students' Vocabulary Knowledge” was aimed to investigate the effectiveness of the use of Domino Game in improving students' vocabulary. And to examine students' perception toward animated video technique. The study implemented a pre-experimental design. The sample consists of 30 seven grade students in one of Junior High School in Subang. The sample was given Domino Game as the treatment. The data of this study were obtained through post-test and questionnaire. The post-test was given in the form of spelling test. The post test was given in the form of multiple choices test. The data from the post-test were analyzed statistically using SPSS 20 for Windows. The result showed that lowest score on the post-test that is 10.00. Meanwhile, the highest score is an excellent score, 100. Then, the mean score is 71.90. Finally, the questionnaire results show that most of the students gave positive responses toward the use of Domino Game. The students agree that the game helps them to enrich their vocabulary because the game can motivate them, stimulate their interest and raise their curiosity. From this research, the teachers are recommended to have better competencies in selecting and presenting game activity in the classroom for better learning process.

Keywords: Classroom Activity, Picture Bingo, Vocabulary Game, Vocabulary Knowledge Vocabulary.

Introduction

Knowing an adequate number of vocabularies is highly essential for students to communicate well and succeed in learning language. That is why vocabulary is critical for students in mastering their target language. 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 is necessary for them in order to communicate well in a foreign language (Nguyen & Nga, 2003). Moreover, vocabulary learning is one of the most important issues in second language teaching and learning, and perhaps one of the most difficult aspects of learning a second language is how to include vocabulary teaching in instructional programs. (Holden, 1999). Thus, what is the best way to teach vocabulary has always been one of the controversial issues in language teaching (Coady & Huckin, 1997).

Even though both the students realize that vocabulary is a very important element in learning a language, most of them only learn it passively. Nguyen and

Nga (2003) profess there are several factors that causing students' passive learning in gaining vocabulary knowledge. First they found that the way teacher gives the explanation for vocabulary's definition, pronunciation, spelling, and grammatical function is boring. Second, students think that understanding a word only to the extent of knowing the primary meaning of a word without comprehend the other function of the word. Third, usually students only acquire the new vocabulary from the textbook or from their teacher in learning process where teacher will tell them the meaning of the unknown word as well as the usage. Forth, students do not want to take a risk in applying what they have learnt, which mean they know a word and its meaning but they do not able to use it properly in different contexts.

Harmer (2007), states that students need to see words in context to see how they are used. For that case, teachers should train learner in strategies which will help them understand and remember the words.

Nguyen and Nga (2003) believe Students prefer to learn language in a relaxed environment such as vocabulary games. They believe that in an interesting and communicative class learners can learn 80 percent of what they exposed to. They also clarify that learners of English have to deal with unfamiliar vocabulary during their language acquisition. In line with that, Taheri (2014) expresses that many students learn best when they are not encountering a direct or explicit teaching. They are most interested in being involved in accomplishing something via the language and therefore have a personal interest in the outcome of what they are using the language to do.

In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how they learn it. Based those reasons, this study is conducted in order to answer the following questions:

1. Is Domino game with picture effective in improving students' vocabulary knowledge?
2. What are students' perceptions toward the use of Domino game with picture in the classroom?

By answering the proposed research questions, this study is expected to give some meaningful contribution to the development of interactive teaching method, and classroom's meaningful, fun activity. In terms of concept, this study will figure out how important it is to create various activities in the classroom to make learning process more enjoyable, its contribution in enrichment of the literature about teaching with games as the alternative learning activity and students' respond toward the Domino game with picture. In terms of practice, the result of study will be useful for teachers so that teachers can provide alternative activity in the classroom and to motivate students in learning vocabulary. Then students are expected to find an enjoyable learning activity through games that will help them to understand the lesson better. Students may get more motivated in learning English, feel more confident to involve in the classroom activity. In addition this research is expected to help better research in the future.

In short, vocabulary is a very important element in acquiring a proficiency of a language. In order to communicate well, learners' not only have to know a word and word's meaning but also other features of the word and how to use it in different contexts. But this far, vocabulary has not been a particular subject for students to learn. It is only taught within lessons in the four language skills, speaking, listening, reading and writing.

The success of a learning process occurs when students are able to optimize all of their senses in learning activities. Teacher's ability to do this is of course very limited, hence the role of the media as an additional stimulus may be a support for teachers to make the students capable of learning better.

The role of games in teaching and learning vocabulary cannot be denied. It can help and give encouragement to the students to learn target language more easily. It is very essential for teacher to create an interesting, meaningful classroom activity to help students learn better. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. By engaging various and interactive activities in the classroom, students are expected to be more enthusiastic and motivated in learning and practicing new words as well as producing the words.

