

**THE EFFECT OF DOMINOES GAME ON VOCABULARY
MASTERY AT THE VIII GRADE STUDENTS OF MTsN 2
PALOPAT PIJORKOLING**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fullfilment of the Requirement
of the Graduate Degree of Education (S.Pd.) in English*

Written by :

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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2025

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to

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Assalamu'alaikum Warohmatullohi Wabarokatuh,

After reading studying and giving advice for necessary revise on thesis belonmgs to Nur Khodijah Hasibuan, entitled " *The Effect of DominoesGame on Vocabulary Mastery at the VIII Grade Students of MTs N 2 Palopat Pijorkoling*", the researcher assume that thethesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Schoolar (S.Pd) in English Depatrment, Trabiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be wxamined in front of the Thesis Examiner Team of English Department of Tarbiyah anfd Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padansidimpuan.

Thank You

Wassalamu'alaikum Warohmatullohi Wabarokatuh.

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ABSTRACT

Name : Nur Khodijah Hasibuan
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Title of Thesis : The Effect of Dominoes Game on Vocabulary Mastery at
Grade VIII Students of MTs N 2 Palopat Pijorkoling.

The objectives of this research are 1) To determine students' vocabulary mastery before learning using the dominoes game. 2) To determine students' vocabulary mastery after learning using the dominoes game. 3) To determine whether or not there is a significant effect of the Dominoes game on vocabulary mastery. This research is a quantitative research with a quasi-experimental method with a pre-test post-test control group design. The population of this research was the eighth grade students of MTs N 2 Palopat Pijorkoling. The sample of this research was 30 students. The instrument in this research is a multiple choice test. Data were analyzed by using Person Product Moment formula by SPSS V.23. Based on the test results, it is known that students' vocabulary mastery before learning using the dominoes game for class VIII MTs N 2 Palopat Pijorkoling is in the enough category. Then students' vocabulary mastery after using the Dominoes game is included in the high category. The results of the t-test is There is a significant effect of Dominoes game on vocabulary mastery at grade VIII students of MTs N 2 Palopat Pijorkoling.

Keywords: *Dominoes Game, Vocabulary Mastery*

ABSTRAK

Nama : Nur Khodijah Hasibuan
NIM 20 203 00060
Judul Skripsi : Pengaruh Domino Game terhadap Penguasaan Kosakata Siswa Kelas VIII MTs N 2 Palopat Pijorkoling

Tujuan penelitian ini adalah 1) Untuk mengetahui penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan domino. 2) Untuk mengetahui penguasaan kosakata siswa setelah pembelajaran menggunakan permainan domino. 3) Untuk mengetahui ada pengaruh signifikan permainan domino terhadap penguasaan kosakata. Penelitian ini merupakan penelitian kuantitatif dengan metode quasi eksperimen dengan desain pre-test post-test control group design. Populasi penelitian ini adalah siswa kelas VIII MTs N 2 Palopat Pijorkoling. Sampel penelitian ini adalah 30 siswa. Instrumen dalam penelitian ini adalah tes pilihan ganda. Data dianalisis dengan menggunakan rumus Person Product Moment dengan SPSS V.23. Berdasarkan hasil tes diketahui bahwa penguasaan kosakata siswa sebelum pembelajaran menggunakan permainan domino untuk kelas VIII MTs N 2 Palopat Pijorkoling berada pada kategori cukup. Kemudian penguasaan kosakata siswa setelah menggunakan permainan domino termasuk dalam kategori tinggi. Hasil uji-t terdapat pengaruh yang signifikan permainan domino terhadap penguasaan kosakata siswa kelas VIII MTs N 2 Palopat Pijorkoling.

Kata Kunci: Permainan Domino, Penguasaan Kosakata

ملخص البحث

اسم : نور خديجة حسيبوان
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عنوان البحث : تأثير لعبة الدومينو على إتقان المفردات لدى طلاب الصف الثامن في مدرسة نساوية 2 بالوبات
بيجوركولينج

أهداف هذا البحث هي (1) تحديد مدى إتقان الطلاب للمفردات قبل التعلم باستخدام لعبة الدومينو. (2) تحديد مدى إتقان الطلاب للمفردات بعد التعلم باستخدام لعبة الدومينو. (3) تحديد ما إذا كان هناك تأثير كبير للعبة الدومينو على إتقان المفردات أم لا. هذا البحث عبارة عن بحثكمي باستخدام طريقة شبه تجريبية مع تصميم مجموعة ضابطة قبل الاختبار وبعد الاختبار. وكان مجتمع هذا البحث هو طلاب الصف الثامن في المرحلة الإعدادية 2 بالوبات بيجوركولينج. كانت عينة هذا البحث 30 طالبًا. الأداة في هذا البحث هي اختبار الاختيار من متعدد. تم تحليل البيانات باستخدام معادلة لحظية حاصل ضرب الشخص بواسطة الحزمة الإحصائية للعلوم الاجتماعية 23. بناءً على نتائج الاختبار، من المعروف أن إتقان الطلاب للمفردات قبل التعلم باستخدام لعبة الدومينو للصف الثامن الإعدادي 2 بالوبات بيجوركولينج في فئة كافية. ثم تم إدراج إتقان الطلاب للمفردات بعد استخدام لعبة الدومينو في الفئة العالية. نتائج اختبار الجدول هي هناك تأثير كبير للعبة الدومينو على إتقان المفردات لدى طلاب الصف الثامن الإعدادي بالوبات بيجوركولينج

لعبة الدومينو، إتقان المفردات، إتقان المفردات

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I realize that are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, 18 Oktober 2024

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CHAPTER I

INTRODUCTION

A. Background of Problems

Vocabulary is a collection of words owned by a person, group of people, or in a language. Vocabulary includes understanding, pronunciation, and how to use these words in communication. The more vocabulary a person has and the more effectively people can communicate and understand information. Without vocabulary people cannot talk to other person. This means, that by mastering vocabulary, people will better understand and recognize new vocabulary. By listening, writing, reading and speaking people will better master new vocabulary.

In teaching English, vocabulary is very important because vocabulary is the main foundation for understanding and using language. Students can improve their reading and writing skills, and good vocabulary allows students to express ideas and feelings that students can more effective to communicate with each other. Beside that, vocabulary include as a learning motivation for students, especially in learning and using new vocabulary. This means that students can be motivate through learning experiences and communicate with other people and to in environment.

There are several important things why students must have the ability to understand vocabulary. First, being able to understand the meaning of vocabulary and classify vocabulary. Second, it can prove students to writing and reading ability. The last, to improve student's

speaking ability in communicative language. Therefore, vocabulary is important in life, especially in the world of education and with mastering the four of skills, a person's vocabulary will become better and more interesting.

In conducting teaching vocabulary process, the government has various efforts to increase students' vocabulary. The first developing the curriculum, the second providing professional training to teachers and to teach better vocabulary. Teacher's strategy is very important in learning, because learning will be very enjoyable when teachers are creative in improving and developing students' learning abilities. The third, providing materials such as textbooks for each student, and the last extracurricular in the school that provide opportunities to develop students' vocabulary in socializing in the school of the environment. From all of the efforts above, start from the government, teacher's strategy, schools, and the environment all working together to increase students' vocabulary.

Based on interviews with the English teacher at MTs N 2 Palopat Pijorkoling, students often get difficulties in learning vocabulary at MTs N 2 Palopat Pijorkoling. First, Students are less interested in to English learning. Second, students get the difficulties to memorise and understand vocabulary. Third, tudent's vocabulary is still very low.¹ That means understanding of vocabulary is very low. Another time with Afrah students

¹ Sri Ertina , *Private Interview* : English Teacher of MTs N 2 Palopat Pijorkoling, on Thursday 06th of June 2024

of class VIII at MTsN 2 Palopat Pijorkoling. The students said” I don’t understand the meaning of vocabulary”, “ I can’t memorize the vocabulary”, “ I can’t speak the vocabulary”.² Based on interviews above, it means the student’s vocabulary is poor at MTs N 2 Palopat Pijorkoling,. because the teacher did not use the right media when teaching English in the class. To increase and understand the student’s vocabulary, this research want to apply the media that can make students to interest and fun in learning process especially for vocabulary.

There are several factors that influence student’s vocabulary. They are “ showing or drawing picture, miming the action in figure, practicing vocabulary, vocabulary games, and using dictionary”³. There are many kinds of game that can be applied in teaching process. “Sixty activities to practice and revise vocabulary, these games and activities range from basic to advanced level and include variety of different types of exercise : Bingo activities, pair type activities, crossword puzzles, dominoes, quizzes, word group activities, logic problem word mazes etc”.⁴

It can be conclude factors that influence student’s vocabulary they are showing or drawing picture, miming the action in figure, practicing vocabulary, vocabulary games, using dictionary and dominoes game.

Dominoes 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”.⁵

² Afrah Sadira, , *Private Interview* : Students of MTs N 2 Palopat Pijorkoling, on Thursday 06th of June 2024

³ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edi, n.d.PP.229-239

⁴ Peter Watcyn-jones, “*Vocabulary-Games-and-Activities-2.Pdf*” (spain by Mateu Cromo, 2001).

⁵ Martina Lebedova, *Practising Vocabulary through Game- Based Activities* (Brno, 2011), <https://is.muni.cz.p.20>.

Based on the quotation above, it can be concluded that dominoes game is a fun and engaging way to practice vocabulary. The game can be played in groups or pairs, with a competitive aspect that helps learners learn, store, and recall vocabulary.

The important of dominoes game can improve reading and writing when students play word dominoes, students must read the word carefully. Dominoes game also can improve communication skills, if the game is played in groups, students will also communicate with each other about their word choices. Beside that, dominoes game can increase the critical thinking skills development in vocabulary. Based dominoes game students need to think critically to find the right match between words.

The role of Dominoes game in vocabulary mastery can help students more effectively in learning process, because it attracts students' interest in the learning process and to increase mastery students' vocabulary in the material. Dominoes game can improve students' vocabulary by arranging the word and improve their memory by using card. Using dominoes 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.

Based on the explanation above, it is essential to do a research about vocabulary at the title "The effect of Dominoes game on vocabulary mastery at the VIII grade students of MTs N 2 palopat pijorkoling".

B. Identification of the Problem

Vocabulary has an important role in teaching and learning English. Without understanding the meaning of words, students will have difficulty understanding what students see, read, and learn. By knowing and applying more words, their vocabulary will expand naturally.

As mentioned above there are several factors to understand vocabulary, they are showing or drawing picture, miming the action in figure, practicing vocabulary, vocabulary games, using dictionary and dominoes game.

C. Limitation of the Problem

Based on the identification of the problem above, there are several factors to understand vocabulary, they are showing or drawing picture, miming the action in figure, practicing vocabulary, vocabulary games, using dictionary and dominoes game.

This research did not discuss all of the factors above, this research only focus of one factor namely dominoes game. Dominoes game is a game that can attract and interested in the students to fun learning process. Dominoes game is a chard game that exists all over the world and can also be used as vocabulary learning with pictures and words and their meanings.

The reason of choosing dominoes game is students can repeat and reinforce new vocabulary in a fun way. Dominoes game usually involve interaction between players. This way, students can use the vocabulary in real conversations. So, students can practice those words in different

contexts. Dominoes game can also help students to think creatively and use vocabulary flexibly. Therefore, dominoes game make the learning process more fun and interactive, thereby increasing students' learning motivation and enriching.

D. Formulations of the Problem

To make the problem clear the researcher formulates the problem based on identification above as follow:

1. How is the vocabulary mastery before using dominoes game at grade VIII in MTs N 2 Palopat Pijorkoling?
2. How is the vocabulary mastery after using dominoes game at grade VIII MTs N 2 Palopat Pijorkoling?
3. Is there any significantly effect of dominoes game on students' vocabulary mastery at grade VIII MTs N 2 Palopat Pijorkoling?

E. Objectives of the Problem

Based on the formulation above, the objective of the research can be followed as :

1. To describe students' Vocabulary mastery before using dominoes game at grade VIII in MTs N 2 Palopat Pijorkoling.
2. To describe students' vocabulary mastery after using dominoes game at grade VIII in MTs N 2 Palopat Pijorkoling.
3. To find out the result of using the dominoes game there is significant effect on vocabulary mastery at grade VIII students of MTs N 2 Palopat Pijorkoling or there is no any significant

Palopat Pijorkoling.

F. Significances of the Research

This research aims to describe the specific results you want to obtain. Therefore and to answer these questions the researcher hopes that this research aims to:

1. For the Headmaster

To prove contraction to headmaster about the dominoes game and can be application in their school.

2. For the English Teachers

To provide contraction to English teacher about the Dominoes game and can be application in their class especially in teaching vocabulary by using Dominoes game at grade VIII students of MTsN 2 Palopat Pijorkoling.

3. For the Researchers

As a reference for researchers when teaching in the future and applying it in the classroom.

G. The Outline of the Research

The researcher is going to organize this research paper in order to Make the reader easier to understand:

Chapter I introduction that consists of the background of the problem, the identification of the problem, the limitation of the problem, the

definition of the operational variable, the formulation of the problem, the objectives of the research, and the last the significances of the research.

Chapter II consist of theoritical description which explain about Dominoes game, vocabulary, review the related finding, conceptual framework, and hypothesis.

Chapter III research methodology, and is consist of time and location of the research, research design, population and sample, research instrument of data collection are: pre- test and post test, validity and reliability of the instrument, researcher procedure, and the last of techniques of analyzing data.

Chapter IV result of the research, it will consist of data description, hypothesis, testing, and the treats of the research.

Chapter V will consist of conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Vocabulary

a. Definition of Vocabulary

In general vocabulary is the collection of words that an individual knows.¹ Vocabulary is the main foundation for language acquisition and effective communication. Knowing and using appropriate vocabulary allows a person to speak, write, and understand language better. According to Barnhart “vocabulary is a collection or list of words, usually in alphabetical order and defined”.² Based on Syafruddin et.al vocabulary is the total number of the words which make up a language.³ Then, Siregar and Harida states that “It seems that teaching vocabulary is an easier task than other language components. However, in reality, most students have difficulty in querying vocabulary”.⁴ Thus, Vocabulary is an

¹ Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, “An Analysis On The Students’ Vocabulary Mastery A Descriptivestudy On The Mts,” *Jurnal Pendidikan Dan PembelajaranKhatulistiwa* Volume 3,no.9(2014): p.1–10.
<https://jurnal.untan.ac.id/index.php/jpdpb/article/view/7022>.

² Cynthia A Barnhart, *The Facts on File Student’s Dictionary of American English, Angewandte Chemie International Edition*, 6(11), 2008, p. 951–952.
<https://tipk.kg/wp-content/uploads/sites/432/2021/05/barnhart-c.a.-the-facts-on-file-student-s-dictionary-of-american-english.pdf>.

³ Syarifudin, Marbun, and Novita, “An Analysis on the Students’ Vocabulary Mastery a Descriptivestudy on the MTs.”

⁴ Fitri Rayani Siregar and Eka Sustri Harida, *Building A Better Vocabulary By Word Formation Process*, 1st ed. (Jakarta: Kencana, 2021).

individual's collection of words, essential for language acquisition and effective communication.

Additionally, Rayani states that vocabulary is an important component of language in learning a language⁵. Next, vocabulary is one aspect which own by every student to make them understand and master english language.⁶ Richards and Renandya “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write”.⁷ And the last in addition Rahmah et.all vocabulary is connected with components such as listening, speaking, reading, and writing.⁸ It means good vocabulary mastery supports success in all aspects of language communication.

From the quotations above it can be concluded that vocabulary is a collection of words, essential for language acquisition and effective communication. It means vocabulary is crucial element in language proficiency, influencing learners’

⁵ Fitri Rayani Siregar, “*Male and Female Students ’ Vocabulary Mastery*” Volume 10, no. 01 (2022): hlm. 237–49.. <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ>

⁶ Rahmi Pu’adi Siregar, Fitriadi Lubis, and Sojuangon Rambe, “*The Effect of Concept Circle Strategy on Students’ Vocabulary Mastery at Grade VII MTs N 2 Padangsidimpuan*” Volume 5, no.1(2017): p. 113–25. <https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/1174>.

⁷ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo* Cambridge (Cambridge University Press 2002 This, 2002). p. 255.

⁸ Nur Rahmah, M Tahir, and A Talib, “*The Effect of Vocabulary Mastery on Students’ Reading Comphrehension,*” *International Journal of Business, English, and Communication(IJoBEC)* Volume1,no.1(2023):p.36–44. <https://journal.unm.ac.id/index.php/ijobec/index%0AArticles>.

ability to speak, listen, read, and write. It is a list of words in alphabetical order, forming the basis of language proficiency. Vocabulary is a group of alphabets arranged in a dictionary and connected to listening, speaking, reading, and writing.

In specific based on curriculum “vocabulary is a group of alphabets arranged in a dictionary that consists of one word or more than one word that has a meaning”.⁹ It means vocabulary growth and development, as well as sharing effective instructional strategies that middle school teachers can use to teach vocabulary throughout the curriculum.

b. Purpose of Vocabulary

From the explanation of the vocabulary above, there are several purpose of vocabulary. In general purpose of vocabulary to support various aspects of language and communication skills, enriching learning experiences and daily interactions. There are general purposes of vocabulary:

- 1) To represents a lot of word knowledge before learners can even begin to communicate, still inexpertly, with any kind of independence.
- 2) To achieve fluency, the numbers are, of course, larger.¹⁰
From the purpose of the vocabulary above.

⁹ Harwandi, *Pembelajaran dan pengajaran kosa kata di Era kurikulum 2013*, <https://widyasari-press.com/pembelajaran-dan-pengajaran-kosakata-di-era-kurikulum-2013/>

¹⁰ Marina Dodigovic and Maria Pillar Agustin-Llach *Vocabulary In Curriculum Planning Need, Strategies And Tools* (Palgrave macmillan) p. 13-14. https://www.google.co.id/books/edition/Vocabulary_in_Curriculum_Planning/ZZf6DwAAQBAJ?hl=en&gbpv=1&dq=vocabulary+in+curriculum&printsec=frontcover

it means the importance of acquiring extensive word knowledge before students can communicate independently, effectively, and need for greater numbers to achieve fluency.

Meanwhile in specific the purpose of vocabulary based on curriculum K13 in junior high school are:

- 1) To knowing the meaning of words
- 2) To identifying the vocabulary
- 3) To saying the vocabulary.¹¹

It means the purpose of vocabulary in junior high school is students are able to knowing the vocabulary, students are able to identifying the meaning of words in vocabulary, and students are able to saying (pronounce) the vocabulary.

c. Kinds of Vocabulary

Beside the purpose of vocabulary above, understanding various types of vocabulary can help improve language skills, both in daily, academic, and professional communication. Ellis and Tomlinson in Akar describe there are two kinds of vocabulary they are passive vocabulary and active vocabulary

1) Passive/Receptive Vocabulary

Passive vocabulary that all students know and understand when people consist of words that appear in context and are never used when communication, but still

¹¹ Syllabus of Eight Grade of *Junior High School in Curriculum K-13*

understand when listening or reading, but are not use in speaking or a writing.

The passive vocabularies consists of words those students recognize and understand when they occur in a context and they never use then in communication. They understand them when they hear or read them, but they do not use them in speaking or writing.¹²

A learner's passive vocabulary consists of the total number of lexical items which he can understand correctly, and it is one of the teacher's aims to incman gradually the size of the learner's passive vocabulary so that he can eventually read and understand ungraded books and can listen with understanding to people speaking on a wide of topics. To increase the learners' passive vocabulary, the teacher must present new lexical item in such a contextual used and meaningful way that they are understood and will be remembered when heard or read again.¹³

It means passive vocabulary is the teacher aims to gradually increase a learner's passive vocabulary by presenting new lexical items in a contextually useful and meaningful way, enabling them to read and understand ungraded books and listen to diverse speakers.

¹² Syarifudin, Marbun, and Novita, "An Analysis on the Students' Vocabulary Mastery a Descriptivestudy on the MTs."

¹³ Nurgun Akar, *Teaching Vocabulary*, (2010). Mabuserveri Mah Serefli Sok no: 29/1 Beseler Ankara, p. 16.

2) Active/Productive Vocabulary

Active vocabulary that students understand, can pronounce correctly and use constructively in speaking and writing.

Active vocabulary consists of words which students understand, can pronounce correctly and use constructively in speaking and writing.¹⁴

A learner's active vocabulary consists of the total number of items which he can accurately use in speech and writing. A learner's vocabulary will always be larger than his active vocabulary as he will have or had items which he will never need to use, and he will be able to understand approximately many items which he cannot use with any degree of accuracy.¹⁵

It means active vocabulary refers to the number of items a learner can accurately use in speech and writing, while their vocabulary is larger due to unneeded items and limited accuracy.

Based on the two kinds of vocabulary above, that means understanding this difference is important for the language learning process, because it can help in identifying areas where a person needs to increase the use of certain words to enrich communication their active.

According to Hutton "there are 3 levels of vocabulary, namely Basic vocabulary, High-frequency

¹⁴ Syarifudin, Marbun, and Novita, "An Analysis on the Students' Vocabulary Mastery a Descriptivestudy on the MTs."

¹⁵ Akar, *Teaching Vocabulary*, p.17.

vocabulary and Low-frequency vocabulary”.¹⁶ To be clear

it can be explained below:

1. Basic Vocabulary

Basic words are the first level of vocabulary. These words usually have a single meaning and do not require instruction. Early reading words, sight words, adjectives, verbs, nouns, and more are expressed at this level. The 8,000 words families in English create this equivalence.¹⁷

2. High-Frequency Vocabulary

Also called the vocabulary level with multiple meanings, this level consists of words used in various fields, adult communication, literature, etc. It affects reading and speaking skills. 7000 words families comprise this level.¹⁸

3. Low-Frequency Vocabulary

The words that are used only when specifically required or in a particular domain like weather, technology, geographical region, occupation, hobbies, school, etc. comprise this tier.¹⁹

It can be concluded that the vocabulary level comprises three levels: Basic Vocabulary, High-Frequency Vocabulary, and Low-Frequency Vocabulary. Basic vocabulary, consisting of 8,000 words in English, includes early reading, sight words, adjectives, verbs, and nouns. High-Frequency vocabulary, encompassing 7000 words, affects reading and speaking skills, while Low-Frequency

¹⁶ Thaashida L Hutton, “Three Tiers of Vocabulary and Education,” *Super Duper Handy Handouts*, no. 182 (2008), https://www.superduperinc.com/handouts/pdf/182_vocabularytiers.pdf.

¹⁷ Hutton.

¹⁸ Hutton.

¹⁹ Hutton.

vocabulary is used only when required. And in this research use the basic vocabulary that 8,000 words families in English create this equivalence.

To be more specific, it will be discussed below about the important of vocabulary.

d. Importance of Vocabulary

The size of students' vocabularies as students enter and progress through school matters, because vocabulary is tremendously important in learning to read, in succeeding in all school subjects, and in achieving in the world beyond school.

Graves states that the importance of vocabulary, they are:

- 1) Vocabulary knowledge is one of the best indicators of verbal ability
- 2) Vocabulary knowledge contributes to young children's phonological awareness, which in turn contributes to their word recognition
- 3) Vocabulary knowledge in kindergarten and 1st grade is a significant predictor of reading comprehension in the middle and secondary grades
- 4) Vocabulary difficulty strongly influences the readability of text.²⁰

From these points that vocabulary knowledge is significantly impacts verbal ability, phonological awareness, word recognition, reading comprehension, and text readability, with kindergarten and 1st grade knowledge significantly predicting middle and secondary grades.

²⁰ Michael F Graves” *The Vocabulary Book Learning And Instruction*, Amsterdam Avenue, New York, NY, p.3.

e. Choosing Vocabulary

The important of vocabulary has been explained above, next, the reason it is important of choosing a good vocabulary to students. Vocabulary consist of words that students understand when listening and reading (receptive vocabulary) and there is also vocabulary that students do not understand which is rarely hear and is not often used except for formal occasions (expensive vocabulary). Graves states these are references to determine which word will be taught, they are:

- 1) Essential words, are crucial for comprehending the text students are reading.
- 2) Widely useful words , these words have broad, general utility for students' reading and writing, and thus have importance beyond the selection students are currently reading.
- 3) More common words , these are higher frequency words that are not likely to be understood by students who have limited vocabulary knowledge. More common words must be taught to students whose vocabularies lag significantly behind their age or grade- level peers because of limited exposure to sophisticated language.
- 4) Imported words, these are words that enhance a reader's understanding, appreciation, or learning from a text but are not include in it.²¹

From the quotation above, that means vocabulary is very important for general language development. Therefore, that students increase the depth of understanding by indirectly relating to the words studied. By understanding and teaching these various

²¹ Michael F. Graves, p.43-45.

types of words, teachers can improve students' overall understanding and language skill.

Choosing good vocabulary for students is one of the teacher's efforts to increase vocabulary, the teacher will assess students' vocabulary. And there are several assessment will be explained by the assessing vocabulary.

f. Assessing Vocabulary

Vocabulary assessment is a process to evaluate the extent to which someone understands, uses, and masters vocabulary or terms in particular language. In curriculum the junior high school there are several aspects of vocabulary assessment including "identifying, spelling, and meaning".²²

- 1) Identifying: Students identify the names of people and numbers of animals, objects that are close to students' daily lives through pictures and videos independently
- 2) Spelling: Students spell the words and use the punctuation correctly
- 3) Meaning: Students know the meaning of spoken vocabulary through pictures and videos independently.²³

It means teacher will measure the student's vocabulary with the several aspects above, and to determine student's understanding of the vocabulary being studied.

²² Siti Wachidah et al., *Bahasa Inggris "When English Rings a Bell,"* revisi jak, vol. 11 (Jakarta, Juli 2016: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2018), <http://link.springer.com/10.1007/978-3-319-59379-1%0Ahttp://dx.doi.org/10.1016/B978-0-12-420070-8.00002-7%0Ahttp://dx.doi.org/10.1016/j.ab.2015.03.024%0Ahttps://doi.org/10.1080/07352689.2018.1441103%0Ahttp://www.chile.bmw-motorrad.cl/sync/showroom/lam/es/>.

²³ Wachidah et al.

To find out the extent of students' vocabulary in understanding vocabulary, the teacher has made several various efforts such as identifying, spelling, and the meaning of vocabulary. For more details, below will discuss the principles of vocabulary.

g. Principles of Teaching Vocabulary

Understanding principles of vocabulary can help in the learning process and language mastery. By applying these principles, as well as improving communication skills in the language being studied. According to Hedge there are number of principle for the teaching of vocabulary ;

- 1) Developing a variety of techniques for the teaching of meaning.
- 2) Encouraging the development of effective strategies.
- 3) Exposing learners to vocabulary through reading and training lexical inferencing.
- 4) Teaching the effective use of dictionaries.
- 5) Evaluating the vocabulary component of coursebooks.
- 6) Teaching vocabulary explicitly through a range of activity types.
- 7) Developing resources for vocabulary teaching.²⁴

Based on the principles of vocabulary by Hedge above, it can be concluded that effective comprehension teaching must include a variety of approaches and strategies to ensure good understanding and use of comprehension by students.

²⁴ Tricia Hedge, *Teaching and Learning in the Language Classroom*, 1st ed. (Oxford University Press, 2000).

h. Material of Teaching Vocabulary

From several of the definition above, start from the meaning, purpose, kinds, important vocabulary, choosing vocabulary, assessing vocabulary, and the principles of vocabulary. To be clearer, this research have some of the vocabulary material studied by students at garde VIII according to the textbook.

There are many materials in vocabulary teaching. It is in syllabus of eight grade of junior high school in curriculum 2013 in the first semester. The book used in MTs N 2 Palopat Pijorkoling is “When English Rings the Bell”. It divide into six chapters they are; It’s English time! (chapter I), We can do it, and we will do it (chapter II), We know what to do (chapter III), Come to my birthday, please! (chapter IV), I’m so happy for you! (chapter V), Our busy roads (chapter VI).

In this research to know the students’ vocabulary mastery, this research limit the materials of vocabulary into vocabulary, includes the name of animals, transportation, and public place by using dominoes game. There are some examples of material vocabulary at junior high school students:

The First Material Vocabulary of Things in The Class

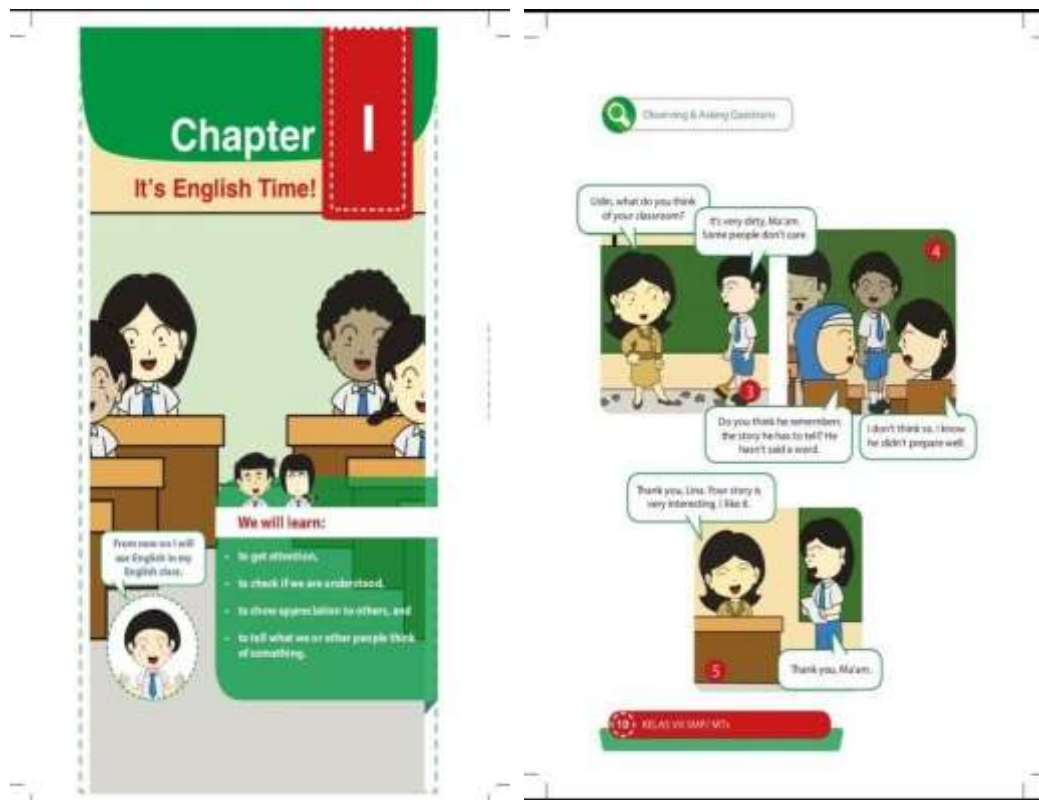


Figure II.1: Vocabulary About Things In Class²⁵

Students are required to master vocabulary about transportation and public place. From the picture above, one example of vocabulary learn in class is vocabulary about transportation and public place

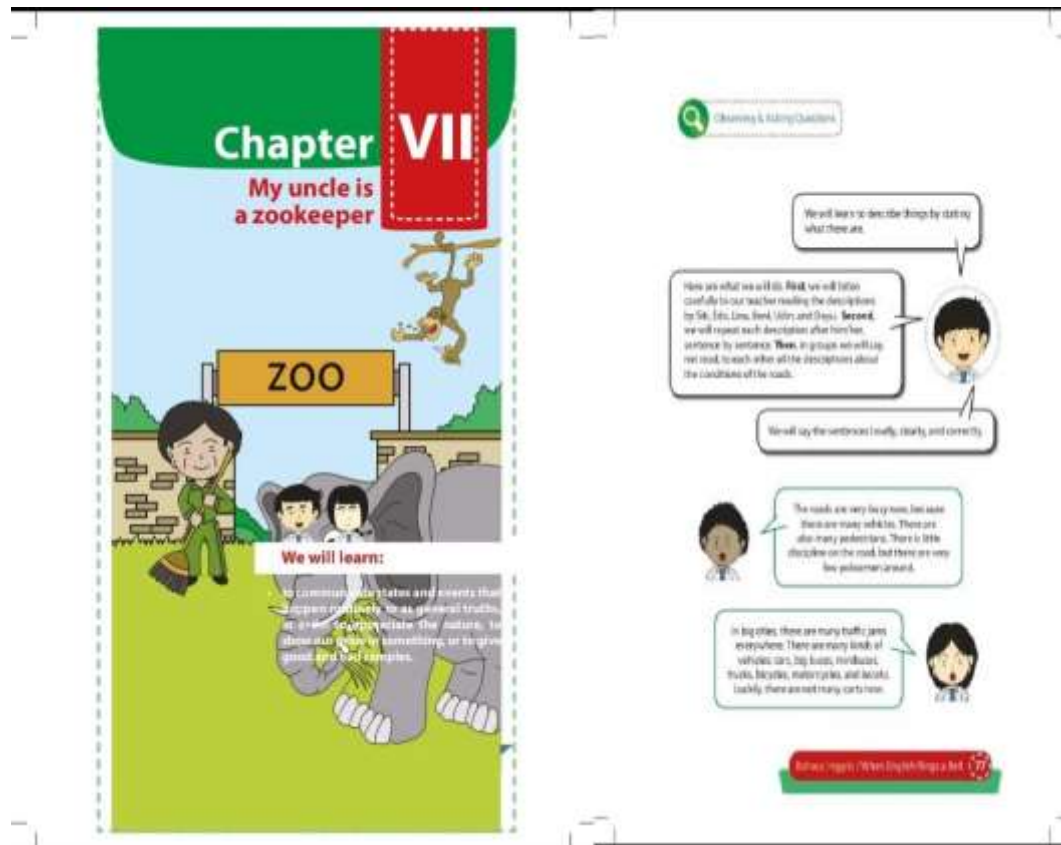
²⁵ Wachidah et al., *Bahasa Inggris "When English Rings a Bell."*



Figure II.2: Vocabulary In The Roads²⁶

From the picture above, one example of vocabulary learn in class is vocabulary about roads. Students are required to master vocabulary about things and place in the roads.