This research was conducted using pre-experimental research design with one shot case study. This design was chosen to find out the effectiveness of Domino Game with Picture in improving students' vocabulary knowledge. This study focused only on one experimental group without comparing it with control group. The reason for using this pre-experimental design was the limit in terms of time and cost. First, it was not possible to use true experimental research because it required a lot of time to apply this experiment. Second, to minimize the expense, it was decided to only use one class as a sample of this study. A One Shot-Case Study is adapted to conduct this research.

There were two variables that were measured in this study. Creswell (2009) defined independent variable was those that (probably) cause, influence, or affect outcomes. While dependent variables was those that depend on the independent variables; they were the outcomes or results of the influence of the independent variables. In this research, the independent variable was the use of Domino Games with Picture and the dependent variable was the students' vocabulary knowledge.

The population in this study was all students in seventh grade at one of Junior High School located in Subang, Jawa Barat and class A is chosen as the sample for this research. The class contain of 30 students with relatively similar vocabulary knowledge. This class is purposely chosen after the researcher conducted a personal interview with the English teacher in the associated school to find which class is more suitable to be the participant in this research.

In collecting the data, this research used two instruments to answer the research questions. Those instruments were post-test to measure students' vocabulary knowledge and questionnaire to investigate students' perceptions toward the use of Domino Game with Picture by using Likert Scale. To examine the validity of the post-test, face validity was used in this researach. Face validity showed if the instruction of the test was clear enough and understandable by students (Hughes, 1989). Meanwhile, for the questionnaire, the close-ended one was used in this study. There were 10 items of positive statements in the questionnaire.

Finding and Discussion

Data presented will be in accordance with the research question, which are: (1) Is Domino game with picture effective in improving students' vocabulary knowledge?; and (2) What are students' perceptions toward the use of Domino game with picture in the classroom?

The Result Analysis of Post-test and Questionnaire

Post Test Result Analysis

Post-test were given to students to measure the students' ability in an experiment after assessing treatments (Creswell, 2012, p.297). It was administered to measure the ability of students' vocabulary after receiving the treatment that was implementation of Domino game with picture in the learning activities.

Normal Distribution Test Result

To test the distribution of the scores, Skewness' Ratio is used in this study. The test is done by using SPSS 20 for Windows Program. After computing the data into SPSS, the calculation results of normal distribution test on the post-test showed -1,181. It can be concluded up that the post-test is normally distributed.

Item Difficulty Level Result

After computing the difficulty test using formula that has stated in the previous chapter, table 6 below shows the result of difficulty test.

Table 1
The Result of Difficulty Test

Item Number	Raw Score	Interpretation
-	0.00 – 0.30	Difficult
1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 14, 15, 16, 17, 20, 22, 23, 25, 26, 27, 28, 29, 30	0.30 – 0.70	Moderate
8, 10, 13, 18, 19, 21, 24	0.70 – 1.00	Easy

The result of the difficulty test showed in table 6 means that there is no item categorized as difficult items. Then, there were 23 items were categorized as moderate items. In addition, the rest seven items are categorized as the easy items.

Discriminatory Level Test Result

The result of discriminatory power (*D*) from the test instrument showed that there are 33.3% item that has very good discriminatory level, 50% item has good discriminatory level, 13.3 % item has enough discriminatory level, and 3.3% that has low discriminatory level.

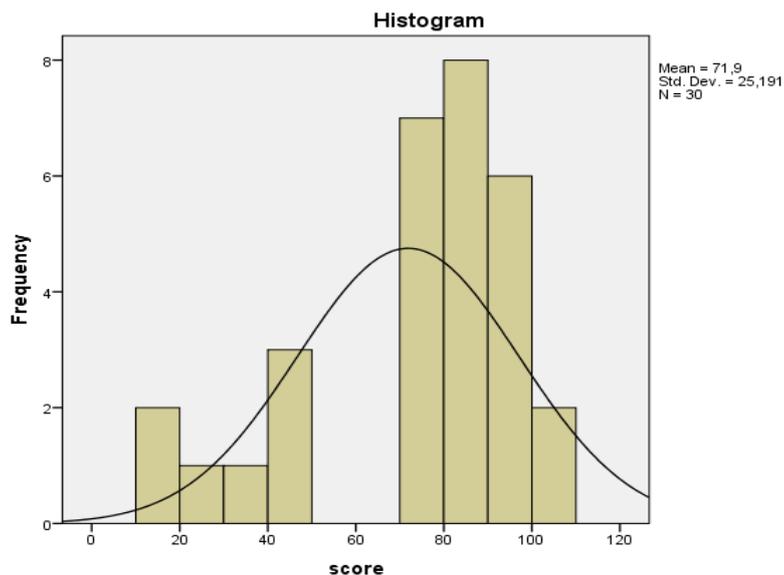
Next, the post-test scores were analyzed using SPSS 20 for Windows Program. The following table serves the statistics analysis.