²⁶ Siti Wachidah et al., *Bahasa Inggris*, n.d.

Figure II. 3: Vocabulary About Animals In Zoo²⁷

From the picture above, one example of vocabulary learn in class is vocabulary about animals in the zoo. Students are required to master vocabulary about animals in the zoo .

In this research, not all of the material will be discussed. This research only focus on chapter VI and VII they are animals, transportation, and public place. . Based on syllabus in K13 this

²⁷ Wachidah et al.

chapter contains the main material for oral and written text to request and provide information regarding the where about of people, objects, animals, according to the context of their use.

2. Dominoes Game

a. Definition of Dominoes Game

Using dominoes 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 dominoes game as follows:

Dominoes 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”.²⁸

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

Dominoes 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 0-6 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 dominoes and Etymologically from Latin, literally "from non-owner".²⁹

²⁸ Martina Lebedova, *Practising Vocabulary through Game- Based Activities* (Brno, 2011), <https://is.muni.cz>, p 20

²⁹ Endang Switri, Apriyanti, Zainuddin “ *Meningkatkan Kemampuan Mahasiswa Dalam Memahami Tata Bahasa Arab Melalui penggunaan Media Permainan Domino*”(2021; p: 64)” Book

It means dominoes game involves 28 cards with large dots, divided into two fields with 0-6 dots, thick paper, and marked cards, originating from Latin.

It is 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.³⁰

Based on the statements above, it can be concluded that dominoes 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.

b. Purpose of Dominoes Game

Beside from definition above, the following are various purpose of dominoes game. Various strategies and media for teaching English have been implemented in every level of education. Many experts have created various strategies and media

³⁰ Muhammad Ridho Arfansya, Maliquil Hafis , Dian Shinta Sari “*Improving Students’ Vocabulary Mastery By Using Dominoe Card Game*” *Journal Of English Language Teaching And Education* Vol. 4 No. 2 (2023)

to support English teaching with the goal of increasing students' motivation to learn.

Dominoes game is one of the games to increase student's vocabulary and for good teaching need to have the goals in teaching. There are purpose of dominoes game on students' vocabulary mastery as follows:

- 1) To determine the effectiveness of learning vocabulary using the Dominoes game
- 2) As a tool teachers to facilitate the learning process because it attracts students' interest in the learning process
- 3) To find out how to understand vocabulary
- 4) To increase mastery students' vocabulary in the material³¹

Based on the purpose of dominoes game above, it means using the dominoes game, teachers can enhance the learning process by promoting vocabulary comprehension and enhancing mastery of students' vocabulary in the material.

To make it clearer, below the explanation of principle dominoes game.

c. Principles of Dominoes Game

Dominoes game is one of the game can use to increase students' understanding in vocabulary. Aan et.all states that there are two principles of dominoes game as follows:

- 1) Students' must collaborate with friends in their group

³¹ Shodiqul Bahroyni et al., “*Pengaruh Penggunaan Kartu Domino Terhadap Penguasaan Mufradat Kelas XI IPS MAN 3 Magetan*” Vol 8, no. 1 (2020): p.171–79. <https://ejournal.unzah.ac.id/index.php/alfikru/article/view/573>.

- 2) respectful and cooperative.³²

Based on the statement above, it can be concluded that students are well-trained in honesty, discipline, respect, and cooperation, promoting well-rounded learning experiences in their group. Students can improve their vocabulary with dominoes game because in this game student work in group. So, that can make students to increase their vocabulary of communication.

d. Rules of Dominoes Game

Aside from the several definitions above, this game has rules how to play the game in the classroom. The procedure of using dominoes game in teaching vocabulary mastery is to arrange the words according to the vocabulary in the cards and arrange the words clockwise. There are two rules of dominoes game they are Jones and Endang. The first Based on Jones rules of dominoes game are:

- 1) Dividing, the teacher divide students into groups of 3-4. Give each group a board and a set of dominoes.
- 2) Pointing, the teacher point out that the board already contains one domino
- 3) Telling, tell them that they have to place the remainder of the dominoes on the board in such a way that the right-hand word of one domino goes with the left-hand word of another. To help them, the words are missing from the sentences on the sentence sheet they've got. (They're in the correct order.)

³² Milki Aan, Elia Rosa, and Tsamratul Basiroh, "Permainan Domino Dalam Pengajaran Mufradat Di Madrasah Tsanawiyah," *Kalimatuna: Journal of Arabic Research* Volume 1, no. 1 (2022): p. 1–16. <https://doi.org/10.15408/kjar.v1i1.25297>.

- 4) Allowing, allow 15 minutes for this. Go round and help, if necessary with vocabulary. Check by beginning with the first domino first: class. Continue in a clockwise direction until you end with fisted: (blank).³³

The second Endang states that rules of dominoes game are:

- 1) The teacher teaches and explains the vocabulary on the blackboard.
- 2) Students are asked to remember the vocabulary that the teacher has explained within the specified time limit.
- 3) Students are divided into several groups, the group size is 3-4 players in one group.
- 4) Starting the game, students start playing arranging the cards like in the domino game, the first player is the player who has the card with the word "domino" then followed clockwise in ordering the pictures with the vocabulary on the previous card by the player other.
- 5) Players who don't have or don't remember the vocabulary according to the picture can say "fit" so it continues to the other players.
- 6) The game ends when a winner is found, namely the player whose cards run out first or with the last time determined by the teacher.³⁴

Based on the two rules of dominoes game above, this research use rules from Endang, because it's more specific starting from explaining, repeating vocabulary, dividing into groups, and guide the students until finish. Then, the procedures are very easy to understand and clear to practice when teaching. Teacher and students discuss actively and students play more active role in this

³³ Watcyn-jones, "Vocabulary-Games-and-Activities-2.Pdf."

³⁴Endang Switri, Apriyanti, Zainuddin " *Meningkatkan kemampuan mahasiswa dalam memahami tata bahasa arab melaluipenggunaan media permainan domino*"(2021; p: 64)" Book

game. Meanwhile, teacher provides vocabulary to the students with this game.

There are several the advantages and disadvantages of dominoes game and will be discuss below.

e. Advantages and Disadvantages of Dominoes Game

To make it easier for students to learn new vocabulary, teachers can use a good media for students. So, that students can understand new vocabulary with real media when learning. There are several advantages to using dominoes game in teaching vocabulary are:

- 1) Visualize, students visualizing concretely about vocabulary
- 2) Playing, students can play to allow active participation from students to study
- 3) Requiring, requires students to think, remember, predict, and match pictures with written vocabulary.³⁵

From the statement above, that means visualizing vocabulary engaging students through active participation through play and requiring them to think, remember, predict, and match pictures with written vocabulary are key strategies to learning is more fun. So, that it can increase students' interest in learning and students are able to increase enthusiasm and improve vocabulary mastery.

While dominoes game is a popular and enjoyable game for many, it does have some potential disadvantages are:

³⁵ Endang

- 1) Not all of vocabulary can use this media
- 2) Time duration is unlimited
- 3) Repetitive gameplay in certain variants of dominoes, the gameplay can become repetitive, especially if players are familiar with the game and its strategies. This might lead to boredom for some players over time.³⁶

It means while dominoes is a classic game with many positive aspects, these potential disadvantages might affect its appeal or practicality in certain situations.

The important of this game is the procedure is suitable to students and can understand the game with the guidance of the teacher. Teaching vocabulary using dominoes game can make students more interested to study in classroom. So, to make it more understand will be discuss below how to apply the game.

f. Teaching Vocabulary using Dominoes Game

Teaching vocabulary can be more effective and interesting if you use a variety of media. When teaching vocabulary this is the major part of the teacher's art.³⁷ There are several media that teachers can use to teach. One of which is using cards as a media like the domino game, with this game teachers can be more effective in teaching. The procedure of using this dominoes game is as follows:

³⁶ Endang

³⁷ Harmer, *The Practice of English Language Teaching*.

1) Pre-Teaching

The process in pre-teaching, first before the teacher start the learning session, teacher great the students and checks the attendance list and gives the icebreaking to the students. After that the students pay attention to the teacher and respond to teacher says or asks

2) While-Teaching

Next, is the first procedure of teaching vocabulary by using dominoes game that is presenting, in this procedure the teachers explain the material lesson with using media, media is cards. After explain the material, the teacher shows dominoes cards containing vocabulary and explains how to play the game. Then teacher divides the students into 4 groups and each group gets a set of dominoes cards, then the teacher gives the students 15 minutes to finish the game.

3) Post-Teaching

The last is revising, in this procedure the teacher repeat the material again to make sure that students understand the material well. The teacher summarized today's material and revise the mistakes while teaching learning takes place.

Dominoes Game using by Enndang's theory can be seen on the table below:

Table II. 1 Teaching Vocabulary using Dominoes Game

Learning activity	Teacher's activities	Procedure	Student's activities
Pre-Teaching	<u>Observing</u> 1. Teacher introduce the material with dominoes game	1. The teacher teaching and explains the vocabulary on the blackboard	1. Students listen the teacher explanation 2. Students attention to the teacher 3. Students look the teacher showing the cards of dominoes based on the material
	2. Teacher ask the students to say vocabulary	2. Teacher use the cards of dominoes game to explained in the time limit	1. Students ask to remember the vocabulary 2. Students repeat vocabulary after the teacher 3. Students say the vocabulary what the students see
While Teaching	<u>Exploration</u> 1. Teacher divide the students	3. Teacher divided into several groups the groups is 3-4 players in one group	1. Students attention to the teacher instruction 2. Students find their groups 3. Students sit on the chair with their group
	2. Teacher ask the student's attention	4. Teacher explain to students how to play the game	1. Students listen to the teacher 2. Students follow the instruction 3. Students get ready to play the game
	3. Teacher gives the card to the students	5. Teacher give the card to every students	1. Students get the card from the teacher 2. Every students in group get 3-4 cards 3. Students random the cards

Learning activity	Teacher's activities	Procedure	Student's activities
While Teaching	3. Teacher gives the card to the students	5. Teacher give the card to every students	4. Students get the card from the teacher 5. Every students in group get 3-4 cards 6. Students random the cards
	<u>Communication</u> 1. Teacher guide the students discuss in the group	6. Teacher go around in the class to guide every group	1. Students start playing the game 2. Students arranging the cards like in the dominoes 3. Students arrange the cards according to the previous vocabulary pictures in the card
	3. Teacher lead the students	8. Teacher ask every group who is the first run out the card	1. Other students who don't have or don't remember vocabulary according to vocabulary can say "fit" 2. Students continue to the other player
	4. Teacher ask the students who is the winner	9. Teacher determine the game	1. the game a when a winner is found 2. The winner whose cards run out first 3. The winner with the last time determined by the teacher

Learning activity	Teacher's activities	Procedure	Student's activities
While Teaching	<u>Closing</u> 1. Teacher ask the students about their understanding the material	10. Teacher discuss with the students about the material	1. Students ask about to the teacher's question 2. Students tell their problem about the material 3. Students discuss with the teacher
	2. Teacher summarize the lesson	11. Teacher explain again about the material	1. Students listen to the teacher 2. Students attention to the teacher's summarize
Post Teaching	3. Teacher close the class	12. Teacher closing the class with the salam	1. Students pray together 2. Students say salam

From the table above, it can be concluded these are some activities the teacher and students use in teaching vocabulary using dominoes game. The researcher used this procedures because it was easier to be done and more enjoyable to improve students vocabulary.

g. Conventional Teaching

Beside the teaching vocabulary using dominoes game above, teacher has strategy to teach in classroom namely, conventional teaching. Conventional teaching is a traditional teaching method that usually focuses on conveying information directly from the teacher to students.

1) Definition of Conventional Teaching

Conventional teaching is a traditional instructional method where the teacher directs the learning process, typically using lectures, demonstrations, and standardized assessments. It emphasizes direct instruction, structured curricula, and individual student performance, often with a focus on memorization and passive learning. According to Li, conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom.³⁸

³⁸ Yap Wei Li, “*Transforming conventional Teaching Classroom to Learner-Centered Teaching Classroom Using Multimedia- Mediated Learning Module*” Volume 6, no. 2 (2016): hlm. 105–12, <https://doi.org/10.7763/IJNET.2016.V6.667>.

Next, based on Supandi et.al conventional teaching is an authoritative approach, where the teacher is the main source of knowledge and students act as recipients of information (teacher center).³⁹

Based on the quotations above, it means conventional teaching is a traditional teaching method that involves face-to-face interaction between instructors and students in the classroom. Conventional teaching also as an authoritative approach where the teacher is the primary source of knowledge, while students act as recipients.

Learning methods are ways or steps and stages set systematically by the teacher in achieving learning goals. The method used to realize the established strategy. Choosing a learning method requires “carefulness” from the teacher because students have different understanding and learning styles.⁴⁰

It means the method used by a teacher is a systematic approach to achieve learning goals, requiring careful consideration of students' unique understanding and learning styles.

There are various methods that teachers can use

In general, it can be classified into two parts:

³⁹ Supandi, Muhammad Subhan, and Abdul Hodir, “*Perbandingan Metode Pengajaran Tradisional Dan Modern Dalam Pendidikan Agama Islam: Studi Di Lembaga Pendidikan Internasional ABFA Pamekasan*,” n.d., hlm. 40–50, <https://journal.dewanpendidikanpamekasan.com>.

⁴⁰ Mukhammad Bakhruddin et al., *Strategi Belajar Mengajar*, ed. Iqbal Tawakkal, *Agrapana Media*, 1st ed. (Jawa Timur: CV. AGRAPANA MEDIA, 2021), [https://repository.iainkediri.ac.id/143/2/Strategi pembelajaran.pdf](https://repository.iainkediri.ac.id/143/2/Strategi%20pembelajaran.pdf).p. 69.

1. Conventional teaching methods 2. Individual teaching methods. Classical teaching methods include: a. Lecture method b. Question and answer method c. Discussion method d. Coercive methods e. Socio drama Method f. Field trip method g. Group work method h. Simulation method.⁴¹

From the several various methods above, teachers usually use the lecturer method to explain material to students.

Lecture Method A form of presenting teaching material through lighting and oral narrative by the teacher to students about a material topic. In his lecture the teacher can use aids/props such as pictures, maps, objects, artificial goods and so on. The student's role in the lecture method is to listen carefully and note down the important points raised by the teacher. The lecture method is also called the lecture (pulpit) method.⁴²

It means the lecture method is a teaching method where a teacher presents material through lighting and oral narrative, using aids like pictures, maps, and objects, while students listen and note important points.

2) Procedure of Conventional Teaching

There are some steps to teaching before showing this methods, they are:

- a) Preparation, create learning condition to students
- b) Implementation, teacher conveys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing

⁴¹ Mu'awianah, *Strategi Pembelajaran Pedoman Untuk Guru Dan Calon Guru* (Kediri, Jawa Timur: STAIN KEDIRI PRESS, n.d.), https://repository.iainkediri.ac.id/143/2/Strategi_pembelajaran.pdf.

⁴² Mu'awianah.

- c) Evaluation, give the test to students for looking students' comprehension about the material that learned.⁴³

From the several steps above, it can be concluded that the lecturer method ensures a conducive learning environment for students, facilitates material implementation, and conducts evaluations to assess comprehension and understanding.