Table 2
Statistics of Post-test Result

Score		
N	Valid	30
	Missing	0
Mean		71,90
Std. Error of Mean		4,599
Median		80,00
Mode		77 ^a
Std. Deviation		25,191
Variance		634,576
Skewness		-1,181
Std. Error of Skewness		,427
Kurtosis		,403
Std. Error of Kurtosis		,833
Range		90
Minimum		10
Maximum		100
Sum		2157

a. Multiple modes exist. The smallest value is shown

Graphic 1



The table 7 above shows that the lowest score on the post-test that is 10. Meanwhile, the highest score is an excellent score, 100. The range of the scores was 90.00. Dealing with the central tendency, the average score is 71.90 and the

midpoint fell on 80.00. Then, the table also presents standard deviation which indicates the average variability of the scores from mean is 25.191.

From the post-test result it can be seen that the average of the scores is 71.90. Then, the result compare to students' *KKM* score that is 60. It can be concluded that Domino Game with Picture is effective in teaching vocabulary since the average score is higher than the *KKM* score.

Result of the post-test answers the first research question of this study that Domino Games is effective in teaching vocabulary and improving students' vocabulary knowledge, because there is a significant improvement of students' vocabulary mastery after the Domino game treatments.

Questionnaire Result Analysis

The questionnaire in this study was used to investigate the students' perceptions toward the use of Domino game with picture in learning English vocabulary in context of classroom activity. The close-ended questionnaires here were distributed to 30 students of the experimental group. Students' answers of the questionnaire were used to obtain students' perception toward the use of Domino game with picture in learning vocabulary which has been tested for the validity and the reliability. The questionnaire consists of 10 positive statements. Then, the data were analyzed into percentage categories to alignment students' positive (+) and negative (-) perception toward the use of the game using a Likert Scale. Positive perceptions are adopted from the percentage calculation of Strongly Agree (SA) + Agree (A) as well as negative perceptions are adopted from Disagree (D) + Strongly Disagree (SD). The clearer data from those categories can be noticed in the following table.

Table 3
Result of Questionnaire

Number of statement	Strongly Agree (SA)		Agree (A)		Disagree (D)		Strongly Disagree (SD)		TOTAL		% Score
	F	%	F	%	F	%	F	%	%	Score	
1	9	30.0	21	70.0	0	0	0	0	100	99	9.91
2	7	23.3	22	73.3	1	3.3	0	0	100	96	9.61
3	12	40.0	11	36.7	5	16.7	2	6.7	100	93	9.31
4	7	23.3	23	76.7	0	0	0	0	100	97	9.71
5	13	43.3	15	50.0	2	6.7	0	0	100	101	10.11
6	19	63.3	10	33.3	1	3.3	0	0	100	108	10.81
7	10	33.3	20	66.7	0	0	0	0	100	100	10.01
8	10	33.3	20	66.7	0	0	0	0	100	100	10.01
9	11	36.7	18	60.0	1	3.3	0	0	100	100	10.01
10	15	50.0	15	50.0	0	0	0	0	100	105	10.51
Total	113	376.7	175	583.3	10	33.3	2	6.7		999	100.00
Average	11.3	37.7	17.5	58.33	1	3.3	0.2	0.7			
	Total for (+) perceptions = 96.0 %				Total for (-) perceptions = 4.0 %						

The table shows that 96,00% of students give positive perceptions toward the use of Domino game with picture in learning vocabulary. Only a few (4.0%) of them give negative perception. It means mostly the students agree that Domino Game with Picture gave positive impact to students' vocabulary learning.

So it can be concluded that learning using domino games with picture can help students to be active in the classroom, participate in each activity and improve their vocabulary knowledge. The method itself is believed to bring fun and change their perception that learning English is difficult, boring, and time consuming to interesting and enjoyable. It also can satisfy students' need in gaining new knowledge and fulfill their curiosity. Most of the students admit that this kind of method is useful for them to understand English vocabulary better and also remember it easier at the same time provide a healthy and constructive competition. It gives students the motivation to be engaged in the learning process because unlike the conventional teaching method, domino games is encourage learners discovering and voluntary involvement to the learning process, it can also establish a better bonding between teacher and learners. These responses come up because domino game with picture is unique and different from another teaching media.

Conclusions

Teaching vocabulary to the L2 learners is not an easy job. So in attempt to make the learners understand, teachers need to provide meaningful learning activities. The role of games in teaching and learning vocabulary cannot be denied. It might help and encourage the students to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly.

Games are advantageous and effective in learning vocabulary. They are motivating the students because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together.

However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.

All this points imply that language games are superior to the traditional methods of teaching. But it should be clarified whether there is different between language games and traditional methods of teaching vocabulary, in retention. According to Nation (2001):

A word may be noticed and its meaning comprehended in the textual input to the task, through teacher explanation or dictionary use. If that word is subsequently retrieved during the task then the memory of that word will be strengthened (p.69).

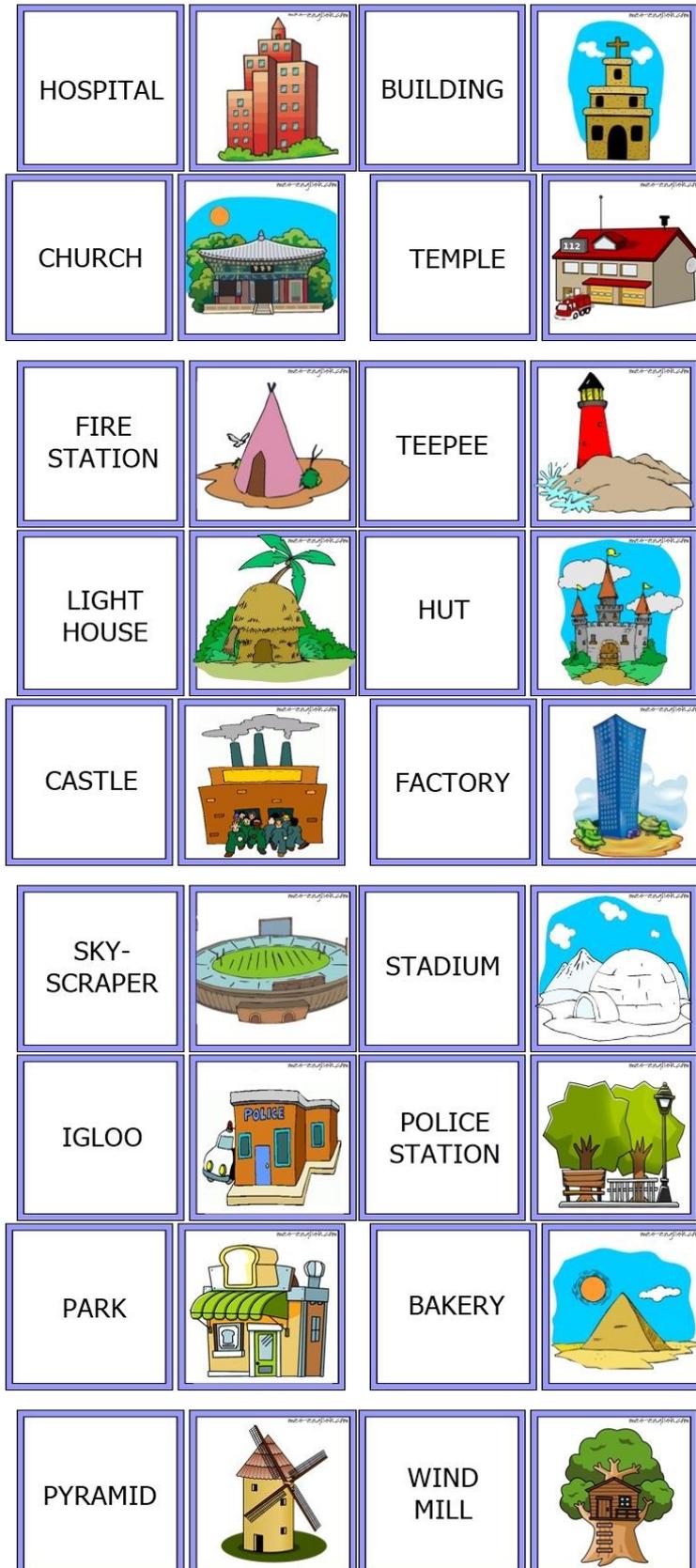
According to this theory, students should practice the learned materials; otherwise, they will easily fade away. Also by implementing various and interactive activities in the classroom, students might be more enthusiastic and motivated in learning and practicing new words as well as producing the words. In other words, it can be concluded that the use of games in teaching has very significant effect in vocabulary retention and recall of the participants.

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Appendix

DOMINO CARDS





Adapted from: www.toolsforeducators.com/dominoes/buildings.php