Based on observation , that means procedure used by English teacher in MTs N 2 palopat pijorkoling are as follows:

- a) Explain the learning material
- b) Identify in difficult the word
- c) Asking students to memorize

B. Related Finding

There are several findings related to this research, some of which are used as references and comparisons between one research and another. Some of the researches are:

The first Arfansyah et.al it was concluded that the usage of domino card games can raise student results on the vocabulary test, as seen by cycle 1's low student scores (average score: 75.36) and cycle 2's higher student scores (average score: 81.36). The researcher advises other teachers to use

⁴³ Syaiful Bahri Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif*, 4th ed. (Jakarta: PT RINEKA CIPTA, n.d.), <https://idr.uin-antasari.ac.id/8868/1/1.pdf>.

domino card games while instructing pupils in vocabulary proficiency. The domino card game is a fun way to engage kids in the teaching and learning process while also helping to increase their vocabulary proficiency.⁴⁴

The second has done by Suhaili and Sandiarsa the result in data analysis, the mean score of pre test was 44.62 and post test was 73, the mode score of pre-test was 45.9 and post test was 78.3; the median score of pre-test was 44.8 and post test was 78.14; the score of standard deviation on both of the test was 11.27. This is based on the $t\text{-test} > t\text{-table}$ ($18.944 > 2.024$) in degree significant of 5%. It means that H_a was accepted and H_o was rejected. Therefore, it can be concluded that modified domino cards game gives positive effect on students' vocabulary mastery at the seventh grade students of MTs Negeri 3 Mataram in academic year 2019/2020.⁴⁵

The third has done by Dalle et.all In this research, the data were analyzed by using t-test. The result showed 3.77 for t-value with the significance level 0.05. From the result, it shows that the significant difference of the German language vocabulary learning between experimental group and control group. It can be concluded that domino card games is an effective way to learn Germany vocabulary.⁴⁶

⁴⁴ Muhammad Ridho Arfansya, Maliquil Hafis, and Dian Shinta Sari, "Improving Students' Vocabulary Mastery By Using Domino Card Game," *JELTE: Journal of English Language Teaching and Education* 4, no. 2 (2023): p. 24–32. <https://jurnal.fpbs.ikipgripta.ac.id/index.php/jelte/article/view/405>.

⁴⁵ Muhammad Suhaili and K. Dedy Sandiarsa, "The Effect of Modified Domino Cards Game on Students' Vocabulary Mastery," *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)* Volume 4, no. 3 (2020): p. 500–505. <https://doi.org/10.58258/jisip.v4i3.1253>.

⁴⁶ Ambo Dalle, Burhanuddin, and Misnawaty Usman, "The Effectiveness of Domino Card Games to Improve German Language Vocabulary," *Journal of Physics: Conference Series* 1028, no. 1 (2018), <https://doi.org/10.1088/1742-6596/1028/1/012099>.

From the statements above, the researcher concluded the related findings used the Dominoes game to develop and improve the students vocabulary mastery, and there are differences between the researcher with the related findings in using dominoes game. Such as the method, grade of class and place, the researcher choosed the experimental class to teaches the vocabulary, the researcher also choosed the VIII grade class and MTs N 2 Palopat Pijorkoling as place for research.

From the various understanding and explanations above, the researcher created a conceptual framework to clarify this research. So, that can understand how the structure of this reseach is carried out in the field.

C. Conceptual Framework

Many students still lack in vocabularies, the students' have trouble in memorizing the vocabulary, students are less interested in to English learning. Students difficulties to memorize and understand vocabularies, Students' vocabulary is still very low.

The concept of dominoes game is to make the students easier to learn vocabulary. To know the effect of this, there are two classes used as the sample of collecting data for this research. The classes are pre-test and post-test.

The research specifies that two classes should be used as the experimental class and the control class. Students in the experimental class will learn vocabulary using Dominoes Game. It would be using to collect the data. While doing the research, the researcher also served as a teacher

who responsible for instructing the students in both the experimental and control class.

The first step is pre-test, it give to the students ability before the treatment. After that, dominoes game used to teach the experimental class and conventional treaching will used to teach in control class. The last, post –test to find out the effect of Dominoes game on vocabulary mastery at the VIII grade students of MTs N 2 palopat pijorkoling .

In this research there are H_0 and H_a to see , there is the significant effect or dominoes game to students vocabulary at the VIII grade students of MTs N 2 palopat pijorkoling or there is no significant effect of dominoes game to students vocabulary at the VIII grade students of MTs N 2 palopat pijorkoling.

Based on the explanation above, the conceptual framework can be seen from the figure below:

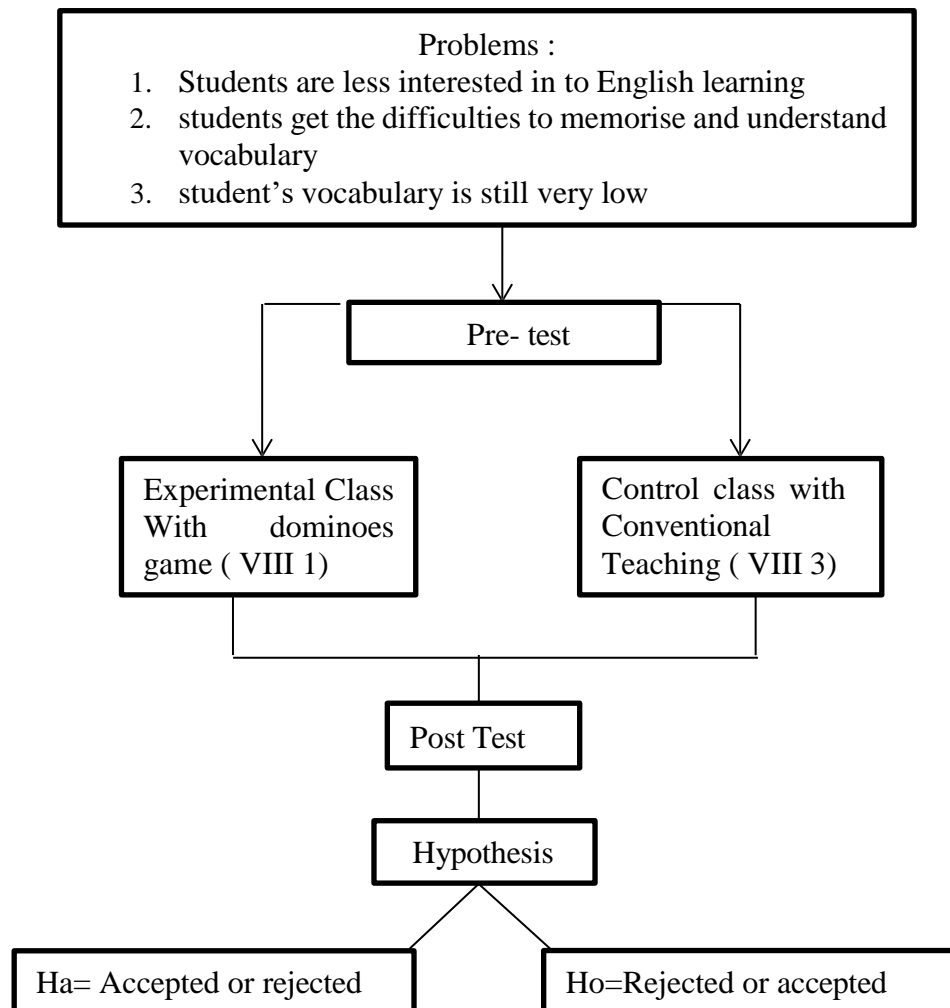


Figure II. 4 : Conceptual Framework

The schema above, illustrates the chronology of this research. It starts from the students' problem, the solution to solve these problems, how the research will be done or conducted.

D. Hypothesis

Hypothesis of this research are

H_a : There is a significant effect of dominoes game on vocabulary mastery at grade VIII students of MTs N 2 palopat pijorkoling.

H_0 : There is no a significant effect of dominoes game on vocabulary mastery at grade VIII students of MTs N 2 palopat pijorkoling.

CHAPTER III

METHODOLOGY

A. Time and Location of the Research

This research is conducted students at grade VIII of MTs N 2 Palopat Pijorkoling. It is about 6.0 km to MTs N 2 Palopat Pijorkoling from the central toward of Padangsidempuan. This research started from June 2024 until finish.

B. Research Design

The kind of this research is quantitative research with experimental research. According to Kohatri “Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity”.¹ It means quantitative research is a method of studying phenomena that can be expressed in terms of quantity, focusing on the measurement of quantities.

In experimental research, this research used two classes, as an experimental class and a control class. The experimental class was the class teaches with dominoes game as a treatment and control class was the class teaches with a conventionalteaching.

The design of this research is quasi experimental with pre-test control group design and post-test control group design. The pretest control group design and post-test control group design involves two groups of

¹ C. R Kohatri, *Research Methodology Methods and Techniques*, second rev (Jaipur India, 2015), <https://reporitory.dinus.ac.id>.p. 3.

subject, one was experimental treatment (experimental group) and the other was not given treatment (control group). The research design by using one treatment can be seen below:

Table III. 1
Table of the Design

Class	Pre- Test	Treatment	Post- Test
Experimental Class	✓ (01)	Dominoes Game	✓ (02)
Control Class	✓ (03)	X	✓ (04)

(Source: Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*)

Notices:

R=The sample of the research

O1=Pre-test in experimental class

O2=Post-test in experimental class

X= Treatment

O3=Pre-test in control class

O4=Post-test in control class.²

Based on the explanation above, it can be concluded that the experimental research was a kind of research which has the aim to know causal effect relationship between one variable and more to other variable.

C. Population and Sample

In research, population and sample were two important concepts that were interrelated. Population was the entire group that was the object of research, while sample was part of the population chosen to represent that group in research.

²Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

1. Population

The population of this research all students at grade VIII of MTs N 2 Palopat Pijorkoling, which consist of five classes of the students at grade VIII of MT s N 2 palopat pijorkoling. That consist of 150 students. The population of this research in MTs N 2 Palopat Pijorkoling can be seen below:

Table III.2 The population of the VIII Grade Students of MTs N 2 Palopat Pijorkoling 2023-2024

No	Class	Total
1	VIII-1	30
2	VIII-2	30
3	VIII-3	30
4	VIII-4	30
5	VIII-5	30
Total		150

2. Sample

Sample is part of number and characteristic possessed by the population.³ It means sample was part of population chosen as the object of the research. The sample was the students at grade VIII MTs N 2 Palopat Pijorkoling. Technique sampling of this research used random sampling because all of the population were at the same grade, curriculum, lesson, same age, and do not use placement test. The use of sampling in this research was made lottery system. First, provided three pieces of small paper contained of the name of 5 classes, then rolled the paper and put the paper into a box. After that, the box was shaken.

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R& D, Angewandte Chemie International Edition*, 6 (11), (Alfabeta Bandung, 2016). p. 62.

Then, this research took the first paper for the experimental class. The last, took the second paper for the control class.

Table III.3
Table of Sample

No	Sample	Total
1.	Experimental Class VIII-1	30
2.	Control Class VIII- 3	30
	Total	60

Based on the table above, VIII-1 30 students as experimental class and VIII-3 as control class 30 students, and consist 60 students.

D. Definition of Operational Variables

To restrain of ambiguity, this research consist of two variables, the definition of those two variables as follow:

1. Dominoes Game

Dominoes game is a fun and engaging way to practice vocabulary. It 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.

2. Vocabulary

Vocabulary is a group of alphabets arranged in a dictionary and connected to listening, speaking, reading, and writing.

E. Instrument of Data Collection

This research must have an instrument, instrument was a tool that can be used by the researcher to collect the valid and reliable data. In this research used a test consist of pre- test and post-test. To get the data from

the students, this research collected the data with a multiple choice test. This multiple choice test consist of 100 questions 50 multiple choice of pre- test and 50 multiple choice of post- test wiht the 4 option a, b, c, d in each question.

Based on the book in junior high school, this test adapted to indicators, namely students were able to identify the name of animals, public transportation, and public place. Students were able to spelling animals, transportation, and public place. Students were able to know the meaning of animals, public transportation, and public place.⁴ By using test to the students, this research could clearly find out their knowledge in vocabulary.

The scoring is obtained using the following formula:

$$\text{Score} = \frac{B}{N} \times 100 = \frac{1}{50} \times 100 = 2$$

B = number of question answers correctly

N = number of question ⁵

The question in this multiple choice (100 question) for each question score was 2 and if all question answered successfully the score was 100. The students' minimum mastery criteria (kkm) is 80. Therefore, to achieve the completeness each students must be able to answer at least 50 question. Below is a table as an example of a measuring tool:

⁴ Wachidah et al., *Bahasa Inggris "When English Rings a Bell."*

⁵ Asrul, Rusydi Ananda, and Rosinta, *Evaluasi Pembelajaran, Ciptapustaka Media* (Bandung: Citapustaka Media, 2014).

Table III.4 The Indicators of Vocabulary Mastery

No	Topic	Indicators	Number of Items	Total Items
1.	Animals	Name	1,6,7,10	6
		Spelling	19,20,22,23,24,27	12
		Meaning	34,35,44,48,50	10
2.	Transportation	Name	5,8,9,12,13	10
		Spelling	16,17,18,21,26,33	12
		Meaning	36,37,43,45,46,49	12
3.	Public Place	Name	2,3,4,11,14,15	12
		Spelling	25,28,29,30,31,32	12
		Meaning	38,39,40,41,42,47	12
				100

(Syllabus of Eight grade of junior high school in curriculum K-13)⁶

The level of score of the result students test interpreted as very good, good, enough, less, fail.⁷ Below is a table as an example of level the score:

Table III. 5
Level of The Score

No	Interval	Prediction	Description
1	80-100	A	Very Good
2	66-79	B	Good
3	56-65	C	Enough
4	40-55	D	Low
5	0-39	E	Fail

F. Validity and Reliability Instrument

Validity and reliability are crucial concept in research when evaluating instruments or measurement tools.

⁶ Syllabus of Eight Grade of Junior High School in Curriculum K-13(when English Rings a Bell)

⁷ Joko Widiyanto, *Evaluasi Pembelajaran (Sesuai Dengan Kurikulum 2013) : Konsep, Prinsip & Prosedur*, ed. Asri Musandi, Universitas PGRI Madiun (Madiun: UNIPMA PRESS, 2018).

1. Validity

Validity was important thing to doing the research, it means validity how to valid the test, because a good test must be valid. Sugiyono states that validity is important thing to doing the research, because a good test must be validity. Valid means that the instrument can be used to measure what is supposed to measure.⁸ To make it sure, this research validated the test by using construct validity, because the instrument of research was test. Construct validity was done by comparing between the content and the design by researcher and content or the design that has been determine by the English teacher. To determine whether or not the test question was valid using SPSS v.23 using *Person Correlation test*. There are two criteria for determine validity of test, as a tool with the following formula:

- a. If r value $> r$ table at the significance of 5 %, it means that the instrument is valid.
- b. If r value $< r$ table at the significance of 5 %, it means that the instrument is valid.

The Formula :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - \sum X^2} \{N \sum Y^2 - \sum Y^2\}}$$

Notes :

r_{xy} = Correlation coefficient between variables X and Y

X = Question item score

Y = Question Score

N = The number of subjects with X scores and Y scores

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 25th ed. (Bandung: Alfabeta, 2017).

2. Reliability

The high reliability must be had a good test, besides having validity. The internal consistency of the measurement was defined as reliability. Internal consistency was have done by trying the instrument just once, then the data obtained was analyzed with certain techniques. According to Birolino reliability is a characteristic of the item, expressed by the probability that it will perform its required function under given conditions for a stated time interval.⁹ Reliability was refers to the consistency and stability of measuring tools or instruments used to collect data. This research used pre- test and post- test as measuring tools to determine the stability of students' vocabulary learning using the dominoes game. To check the reliability test, this research used SPSS v.23 There are two criteria for determined validity of test, as a tool with the following formula:

- a. If $\alpha_{cornbach} > r_{table}$ at the level of significance 5%, it means that the instrument is reliable.
- b. If $\alpha_{cornbach} < r_{table}$ at the level of significance 5%, it means that the instrument is not reliable.

The formula:

$$r_n = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum Si^2}{Si^2} \right)$$

Notes :

r_n = Test reliability coefficient

n = The Number of items issued in the test

$\sum Si^2$ = The number of variance scores for each item

⁹ Alessandro Birolini, *Reliability Engineering: Theory and Practice, Sensors, Nanoscience, Biomedical Engineering, and Instruments*, 2013.

$$St^2 = \text{Total Variance}$$

G. Research Procedure

In this research there were several procedures were pre- test before giving material, treatment to giving the material, and the last was post- test in the end of the lesson to know how the students's vocabulary after giving the treatment.

1. Pre Test

It was a test that used to evaluated the students before did experimental and control class. The function of this test to know how far their vocabulary mastery before using Dominoes game. And here many procedure of this research :

- a. The researcher gave pre-test to the students in the experimental class and control class. It consist of 25 questions that was filled by the students.
- b. This test gave before any class got treatment.
- c. The test was vocabulary test and topic was about noun.
- d. The researcher gave the time to answer the question
- e. Th researcher collected the test paper
- f. The researcher checked the student's answer of the pre test

The researcher got the result from studensts' vocabulary mastery in experimental class and control class.

2. Treatment

In this research, after doing a pre-test in experimental class and control class the researcher did the treatment in experimental class by

using Dominoes Game and the traditional teaching in control class. The

researcher used some ways they are:

- a. The teacher divided the students into 3-4 group and the teacher gave dominoes card to every group that consist of noun.
- b. The teacher explained the procedure of dominoes game to students
- c. The students matched the cards that correspond to the previous vocabulary
- d. The students showed to the teacher whose cards run out first.

3. Post Test

After giving treatment, the researcher conducted a post-test. The function was to know the difference score of experiment and control class and the effect after using dominoes Game, whether it had an effect or not. There were some ways of post test:

- a. The researcher prepared the test to the students. It consist of 25 questions that was filled by the students.
- b. This researcher gave the test to students .
- c. The researcher explained what students to do.
- d. The teacher gave the time to answer the questions.
- e. The teacher collected the test paper.

- f. The teacher checked the student's answer and counted the score.

H. Techniques of Analyzing Data

After doing tests, data collected. To analyzed the data, it used independent sample t-test. There were two tests had to do before analyzing the data. They were normality test and homogeneity test.

1. Normality Test

The normality test used to determine whether the distribution was normal or not. The researcher used Chi Square formula. The Chi Square formula is as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(f_o - f_h)^2}{f_h}$$

Description:

χ^2 = Chisquare

f_o = ObservedFrequency

f_h = ExpectedFrequency

The distribution is normal, if $\chi^2_{table} \leq \chi^2_{table}$

The distribution is not normal, if $\chi^2_{table} \geq \chi^2_{table}$

2. Homogeneity test

To test weather the variants of the two samples were homogenous, the variants equality test was used.

$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$

The biggest variant

If $F_{count} \leq F_{table}$, both samples are homogenous

If $F_{count} \geq F_{table}$, both samples are not homogenous

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.¹¹

¹⁰Sugiyono, *Statistik Untuk Penelitian* (Bandung: Alfabeta, 2021).

¹¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

I. Hypothesis Test

Hypothesis test was statistical method used to test claims or hypothesis about a population based on a sample of collected data¹². In this research the researcher used t-test. The formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \right) \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Description:

t = the value which the statistical significance

\bar{x}_1 = the average score of experimental class

\bar{x}_2 = the average score of control class

s_1^2 = deviation of the experimental class

s_2^2 = deviation of the control class

n_1 = number of experimental class

n_2 = number of control class¹³

If the t test was higher than t_{table} , it can be concluded that H_1 was accepted and H_o was rejected. It means there was significant effect between using dominoes game toward students' vocabulary mastery.

¹² Sugiyono.

¹³ Sugiyono, *Statistik Untuk Penelitian*.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of list group label strategy on students' vocabulary mastery. This research has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Description of Data Before Using Dominoes Game

a. Score of pre- test in Experimental Class

This research used class VIII-3 as the experimental class. This research calculated the students' scores based on their pre-test responses, then ranked the results in the form of class intervals, starting from the lowest to the highest scores. scores, intervals, mean, median, mode, variance, and standart deviation were obtained by the researcher through calculations. The total score of experimental class in pre-test was 1.456, highest score was 80, lowest score was 36, range was 52.00, interval was 8, mean was 48.53, median was 56.00, more was 20, variance was 375.98, standart deviation was 819.39. The score of pre-test in experimental class can be seen in the following table:

Table IV. 1
Score of Pre-Test in Experimental Class

No	Description	Statistics
1	Total Score	1.456
2	Highest Score	80
3	Lowest Score	36
4	Range	52.00
5	Interval	8
6	Mean	48.53
7	Median	56.00
8	Mode	20
9	Variant	375.98
10	Standard Deviation	19.39

After getting the result of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standart deviation, the next step was this research made it into percentages to see the dominant score of the students. The frequency distribution of the students' score of experimental class in pre-test could be into table frequency distribution as follow:

Table IV.2
Frequency of Students Score (pre-test) Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	36-42	39	2	6.7 %
2	43-49	46	5	16.7 %
3	50-56	53	6	20 %
4	57-63	60	8	26.6 %
5	64-70	67	6	20 %
6	71-77	74	2	6.7 %
7	78-84	81	1	3.3 %
<i>I=7</i>			30	100%

From the table, the students' score in class interval between 36-42 was 2 students (6.7%), class interval between 43-49 was 5 (16.7%), class interval between 50-56 was 6 (20%), class interval between 57-63 was 8 (26.6%), class interval between 64-70 was 6 (20%), class interval 71-77 was 2 (6.7%), class interval 78-84 was 1 (3.3%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

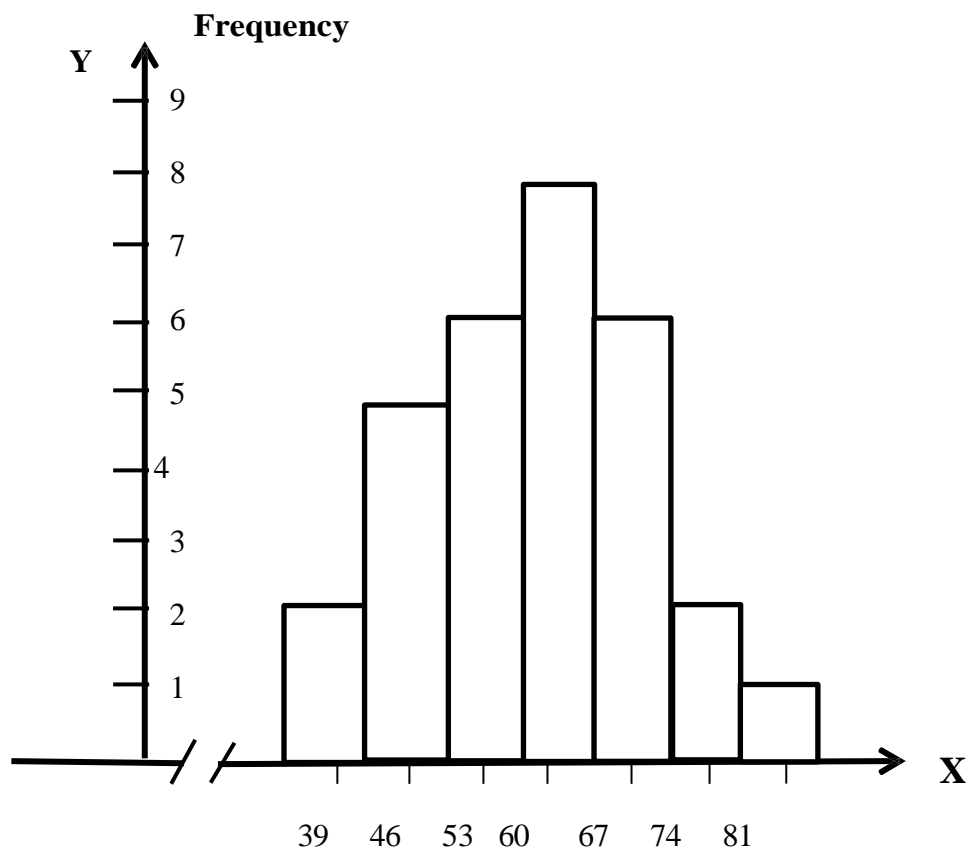


Figure IV.1: Data Description of Students' Vocabulary Mastery in Experimental Class (Pre-test)

b. Score of Pre-Test in Control Class

The pre-test in control class, this research choosed the VIII-1. The research has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. This research calculated it used the SPSS 23. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, modus, variant and standard deviation. The total score of pre-test in control class was 1.332, highest score was 72, lowest score was 36, range was 52, interval was 8, mean was 44.40, modus was 44.40, variant was 322.59, standart deviation was 17.96. The score of pre-test in control class can be seen in the table below :

Table IV. 3
The Score of Pre-Test in Control Class

No	Description	Statistics
1	Total Score	2.722
2	Highest Score	72
3	Lowest Score	36
4	Range	52
5	Interval	7
6	Mean	90.73
7	Median	92.00
8	Mode	100
9	Variant	55.30
10	Standard Deviation	7.437

Based on the data above, the total score of post-test in experimental class was 2.722, the highest score was 72, the lowest score was 36, the range was 52, the interval was 7, the mean was 90.73, the median was 92.00, the modus was 100, the variant was

55.30, and the standard deviation was 7.437. After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

Table IV.4
Frequency of Students Score (Pre-test) Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	36-41	38.5	3	10 %
2	42-47	44.5	3	10 %
3	48-53	50.5	5	16.7 %
4	54-59	56.5	8	26.6 %
5	60-65	62.5	7	23.3%
6	66-71	68.5	2	6.7%
7	72-77	74.5	2	6.7 %
<i>I=6</i>			30	100%

From the table, the students' score in class interval between 36-41 was 3 students (10%), class interval between 42-47 was 3 (10%), class interval between 48-53 was 5 (16.7%), class interval between 54-59 was 8 (26.6%), class interval between 60-65 was 7 (23.3%), class interval 66-71 was 2 (6.7%), class interval 72-77 was 2 (6.7%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

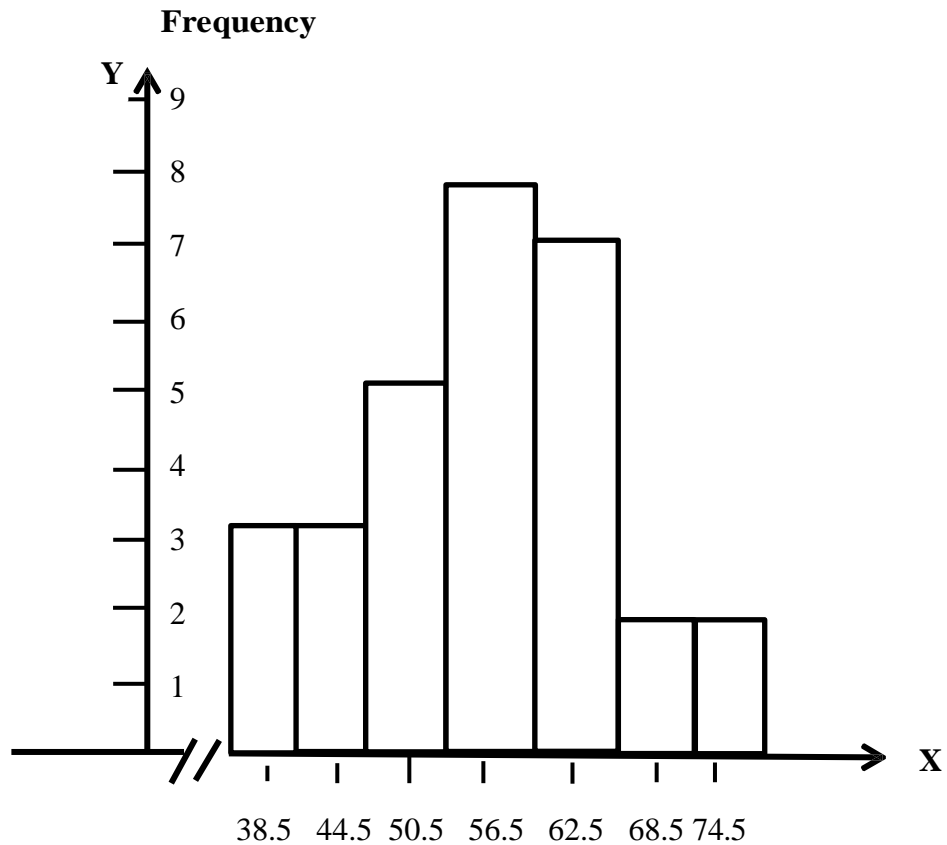


Figure IV.2: Data Description of Students' Vocabulary Mastery in Control Class (Pre-test)

2. Description Data of Post-Test

a. Score of Post-Test Score in Experimental Class

After giving the dominoes game treatment, the students did the post-test to know the dominoes game effects to the students' vocabulary mastery, the researcher gave the test of multiple choice consist of 50 questions. This research has calculated the students' score arranged it from the low score until the high score in interval class form. The researcher calculated using SPSS 23. This research calculated it to get the score of range, interval, mean, median, modus, variant and standart deviation.

Table IV. 5
The Score of Post-Test in Experimental Class

No	Description	Statistics
1	Total Score	2.722
2	Highest Score	100
3	Lowest Score	60
4	Range	52
5	Interval	7
6	Mean	92.47
7	Median	92.00
8	Mode	100
9	Variant	55.30
10	Standard Deviation	7.437

Based on the data above, the total score of post-test in experimental class was 2.722, the highest score was 100, the lowest score was 60, the range was 52, the interval was 7, the mean was 92.47, the median was 92.00, the modus was 100, the variant was 55.30, and the standard deviation was 7.437. After calculating and got the result above, this research made it into percentages to see the dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

Table IV.6
Frequency of Students Score (Post-test) Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	60-65	62.5	2	6.7 %
2	66-71	68.5	3	10 %
3	72-77	74.5	6	20 %
4	78-83	80.5	8	26.6 %
5	84-89	86.5	7	23.3%
6	90-95	92.5	5	16.7 %
7	96-101	98.5	2	6.7 %
I=6			30	100%

From the table, the students' score in class interval between 60-65 was 2 students (6.7%), class interval between 66-71 was 3 students (10%), class interval between 72-77 was 6 students (20%), class interval between 78-83 was 8 students (26.6%), class interval between 84-89 was 7 students (23.3%), class interval 90-95 was 5 students (16.7%), class interval between 96-101 was 2 students (6.7%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

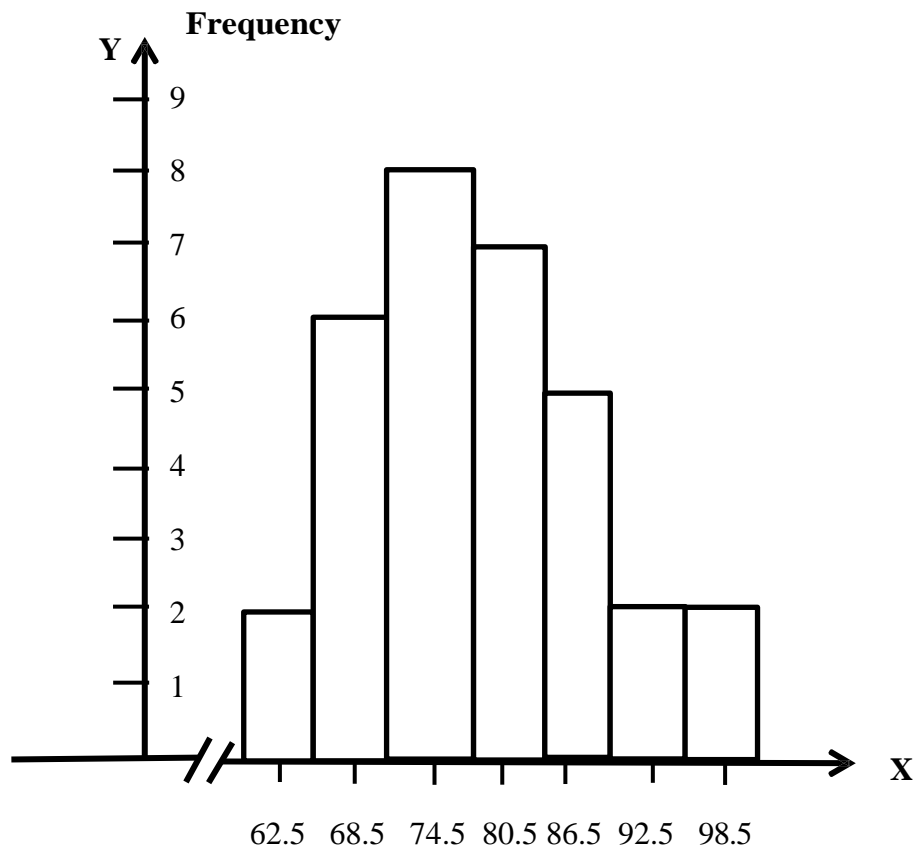


Figure IV.3: Data Description of Students' Vocabulary Mastery in Experimental Class (Post-test)

b. Score of Post Test in Control Class

This research gave the teacher method to students for the treatment. Then, students did the post-test. The researcher gave the test consists of 50 multiple choice and this research has calculated the students' score and arranged it from the lowest score until the highest score in interval class form. The researcher calculated it based on SPSS 23. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, variant and standard deviation. The score of post-test in control class can be seen in the table below :

Table IV. 7
Score of Post-Test in Control Class

No	Description	Statistics
1	Total Score	2.774
2	Highest Score	88
3	Lowest Score	60
4	Range	16
5	Interval	6
6	Mean	90.73
7	Median	92.00
8	Mode	92
9	Variant	31.08
10	Standard Deviation	5.575

Based on the data above, the total score of post-test in experimental class was 2.774, the highest score was 88, the lowest score was 60, the range was 16, the interval was 6, the mean was 90.73, the median was 92.00, the modus was 92, the variant was 31.08, and the standard deviation was 5.575. After calculating and got the result above, this research made it into percentages to see the

dominant score that gotten by the students. The score of post test in experimental class could be applied into the table frequency distribution as follow :

Table IV.8
Frequency of Students Score (Post-test) Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	60-64	62	1	3.3 %
2	65-69	67	6	20 %
3	70-74	72	7	23.3 %
4	75-79	77	8	26.6 %
5	80-84	82	6	20 %
6	85-89	87	2	6.7 %
<i>I=5</i>			30	100%

From the table, the students' score in class interval between 60-64 was 1students (3.3%), class interval between 65-69 was 6 students (20%), class interval between 70-74 was 7 students (23.3%), class interval between 75-79 was 8 students (26.6%), class interval between 80-84 was 6 students (20%), class interval 85-89 was 2 students (6.6%). In order to get description of data clearly and completely, this research presents them in histogram on the following figure:

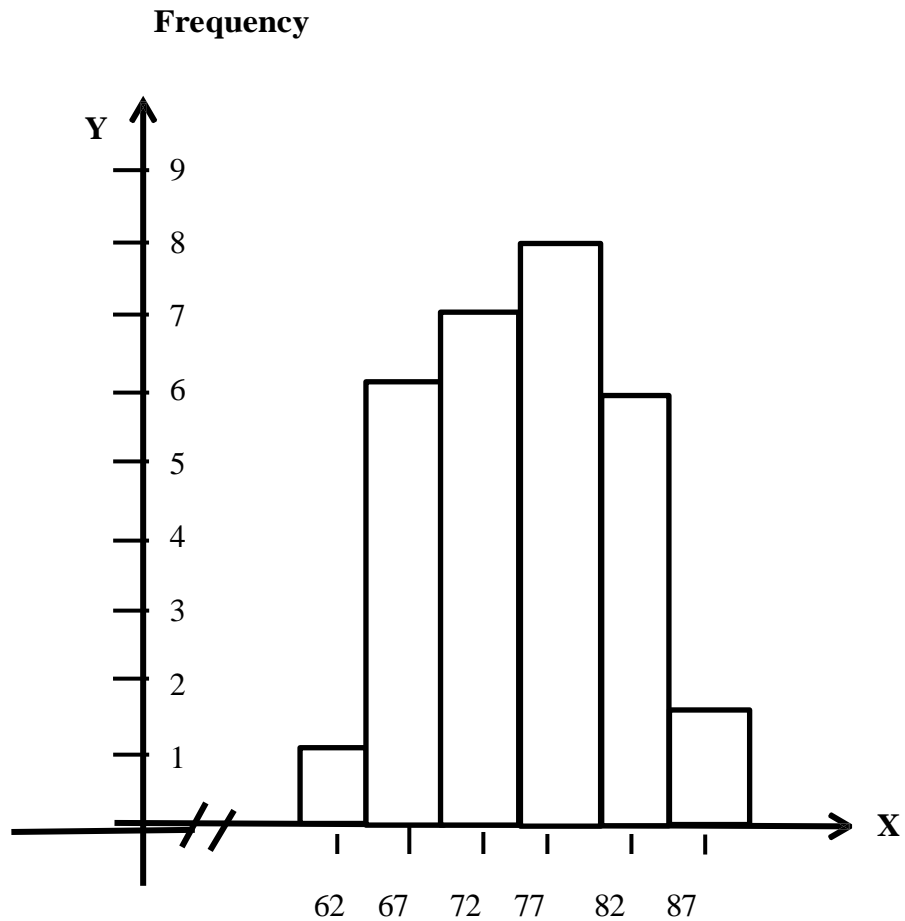


Figure IV.4: Data Description of Students' Vocabulary Mastery in Control Class (Post-test)

3. Description of Comparison the Score of Pretest and Posttest

a. Comparison Score of Pre-test and Post-test In Experimental Class

After getting the score of pre-test and post test in experimental class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below :

Table IV.9
Comparison of Score Pre-test and Post-test in
Experimental Class

No	Description	Pre-Test	Post-Test
1	Total Score	1.456	2.722
2	Highest Score	80	100
3	Lowest Score	36	60
4	Range	52.00	52
5	Interval	8	7
6	Mean	44.40	92.47
7	Median	56.00	92.00
8	Mode	20	100
9	Variant	375.982	55.30
10	Standard Deviation	19.390	7.437

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 36. But after got the treatment the lowest score in post test was 60. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

b. Comparison of Score Pre-test and Post-test in Control Class

After getting the score of pre-test and post test in control class, this research made the comparison of score in form of table. The comparison of score of pre-test and post-test in control class can be seen in the table below :

Table IV.10
Comparison of Score Pre-test and Post-test in Control Class

No	Description	Pre-Test	Post-Test
1	Total Score	1332	2.774
2	Highest Score	72	88
3	Lowest Score	36	60
4	Range	52	16
5	Interval	8	6
6	Mean	48.53	90.73
7	Median	44.40	92.00
8	Mode	56	92
9	Variant	322.593	31.08
10	Standart Deviation	17.961	5.575

Based on the table above, this research found the different score pre-test and post-test in experimental class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 36. But after got the treatment the lowest score in post test was 60. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

B. Data Analysis

1. Normality Test

After got the score of pre-test and post test in experimental class and control class, this research calculated the normality test. The normality test in this research used Shapiro-Wilk, the data was calculated using SPSS 23. the result of normality can be seen in the table below :

Table IV. 11
Normality Test

Shapiro-Wilk			
Class	Statistic	Df	Sig.
Pre-test Experiment	,146	30	,101
Post-test Experiment	,160	30	,048
Pre-test Control	,183	30	,012
Post-test Control	,178	30	,016

In this research used the Shapiro-Wilk that the test is used for small samples (less than 50). If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances > 0.05 . So, $101 > 0.05$ means that the data is normal.

2. Homogeneity Test

Homogeneity test is a statistical test used to determine whether two or more groups of data have the same or homogeneous variance. This test helps ensure that the variation in different groups of data is similar, allowing for valid comparisons between groups. In calculating the data, the researcher used SPSS 23 version. The result in calculating the data can be seen in the table below :

Table IV.12
Homogeneity Test

Result	Levence Statistic	df 1	df 2	Sig
Based on Mean	457	4	31	,767
Based on Median	220	4	31	,926
Based on Median and with adjusted df	220	4	21.773	,925
Based on trimmed mean	427	4	31	,788

From the table of homogeneity test of the variance above, based on mean of post-test experimental class and post test control class, sig is 767. So, $767 > 0.05$. It means that there is no significant difference in the variances between the groups of data tested. In other words, the assumption of homogeneity of variance is met.

3. Hypothesis Test

Based on the result of the data analysis requirements test, it can be seen that both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the independent Sample T-test. Researchers used the SPSS version 23 application to calculate the hypothesis statistically. To see the effect of Dominoes game to students vocabulary mastery. This research got t_{count} 1.347 and t_{table} was 1.323, to see whether a research is successful or not, it can look at the t_{count} and t_{table} , if $t_{\text{count}} > t_{\text{table}}$ then H_a is accepted and H_o is rejected, and if $t_{\text{count}} < t_{\text{table}}$ then H_a is rejected and H_o is accepted. And for the hypothesis of this research can be seen from the data, where t_{count} was 1.347 and t_{table} was 1.323. It means that $t_{\text{count}} > t_{\text{table}}$ ($1.347 > 1.323$) so H_a is accepted and H_o is rejected. So there is a significant “Effect of dominoes game to vocabulary mastery at garde VIII MTs N 2 Palopat Pijorkoling” In this case gain of mean score in pre-test and posttest in experimental class and control class can be seen in the table below.

Table IV.14
Gain of Score in Experimental Class and Control Class

	Pretest	Posttest	Enhancement	Percentage	Gain Score
Experimental Class	44.40	92.47	48.07	0.4807%	5.87
Control Class	48.53	90.73	42.2	0.4220%	

The score of control class for pre test was 48.53 and post test 90.73. Then, the enhancement was 42.2 with a percentage of 0.4220. In experimental class it was 44.40 for pre test and 92.47 for post test. The, the enhancement value was 48.07 with a percentage of 0.4807 and the difference in scores between control class and experimental class was 5.78.

Based on the data above, it can be concluded that experimental class that used Dominoes Game as a media in learning had a positive effect of increasing students grades.

C. Discussion

This research was conducted to determine the significance of the theory from the data analysis results in order to find the t-score and H_a . The result of the research proved theory from Lebedova¹ and Jones² which stated that dominoes game can be used to enrich vocabulary. In this research, found the result of experimental class in pre-test and post-test, before using the Dominoes Game, the mean score of pre-test in experimental class was 48.53, the highest score was 80, and the lowest score was 36. And after

¹ Lebedova, *Practising Vocabulary through Game- Based Activities*.

² Peter Watcyn Jones, *Vocabulary Games and Activities*, 2001, New Editio (England: Pearson Education Limited, n.d.).

using Dominoes Game, the mean score of post-test in experimental class was 92.47, the highest score was 100, and the lowest score was 60. So, the post-test score higher than pre-test score. From the score, it can be concluded that this research can prove the theory of Labedova and Jones.

There were several results from previous research. The first Arfansyah et.al it was concluded that the usage of domino card games can raise student results on the vocabulary test, as seen by cycle 1's low student scores (average score: 75.36) and cycle 2's higher student scores (average score: 81.36)..³ The second has done by Suhaili and Sandiarsa the result in data analysis, the mean score of pre test was 44.62 and post test was 73, and post test was 78.3; the score of standard deviation on both of the test was 11.27. This is based on the t-test > t-table ($18.944 > 2.024$) in degree significant of 5%..⁴ Based on result above, the similarity between this research and the previous research was that have an effect on students' vocabulary mastery, but have different results. In this research, in experimental class the score of mean in pre-test was 48.53 and the score of mean in post-test was 92.47 It shows that the score of the experimental class is better than the control class.

Besides that, there are also differences, the difference can be seen from the number of samples, the samples in this research amounted to 60 students, which had an experimental class of 30 students and a control class

³ Ridho Arfansya, Hafis, and Sari, "*Improving Students' Vocabulary Mastery By Using Domino Card Game.*"

⁴ Suhaili and Dedy Sandiarsa, "*The Effect of Modified Domino Cards Game on Students' Vocabulary Mastery.*"

of 30 students. In the Arfansyah et. al research, the sample was only 33 students and in the Suhaili and Sandiarsa research there were 39 students. In addition, the difference can be seen from achievements, in this research Dominoes game used to measure the students' achievement in learning vocabulary of animals, transportation and public place, in Arfansyah reserach to measure the students' achievement in learning adjectives, and in Suhaili and Sandiarsa research Dominoes game used to measure the students' achievement in learning noun of things.

Based on the several differences above, it means that this research has shown that dominoes game can improve vocabulary mastery on student. However, this research found a significant diffirence in result. The experimental class scored higher in pre- test and post- test, with a mean score of 48.53 and 92. 47, respectively. The diffirence in results can be observed in the number of sampleso 33 in Arfansyah et. al study. Additionally, the differences in achievement measures, such as vocabulary of animals, transportation, and public place., were also observed used.

D. Threats of the Research

There are some factors that may threaten this research, including the following: the researcher was unknowing of how seriously the students were taking the test. Due to the researcher giving students additional time to complete the test, there were few students that had the same answers. Additionally, the researcher was lack of knowledge in statistical, so the data in this research was abnormal.

CHAPTER V

CLOSING AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery before using Dominoes game at grade VIII of MTs N 2 Palopat Pijorkoling was 48.53 in pre-test experimental class and mean score for control class was 44.40.
2. The students' vocabulary mastery after using Dominoes game at grade VIII of MTs N 2 Palopat Pijorkoling it was 92.47 in post-test experimental class, it means, score of posttest for control class taught by conventional technique was 90.73
3. The result found that t_{count} was higher than t_{table} . T_{count} was 1.347 and t_{table} was 1.323 ($1.347 > 1.323$). H_0 is accepted and H_a is rejected. It means, there is a significant effect of Dominoes game at grade VIII students of MTs N 2 Palopat Pijorkoling

B. Suggestion

After finishing the research, this research got many information in English teaching learning. Therefore, from that experience, this research shows some things need to be proven. It makes the researcher give some suggestion, as follow:

1. For Head Master of school, as the information and knowledge about dominoes game to vocabulary mastery in learning English.
2. For English Teacher, as thee information and knowledge about Dominoes game to Vocabulary Mastery and can be applied in their class.

3. For Researcher, as a reference to the next reserachers who are interested in taking the same title related to Dominoes Game as a factor in Vocabulary Mastery.

C. Implications

Implication is something that suggested, or happens, indirectly of finding of scientific study. The result of this research is about the effect of Dominoes game on vocabulary mastery at grade VIII students of MTs N 2 Palopat Pijorkoling.

Based on the result of this research, it is known that Dominoes game is a good game to develop or increase their ability in vocabulary. A study that has been carried out in an educational environment, the conclusions drawn certainly has information this game in the field of education and also subsequent research. That's relating to the implications are as follow:

1. Based on the result of this research that the game it can use by English teacher, because this game is very easy to practice in the classroom when learned vocabulary mastery in the class. Therefore, this game to provide more information to English teacher that's a game of learning process to be used. So, it don't make learning process monotonous method.
2. Based on the theory that has formulated by researcher, it can be seen that Dominoes game on students' vocabulary mastery that has improvement after using Dominoes game. Because by using Dominoes game on students vocabulary mastery in using cards, it makes the students more active and fun in learning.

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CURRICULUM VITAE



A. Identify

Name : NUR KHODIJAH HASIBUAN

Nim : 2020300060

Place and Birthday : Pijorkoling, 16 Juni 2002

Gender : Female

Religion : Islam

Adderess : Pijorkoling, Padangsidimpuan Tenggara,

B. Parent

1. Fathers name : Mara Halim Hasibuan

2. Mother name : Nur Hamidah Siregar

C. Educational Background

1. Elementary school : SD. Negeri 200503 Pijorkoling

2. Junior High School : Ponpes Darusshoufiyah An- Nakasabandi

3. Senior High School : Ponpes Darusshoufiyah An- Nakasabandi

4. College : UINSYAHADA Padangsidimpuan

APPENDIX 1

LESSON PLAN IN EXPERIMENTAL CLASS RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs N 2 Palopat Pijorkoling
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ Ganjil
Materi : Vocabulary about animals, transportation, and public place
Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1	Menghargai dan menghayati ajaran agama yang di anutnya
2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, Negara,, dan regional
3	Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama mahluk dan binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.5	Menerapkan struktur teks dan melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang, bangunan umum dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaan nya	3.5.1.	Siswa mampu mengenali nama binatang, benda, dan bangunan umum sesuai dengan konteks penggunaan nya
			Siswa mampu mengidentifikasi nama binatang, benda, dan bangunan umum sesuai dengan konteks penggunaan nya
			Siswa mampu menyebutkan nama binatang, benda, dan bangunan umum sesuai dengan konteks penggunaan nya

C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran siswa dapat

1. Siswa dapat mengenali nama benda, binatang, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari melalui gambar, kalimat, dialog, dan teks secara mandiri
2. Siswa dapat mengidentifikasi nama benda, binatang, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari melalui gambar, kalimat, dialog, dan teks secara mandiri
3. Siswa dapat menyebutkan nama benda, binatang, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari melalui gambar, kalimat, dialog, dan teks secara mandiri

D. Materi Pembelajaran

1. Fungsi Sosial

Mengidentifikasi keberadaan orang, hewan, benda, dan bangunan umum dalam jumlah yang tidak tertentu

2. Struktur Teks

- a. Keberadaan Hewan
 - 1) How many monkey s are there left in the zoo?
 - 2) There are still some
- b. Keberadaan benda (transportation)
 - 1) How many cycles do you have?
 - 2) How much cars are there in your house?
- c. Keberadaan bangunan umum
 - 1) There are many people in the library
 - 2) There are a beautiful cycle

E. Materi Pengayaan

Animals, transportation, and public place

F. Metode Pembelajaran melalui kegiatan Dominoes Game

G. Media Pembelajaran

1. Papan Tulis
2. Penghapus
3. Gambar (hewan, transportation. Dan bangunan umum)
4. Spidol
5. Kartu yang berisi kosa kata
6. Laptop dan infocus (jika ada)

H. Sumber Belajar

1. Buku penunjang kurikulum 13 “ *When English Rings a Bell*”
2. Kamus Bahasa Inggris

I. Langkah- Langkah Pembelajaran

Aktivitas Mengajar	Aktivitas Guru	Prosedur	Aktivitas Murid
Kegiatan Pendahuluan	<u>Mengobservasi</u> 1. Guru menjelaskan materi dengan permainan domino	1. Guru menggunakan kartu domino untuk membantu siswa memahami topic	1. Siswa mendengarkan guru 2. Siswa memperhatikan penjelasan guru 3. Siswa memperhatikan guru ketika menjelaskan materi dengan kartu domino
	2. Guru mengajak siswa untuk menyebutkan kosa kata	2. Guru menggunakan kartu domino untuk menjelaskan permainan domino untuk mempersingkat waktu	1. Siswa bertanya tentang kosa ka 2. Siswa mengulangi kosa kata setelah guru 3. Siswa menyebutkan kosa kata yang mereka lihat
Kegiatan Inti	<u>Mengeksplorasi</u> 1. Guru membagi siswa	3. Guru membagi siswa menjadi berkelompok	1. Siswa mendengarkan instruksi dari guru 2. siswa membentuk kelompok 3. Siswa duduk dengan kelompok nya masing masing
	2. Guru meminta perhatian siswa	4. Guru menjelaskan kepada siswa prosedur permainan domino	1. Siswa mendengarkan guru 2. Siswa mengikuti intruksi 3. Siswa bersiap-siap untuk bermain game

Aktivitas Mengajar	Aktivitas Guru	Prosedur	Aktivitas Murid
Kegiatan Inti	3. Guru membagi kartu domino	5. Guru membagi satu set kartu domino kepada setiap kelompok	1. Siswa mengambil kartu tersebut 2. Setiap siswa mendapatkan 7 kartu domino 3. Siswa memulai menyusun kartu
	<u>Mengkomunikasikan</u> 1. Guru mengarahkan siswa untuk berdiskusi	6. Guru mengelilingi ruang kelas untuk mengarahkan setiap kelompok	1. Siswa memulai permainan dengan kartu “Domino” 2. Siswa menyusun kartu sesuai dengan arah jarum jam 3. Siswa menyusun kartu sesuai dengan kosakata yang ada di gambar sesudahnya
	2. Guru memberi waktu kepada siswa untuk memainkan game	7. Guru memberi waktu selama 15 menit	1. Siswa menebak kosakata yang ada di kartu 2. Siswa berfikir untuk menyusun kosakata selanjutnya 3. Siswa menyusun kosakata

Aktivitas Mengajar	Aktivitas Guru	Prosedur	Aktivitas Murid
Kegiatan Inti	3. Guru menanyakan untuk setiap kelompok pemenang game	8. Guru bertanya kepada setiap kelompok siapa yang pertama menghabiskan kartu	1. Siswa yang pertama kartunya habis berhenti bermain 2. Siswa membantu siswa lain 3. Siswa menyelesaikan permainan
Kegiatan Penutup	<u>Penutup</u> 1. Guru bertanya kepada siswa terhadap materi	9. Guru berdiskusi dengan siswa tentang materi tersebut	1. Siswa bertanya kepada guru 2. Siswa memberikan pertanyaan 3. Siswa berdiskusi dengan guru
	2. Guru menyimpulkan materi	10. Guru menjelaskan kembali tentang materi	1. Siswa mendengarkan guru 2. Siswa memperhatikan penjelasan guru
	3. Guru menutup pembelajaran dan berdo'a bersama	11. Guru menutup kelas dengan salm dan do'a	1. Siswa berdo'a bersama 2. Siswa mengucapkan slam

J. Penilaian Hasil Belajar

1. Keaktifan belajar
 - a. Mampu mengidentifikasi
 - b. Mampu mengucapkan kosa kata dengan baik
 - c. Mampu menulis kosa kata

Padangsidimpuan Juni 2024

Nur Khodijah Hasibuan

APPENDIX 2

LESSON PLAN IN CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs N 2 Palopat Pijorkoling
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/ Ganjil
Materi : Vocabulary about animals, transportation, and public place
Alokasi Waktu : 2x40 Menit

A. Kompetensi Inti

1	Menghargai dan menghayati ajaran agama yang di anutnya
2	Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat, dan lingkungan alam sekitar, bangsa, Negara,, dan regional
3	Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama mahluk dan binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.5	Menerapkan struktur teks dan melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang, bangunan umum dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaan nya	3.5.1.	Siswa mampu mengenali nama binatang, benda, dan bangunan umum sesuai dengan konteks penggunaan nya
			Siswa mampu mengidentifikasi nama binatang, benda, dan bangunan umum sesuai dengan konteks penggunaan nya
			Siswa mampu menyebutkan nama binatang, benda, dan bangunan umum sesuai dengan konteks penggunaan nya

C. Tujuan Pembelajaran

Melalui serangkaian kegiatan pembelajaran siswa dapat

1. Siswa dapat mengenali nama benda, binatang, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari melalui gambar, kalimat, dialog, dan teks secara mandiri
2. Siswa dapat mengidentifikasi nama benda, binatang, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari melalui gambar, kalimat, dialog, dan teks secara mandiri
3. Siswa dapat menyebutkan nama benda, binatang, dan bangunan umum yang dekat dengan kehidupan siswa sehari-hari melalui gambar, kalimat, dialog, dan teks secara mandiri

D. Materi Pembelajaran

1. Fungsi Sosial

Mengidentifikasi keberadaan orang, hewan, benda, dan bangunan umum dalam jumlah yang tidak tertentu

2. Struktur Teks

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- b. Keberadaan benda (transportation)
 - 1) How many cycles do you have?
 - 2) How much cars are there in your house?
- c. Keberadaan bangunan umum
 - 1) There are many people in the library
 - 2) There are a beautiful cycle

E. Materi Pengayaan

Animals, transportation, and public place

F. Metode Pembelajaran melalui kegiatan conventional teaching

G. Media Pembelajaran

1. Papan Tulis
2. Penghapus
3. Gambar (hewan, transportation. Dan bangunan umum)
4. Spidol
5. Laptop dan infocus (jika ada)

H. Sumber Belajar

1. Buku penunjang kurikulum 13 “ *When English Rings a Bell*”
2. Kamus Bahasa Inggris

I. Langkah- Langkah Pembelajaran

Langkah Pembelajaran	Deskripsi
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam. 2. Guru meminta siswa merapikan kelas. 3. Guru meminta siswa berdoa (<i>Religius</i>) 4. Guru mengecek kehadiran. 5. Guru memperdengarkan sebuah cerita (<i>Literasi</i>) 6. Guru mengajukan berbagai pertanyaan berdasarkan yang di dengar (Brain storming/Ice breaking) 7. Guru menyampaikan tujuan pembelajaran 8. Guru menyampaikan cakupan materi dan penilaian
Kegiatan Inti	<p>Langkah-Langkah:</p> <p>1. Observing And Questioning</p> <ol style="list-style-type: none"> a. Guru menampilkan video terkait (benda,binatang dan keberadaan orang dan benda). b. Guru meminta siswa mengamati gambar – gambar (benda,binatang dan keberadaan orang dalam video. c. Guru meminta siswa menirukan pelafalan terkait nama (benda,binatang dan keberadaan orang dan benda d. Guru memberikan kesempatan kepada siswa untuk menyebutkan nama terkait video yang diamati. (<i>Rasa ingin tahu</i>) <p>2. Collecting Information</p> <ol style="list-style-type: none"> a. Guru meminta siswa untuk menganalisa (benda,binatang dan keberadaan orang b. Guru meminta siswa untuk menyebutkan nama dan fungsi (benda,binatang denganmenggunkan prepositon ttg keberadaan c. Guru meminta siswa untuk menuliskan nama dan fungsi (benda,binatang dan keberadaan benda dan orang
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesempatan kepada siswa untuk menyampaikan hal-hal yang belum dipahami (<i>Rasa ingin tahu</i>) 2. Guru dan /atau siswa memberikan kesimpulan terhadap materi yang telah didiskusikan. 3. Guru memberikan refleksi 4. Guru memberikan tindak lanjut 5. Guru menyampaikan kegiatan yang akan datang 6. Guru menutup pembelajaran

APPENDIX 3

Instrument Pre -test in Experimental Class and Control Class

Name : _____ Date : _____

Class : _____ subject : _____

Choose the best answer for the question below !

Identify the name of animals below!

1. What is the name of this animal ?



- a. Bird
- b. Dragon
- c. Butterfly
- d. Crocodile

2. What is the name of this public place?



- a. Hotel
- b. Hospital
- c. Bsnk
- d. School

3. What is the name of this public place?



- a. Airport
- b. University
- c. Jail

7. What is the name of this animal ?



- a. Owl
- b. Parrot

d. halte

4. What is the name of this public place ?



- a. House
- b. Hospital
- c. Palace
- d. Beach



5. What is the name of the transportation above ?

- a. Boat
- b. Car
- c. Bicycle
- d. Public transportation

6. What is the name of this animal ?



- a. Crocodile
- b. Bird
- c. Chicken
- d. spider

8. What is the name of this transportation?



- a. Train
 - b. Aircraft
 - c. Bus
 - d. Motorcycle
9. What is the name of this transportation ?



- a. Taxi
 - b. Bajai
 - c. Pedicab
 - d. Aircraft
10. What is the name of this animal?



- a. Snake
 - b. Caterpillar
 - c. Cat
 - d. Fish
11. What is the name of the public place below ?



- a. Minimarket
- b. Airport
- c. Canteen
- d. Library



12. What is the name of the transportation above ?
- a. Boat
 - b. Taxi
 - c. Motorcycle
 - d. Car



13. What is the name of the transportation above ?
- a. Bus

- b. Boat
- c. Train
- d. Taxi



14. What is the name of public place above ?
- a. Market
 - b. Alfamidi
 - c. Canteen
 - d. Restaurant



15. What is the name of public place above?
- a. School
 - b. Library
 - c. Airport
 - d. Hospital

Arrange the words below with a good vocabulary spelling

16. English spelling of “sepeda”
- a. B-Y-C-Y-C-L-E
 - b. Y-B-C-L-C-B-E
 - c. E-B-L-C-C-Y-Y
 - d. C-B-L-Y-C-E-Y
17. English spelling of “kereta api”
- a. R-T-I-N-A
 - b. T-R-A-I-N
 - c. N-R-T-I-A
 - d. A-R-T-I-N-A
18. English spelling of “Becak”
- a. D-E-C-I-P-A-B
 - b. E-D-I-C-A-B-P
 - c. P-E-D-I-C-A-B
 - d. I-D-E-C-A-P-B
19. English spelling of “ikan”
- a. H-I-S-F
 - b. S-H-I-F
 - c. I-S-H-F
 - d. F-I-S-H
20. English spelling of “Kelinci”

- a. R-A-B-B-I-T
 - b. T-A-B-B-I-R
 - c. B-A-R-B-I-T
 - d. A-R-B-I-T-B
21. English spelling of “Perahu “
- a. B-O-A-T
 - b. T-A-O-B
 - c. O-A-T-B
 - d. A-B-O-T
22. English spelling of “harimau”
- a. T-I-G-E-R
 - b. I-R-E-T-G
 - c. R-E-G-I-T
 - d. T-I-R-E-G
23. English spelling of “ ayam”
- a. N-E-C-K-I-C-H
 - b. N-I-C-K-E-H-C
 - c. K-I-C-H-C-E-N-
 - d. C-H-I-C-K-E-N
24. English spelling of “tikus”
- a. M-O-U-S-E
 - b. S-O-U-M-E
 - c. S-E-M-O-U
 - d. M-E-S-O-U
25. English spelling of “ sekolah”
- a. C-H-O-L-S-O
 - b. H-O-O-L-C-S
 - c. S-C-H-O-O-L
 - d. L-O-O-S-H-C
26. English spelling of “Pesawat”
- a. P-L-A-N-E
 - b. L-A-N-E-P
 - c. N-E-L-A--P
 - d. P-E-L-A-N
27. English spelling of “ jerapah”
- a. R-E-R-F-I-G-A
 - b. G-I-R-R-A-F-E
 - c. F-I-R-R-A-G-E
 - d. G-E-R-R-I-F-A
28. English spelling of “pasar”
- a. K-E-T-A-R-M
35. What is the meaning of “ duck”
- a. Bebek
 - b. Singa
 - c. Ular

- b. M-A-R-K-E-T
 - c. K-E-T-M-A-R
 - d. T-E-M-A-R-K
29. English spelling of “perpustakaan”
- a. L-I-B-R-A-R-Y
 - b. B-I-L-A-R-Y-R
 - c. R-A-B-L-I-R-Y
 - d. R-I-B-L-A-R-Y
30. English spelling of “ restoran”
- a. T-A-R-U-N-T-R-E-S
 - b. T-A-U-R-A-N-T-R-U-S
 - c. R-E-S-T-A-U-R-A-N-T
 - d. S-E-T-A-U-R-A-N-T-S
31. English spelling of” masjid”
- a. M-O-S-Q-U-E
 - b. Q-E-M-O-U-S
 - c. S-M-Q-U-E-O
 - d. E-M-O-S-Q-U
32. English spelling of” bandara”
- a. T-R-O-P-I-R-T
 - b. A-R-I-P-R-O-T
 - c. A-I-R-P-O-R-T
 - d. P-O-T-A-I-R-R
33. English of “ helicopter”
- a. H-E-L-L-I-C-O-P-T-E-R
 - b. C-O-P-H-E-L-L-I-T-E-R-
 - c. C-O-P-T-E-R-H-E-L-L-I
 - d. H-L-L-E-I-C-O-T-P-E-R
- Choose the correct one for the meaning of the following vocabulary!**
34. What is the meaning of “crocodile”
- a. Cicak
 - b. Kelinci
 - c. Tikus
 - d. Buaya
- d. Caterpillar
36. What is the meaning of “motor cycle”
- a. Sepeda motor
 - b. Motor

- c. Sepeda
 - d. Mobil
37. What is the meaning of “pedicab”
- a. Becak
 - b. Odong- odong
 - c. Gojek
 - d. Bajai
38. What is the meaning of “restaurant”?
- a. Restoran
 - b. Café
 - c. Rumah
 - d. Penjara
39. What is the meaning of “Airport”?
- a. Bandara
 - b. Klinik
 - c. Halte
 - d. Perpustakaan
40. What is the meaning of “mosque”?
- a. Masjid
 - b. Rel kereta
 - c. Terminal
 - d. Pasar
41. What is the meaning of “university”?
- a. Kampus
 - b. Sekolah
 - c. Toilet
 - d. Desa
42. What is the meaning of “sidewalk”?
- a. Jalan raya
 - b. Trotoar
 - c. Lampu merah
 - d. Jalan
43. What is the meaning of “plane”?
- a. Mobil
 - b. Pesawat
 - c. Pearhu
 - d. Becak

44. What is the meaning of “Elephant”
- a. Tikus
 - b. Nyamuk
 - c. Gajah
 - d. Kura- kura
45. What is the meaning of “ taxi”
- a. Taxi
 - b. Baon udara
 - c. Mobil
 - d. Becak
46. What is the meaning of “sepeda”?
- a. Bicycle
 - b. Motorcycle
 - c. Pedicab
 - d. Aircraft
47. What is the meaning of “hospitalt”
- a. Masjid
 - b. Sekolah
 - c. Masjid
48. Bandara What is the meaning of “ butterfly”?
- a. Duck
 - b. Chicken
 - c. Goat
 - d. Kupu- kupu
49. What is the meaning “ motor cycle”?
- a. sepeda
 - b. pesawat
 - c. becak
 - d. sepeda motor
50. What is the meaning of “rabbit”?
- a. Cicak
 - b. Kelinci
 - c. Tikus
 - d. Buaya

APPENDIX 4

Instrument Post Test in Experimental Class and Control Class

Name : _____ Date : _____

Class : _____ subject : _____

Choose the best answer for the question below !

Identify the name of animals below!



What is the name of the animal above ?

- a. Belut
- b. Worm
- c. Snake
- d. Tiger



What is the name of the public place above ?

- a. House
- b. Palace
- c. Hospital
- d. Mosque

3. What is the name of this public place?



- a. Halte
- b. Hotel
- c. Mosque

7. What is the name of this animal ?



- a. Owl
- b. Parrot

d. Library

4. What is the name of this public place ?



- a. Canteen
- b. Plane
- c. Airport
- d. Terminal

5. What is the name of this transportation ?



- a. Plane
- b. Bus
- c. Cycle
- d. Boat

6. What is the name of this animal ?



- a. Duck
- b. Chicken
- c. Elephant
- d. Fish

c. Bird

d. Gereja bird

8. What is the name of this transportation?



- a. Motor cycle
 - b. Plane
 - c. Air balloon
 - d. Boat
9. What is the name of this transportation ?



- a. Cycle
- b. Motorcycle
- c. Pedicab
- d. Bajai



10. What is the name of the animal above ?
- a. Belut
 - b. Worm
 - c. Duck
 - d. Tiger
11. What is the name of this public place ?



- a. Mosque
 - b. Hospital
 - c. Hotel
 - d. House
12. What is the name of this transportation ?



- a. Motorcycle
 - b. Pedicab
 - c. Bajai
 - d. Cycle
13. What is the name of the transportation below ?



- a. Plane
- b. Pedicab
- c. Public transportation
- d. Grab



14. What is the name of the public place above?
- a. Market
 - b. School
 - c. Canteen
 - d. Minimarket



15. What is the name of public place above ?
- a. BRI link
 - b. Bank
 - c. Airport
 - d. Library



16. What is the name of the public place above?
- a. School
 - b. University
 - c. Office
 - d. Hotel

Arrange the words below with a good vocabulary spelling!

17. English spelling of “ Becak”
- a. D-E-C-I-P-A-B
 - b. E-D-I-C-A-B-P
 - c. P-E-D-I-C-A-B
 - d. I-D-E-C-A-P-B
18. English spelling of “ sepeda”
- a. B-Y-C-Y-C-L-E
 - b. Y-B-C-L-C-B-E
 - c. E-B-L-C-C-Y-Y
 - d. C-B-L-Y-C-E-Y
19. English spelling of “Pesawat”
- a. P-L-A-N-E
 - b. L-A-N-E-P

- c. N-E-L-A--P
d. P-E-L-A-N
20. English spelling of “ ayam”
a. N-E-C-K-I-C-H
b. N-I-C-K-E-H-C
c. K-I-C-H-C-E-N-
d. C-H-I-C-K-E-N
21. English spelling of “ kereta api”
a. R-T-I-N-A
b. T-R-A-I-N
c. N-R-T-I-A
d. A-R-T-I-N-A
22. English spelling of “serigala”
a. T-I-G-E-R
b. I-R-E-T-G
c. R-E-G-I-T
d. T-I-R-E-G
23. English spelling of “ singa”
a. N-O-L-I
b. L-I-O-N
c. L-O-I-N
d. L-O-N-I
24. English spelling of” Ular”
a. S-N-A-K-E
b. S-K-A-N-E
c. S-K-E-N-A
d. S-K-A-N-E
25. English spelling of” kantin
a. E-T-C-A-N-E-N
b. C-A-T-E-N-A-N
c. T-E-E-N-C-A-N
d. CA-N-T-E-E-N
26. English of “ helicopter”
a. H-E-L-L-I-C-O-P-T-E-R
b. C-O-P-H-E-L-L-I-T-E-R-
c. C-O-P-T-E-R-H-E-L-L-I
d. H-L-L-E-I-C-O-T-P-E-R
27. English spelling of “ gajah”
a. E-L-E-P-H-A-N-T
b. E-E-L-H-P-A-T-N
c. P-E-L-E-H-N-A-T
d. H-E-L-E-P-A-N-T
28. English spelling of
“perpustakaan”
a. L-I-B-R-A-R-Y
b. B-I-L-A-R-Y-R
- c. R-A-B-L-I-R-Y
d. R-I-B-L-A-R-Y
29. English spelling of “ restoran”
a. T-A-R-U-N-T-R-E-S
b. T-A-U-R-A-N-T-R-U-S
c. R-S-E-T-A-U-R-A-N-T
d. S-E-T-A-U-R-A-N-T-S
30. English spelling of “ sekolah”
a. C-H-O-L-S-O
b. H-O-O-L-C-S
c. S-C-H-O-O-L
d. L-O-O-S-H-C
31. English spelling of “ ikan”
a. H-I-S-F
b. S-H-I-F
c. I-S-H-F
d. F-I-S-H
32. English spelling of “pasar”
a. K-E-T-A-R-M
b. M-A-R-K-E-T
c. K-E-T-M-A-R
d. T-E-M-A-R-K
33. English spelling of “tikus”
a. M-O-U-S-E
b. S-O-U-M-E
c. S-E-M-O-U
d. M-E-S-O-U
34. English spelling of” bandara”
a. T-R-O-P-I-R-T
b. A-R-I-P-R-O-T
c. A-I-R-P-O-R-T
d. P-O-T-A-I-R-R
35. English spelling of “ Perahu “
a. B-O-A-T
b. T-A-O-B
c. O-A-T-B
d. A-B-O-T
- Choose the correct one for the meaning of the following vocabulary!**
36. What is the meaning of “tiger”
a. Harimau
b. Singa
c. Tikus
d. Ular

- a. Pillow
 - b. Chair
 - c. Knife
37. What is the meaning of “spider”
- a. Bird
 - b. Buaya
 - c. Laba-laba
 - d. Kelelawar
38. What is the meaning of “butterfly”?
- a. Duck
 - b. Chicken
 - c. Goat
 - d. Kupu- kupu
39. What is the meaning “ motor cycle”?
- a. sepeda
 - b. pesawat
 - c. becak
 - d. sepeda motor
40. What is the meaning of “rabbit”?
- a. Cicak
 - b. Kelinci
 - c. Tikus
 - d. Buaya
41. What is the meaning of “ duck”
- a. Bebek
 - b. Singa
 - c. Ular
 - d. Caterpillar
42. What is the meaning of “car”?
- a. Kapal
 - b. Mobil
 - c. Taxi
 - d. Sepeda
43. What is the meaning of “ school”?
- a. Sekolah
 - b. Masjid
 - c. Kampus
 - d. Kantin
44. What is the meaning of “canteen”?
- a. Asrama
 - b. Kantin
 - c. Bank
 - d. Supermarket
45. What is the meaning of “ market”
- a. Pasar kaget
 - b. Alfamidi
 - c. Pasar
 - d. Pasar sagumpal
46. What is the meaning of “ office”?
- a. Asrama
 - b. Kantor
 - c. Kantin
 - d. Rumah sakit
47. What is the meaning of “ hospital”?
- a. Trotoar
 - b. Rumah kosong
 - c. Rumah sakit
 - d. Restoran
48. What is the meaning of “ restaurant”?
- a. Tempat makan
 - b. Restoran
 - c. kantin
 - d. café
49. What is the meaning of “ air balloon”?
- a. Balon air
 - b. Air balon
 - c. Kereta api
 - d. Balon udars
50. What is the meaning of “pedicab”
- a. Becak
 - b. Odong- odong
 - c. Gojek
 - d. Bajai

APPENDIX 5

1. Students' score of Pre- Test and Post Test in Experimental Class

No	VIII-3	Experimental Class	
	Name	Pre- Test	Post Test
1	Julia Efrina	48	80
2	Fannisa	48	80
3	Prithi Shinta	60	60
4	Dirga	60	88
5	Said Farhan	44	68
6	Mhd Herdiansyah	60	88
7	Putri Auliyah	52	68
8	Abdul Hadi Daulay	44	64
9	Andreansyah	36	72
10	Naufal Latif	60	68
11	Kahlil Gibran	52	80
12	Alvyza Zammal	48	72
13	Syahril Ali Irawan	64	80
14	Nayla Putri	64	84
15	Asyfa Rahma	40	72
16	Aminah	76	72
17	Safitri Ayu Lestari	48	80
18	Nazwa Azzura	68	72
19	Nazyah Miyah Rizk	52	84
20	Wulan Sari	68	88
21	Aisyah Ritonga	52	72
22	Rahfy Arief Pazrani	68	100
23	Marisa	56	84
24	Afrah Sadira Lubis	80	80
25	Khalwah Aflah	68	92
26	Aidul Audi	44	80
27	Fathan Farezky	60	84
28	Islah Salsabila	60	92
29	Daffa Azky Amanda	60	80
30	Intan Maharani	72	92

2. Perhitungan Data Nilai Pre- Test Eksperimental

a. High Score = 80

Low Score = 36

Range = 80-36 = 44

b. Total of Class = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 30$$

$$= 1 + 3.3 \times 1.4$$

$$= 1 + 4.7 = 5.7$$

$$= 6$$

c. Length of Class = $\frac{R}{K} = \frac{44}{6}$

$$= 7.3$$

$$= 7$$

No	Interval	Mid-Point	Frequency	Percentage
1	36-42	39	2	6,7 %
2	43-49	46	5	16,7 %
3	50-56	53	6	20 %
4	57-63	60	8	26,6 %
5	64-70	67	6	20 %
6	71-77	74	2	6,7 %
7	78-84	81	1	3,3 %
I=7			30	100%

3. Perhitungan Data Nilai Post- Test Experimental

a. High Score = 100

Low Score = 60

Range = 100-60 = 40

b. Total of Class = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 30$$

$$= 1 + 3.3 \times 1.4$$

$$= 1 + 4.7 = 5.7$$

$$= 6$$

c. Length of Class = $\frac{R}{K} = \frac{40}{6}$

$$= 6.6 = 6$$

No	Interval	Mid-Point	Frequency	Percentage
1	60-65	62.5	2	6,7 %
2	66-71	68.5	3	10 %
3	72-77	74.5	6	20 %
4	78-83	80.5	8	26,6 %
5	84-89	86.5	7	23,3%
6	90-95	92.5	5	16,7 %
7	96-101	98.5	2	6,7 %
<i>I=6</i>			30	100%

APPENDIX 6

1. Students' score of Pre- Test and Post Test in Control Class

No	VIII-1	Control Class	
	Name	Pre- Test	Post Test
1	Seyla Alqira	76	80
2	Afif Hamonangan	56	72
3	Rusman Halomoan	36	60
4	Fadhil Makhluk	60	80
5	Wahyu Safutra	40	68
6	Wilda Sari	68	80
7	Sahira Fatarangi	56	72
8	Nur Jaira	44	80
9	Azrina	60	68
10	Nazriel	56	80
11	Syifa Aulia Nilam	44	68
12	Qoyla Syakira	56	76
13	Nazri Al- Amin	52	64
14	Adela Hasibuan	56	76
15	Nur Wafiq Azizah	44	76
16	Nayla Ali Khumairah	60	68
17	Rifki Alfiansyah	60	64
18	Amira Syifa	52	80
19	Almairah	36	76
20	Annisa Hutahuruk	56	88
21	Ahmd Fitriadi	60	76
22	Enda Mora	48	76
23	Aldo Marito	72	76
24	Ridwan Saleh	56	88
25	Kapila Aulia	64	76
26	Mutiara Adelia	48	80
27	Sofiya Wardan	68	76
28	Yuni Sara	52	72
29	Rahmat Abdullah	56	76
30	Khusairi Al Khaitansi	48	76

2. Perhitungan Data Nilai Pre- Test Control Class

a. High Score = 72

Low Score = 36

Range = $72 - 36 = 36$

b. Total of Class = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 30$$

$$= 1 + 3.3 \times 1.4$$

$$= 1 + 4.7 = 5.7$$

$$= 6$$

c. Length of Class = $\frac{R}{K} = \frac{36}{6}$

$$= 6$$

No	Interval	Mid-Point	Frequency	Percentage
1	36-41	38.5	3	10 %
2	42-47	44.5	3	10 %
3	48-53	50.5	5	16,7 %
4	54-59	56.5	8	26,6 %
5	60-65	62.5	7	23.3%
6	66-71	68.5	2	6,7%
7	72-77	74.5	2	6,7 %
<i>I=6</i>			30	100%

2. Perhitungan Data Nilai Post- Test Control Class

a. High Score = 88

Low Score = 60

Range = $88 - 60 = 28$

d. Total of Class = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 30$$

$$= 1 + 3.3 \times 1.4$$

$$= 1 + 4.7 = 5.7$$

$$= 6$$

e. Length of Class = $\frac{R}{K} = \frac{28}{6}$

$$= 4.6$$

$$= 5$$

No	Interval	Mid-Point	Frequency	Percentage
1	60-64	62	1	3,3 %
2	65-69	67	6	20 %
3	70-74	72	7	23,3 %
4	75-79	77	8	26,6 %
5	80-84	82	6	20 %
6	85-89	87	2	6,7 %
<i>I=5</i>			30	100%

APPENDIX 7

CALCULATION OF STATISTICAL RESULT

Statistics

	Pre Test	Post Test	Pre Test	Post Test
N	Valid 30	30	30	30
	Missing 0	0	0	0
Mean	48.53	92.47	44.40	90.73
Std. Error of Mean	3.540	1.358	3.279	1.018
Median	56.00	92.00	44.00	92.00
Mode	20*	100	20	92
Std. Deviation	19.390	7.437	17.961	5.575
Variance	375.982	55.306	322.593	31.085
Range	52	20	52	16
Minimum	36	60	36	60
Maximum	80	100	72	88
Sum	1456	2722	1332	2774

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Hasil	.457	4	31	.767
Based on Mean	.220	4	31	.926
Based on Median	.220	4	31	.925
Based on Median and with adjusted df	.427	4	31	.788
Based on trimmed mean				

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
hasil belajar	Equal variances assumed	10.131	.767	.323	51	.748	.559	1.730	-2.914 4.033
	Equal variances not assumed			.347	47.220	.730	.559	1.613	-2.685 3.804

APPENDIX 8

DOCUMENTATIONS IN EXPERIMENTAL CLASS

Students Did The Pre- Test



Teacher Guidanced The Students



Researcher Explained The Material



Students Played The Game



Teacher Explained the Game



Students Did Post- Test



DOCUMENTATIONS IN CONTROL CLASS

Students Did The Pre Test



Students Learned About Vocabulary



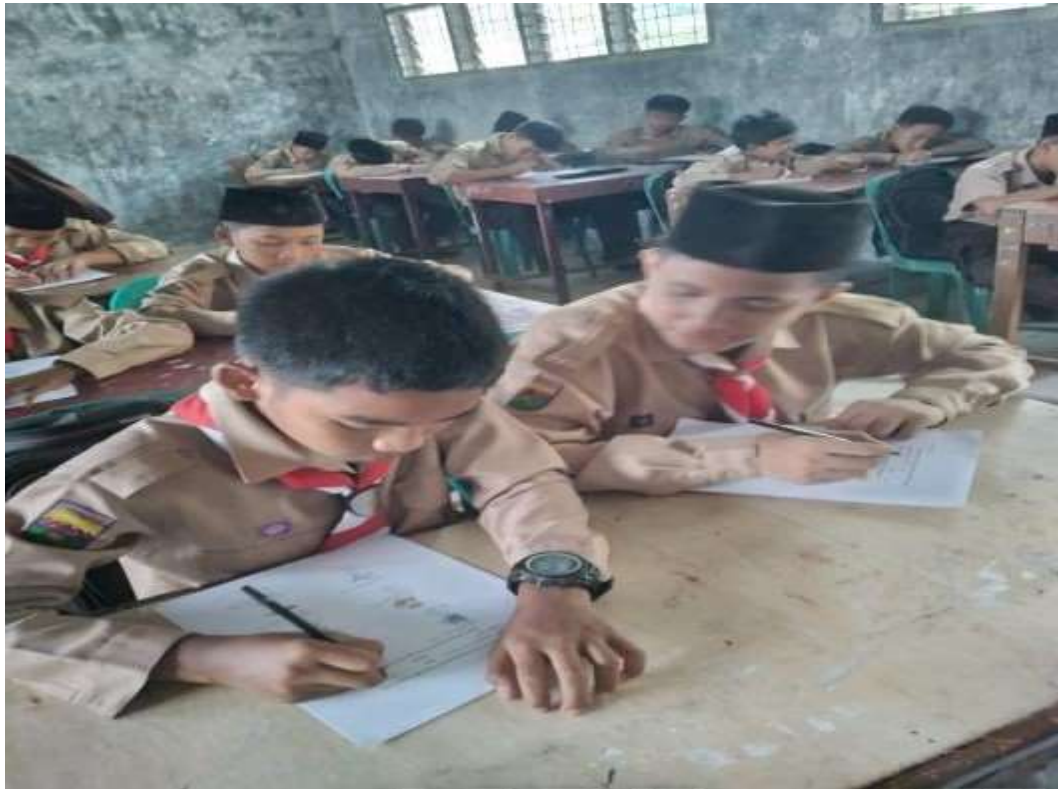
Students Did The Brainstorming



Teacher Guided the Students



Students Did the Post- Test



Students Did the Post- Test





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Pembimbing Skripsi

Juli 2024

Yth.

1. Dr. Fitriadi Lubis, M.Pd (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Nur Khodijah Hasibuan
NIM	: 2020300060
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Dominoes Game on Students' Vocabulary Mastery at The Grade Students of MTsN 2 Palopat Pijorkoling

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesedian dan Kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terimakasih.

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Penyelesaian Skripsi

Yth. Kepala MTsN 2 Palopat Pijorkoling

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Khodijah Hasibuan

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Program Studi : Tadris Bahasa Inggris

Alamat : Pijorkoling

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Dominoes Game on Students Vocabulary Mastery at The Grade Students of MTsN 2 Palopat Pijorkoling".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



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Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri
Syekh Ali Hasan Ahmad Addary Padangsidimpuan
di -
Padangsidimpuan

Dengan Hormat,

Menindaklanjuti surat saudara Nomor : B-4067/Un.28/E.1/TL.00.9/07/2024 perihal surat diatas dengan ini kami menyatakan nama tersebut di bawah ini telah selesai melaksanakan riset untuk keperluan penyelesaian skripsi di MTs Negeri 2 Padangsidimpuan, atas nama mahasiswa :

Nama : NUR KHODLIJAH HASIBUAN
NIM : 2020300060
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Dominoes Game on Students Vocabulary Mastery at The Grade Students of MTsN 2 Padangsidimpuan

Demikian Surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

