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PICTORIAL DOMINO IN IMPROVING THE VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 2 TONJONG

Abdurrahman Al Faqih[1]
Lis Gunarto Pujihartono[2]

[1]the Graduate of English Education Study Program
Peradaban University Bumiayu – Brebes
E-mail: faqiehrahmena@gmail.com
Phone: +62852 2813 3160

[2]the Lecturer of English Education Study Program
Peradaban University Bumiayu – Brebes
E-mail: lisgunartop@yahoo.com
Phone: +6281 2156 5009

Abstract

The objective of this research is to determine whether pictorial domino is effective or not to improve the students' vocabulary mastery on the seventh grade students of SMP Negeri 2 Tonjong in the academic year 2016/2017. The number of the subjects is 32 students. The samples of the research are class X as experimental group which consists of 16 students and class Y as control group which consists of 16 students. The design of this research is an experimental study. The writers use tests: pre and post-test in collecting the data and use quantitative method

to analyse the data by using SPSS 16 program. It is found that in Independent Samples Test between control and experimental class score sig is 0. 311 (more than 0.05) and the score from t-test and Equal Variance Assumed is 0.007 (less than 0.05). It means that both classes have same variant but different achievement. It can be seen from comparing the means of both classes; it is found that the mean of experimental class is 85.75, higher than control class 82.06. Then the result of the mean of post-test of experimental class is 85.75, higher than pre-test 76.25. It can be concluded that pictorial domino is effective to improve the students' vocabulary mastery.

Keywords: effectiveness, pictorial domino, improve, vocabulary mastery

A. Introduction

English is reputed as difficult language for some students in Indonesia as it is a foreign language. Their environment is not supporting in English, such as their mother tongue is not English and their daily communication is not in English. They learn English just in the classroom or from some media like television and radio.

Teaching vocabulary to first grade students of junior high school is challenging, in which the students still like to play and do some fun activities; they cannot be forced to think hard, and they can easily feel bored when the model of learning by teachers is not varied. The writers find the condition of the students' vocabulary which is still poor, they feel bored, and the teaching process becomes un-interactive and passive since the students' learning motivation is still low.

As English teachers we can use a variety of teaching aids. It is necessary for the writers to conduct a research about an appropriate way to improve

English vocabulary mastery. Pictorial domino is one of media supposed to improve the students' vocabulary mastery as one of important components in English.

Based on the mentioned problems, the writers try to prove that pictorial domino can improve vocabulary mastery through an experiment research conducted to the seventh grade students of SMP Negeri 2 Tonjong in the academic year 2016/2017.

B. Literature Review

These theories are related to the definition of Pictorial Domino and the procedures to play Pictorial Domino.

1. The Definition of Pictorial Domino

   Pictorial Domino is a game played by two or more persons, with thirty two pieces of cards (different from domino generally having twenty eight pieces), plain at the back, but on the face divided by a line in the middle as separation between two pictures and in the corner there are initial of the picture, the game is played by matching the pictures (same as domino system that matches the circle, but this game only matches the pictures) and players who put the card should mention the second picture. Pictures used in this game have five classifications of the picture:

   a. Animal
      There are fish, bird, frog, monkey, cow, and spider in the classification of animal.
   b. Fruit
      There are strawberry, banana, grape, apple, and watermelon in the classification of fruit.
   c. Stationary
      There are book, ruler, eraser, pen, chalk, and pencil in classification of stationary.
   d. Transportation

There are plane, train, bus, bicycle, and ship in classification of transportation.

e. Dinnerware
   There are plat, fork, knife, bowl spoon, and glass in classification of dinnerware.

2. The Procedure to Play Pictorial Domino

   These are the steps to play Pictorial Domino:

   a. There must be two until four players to play the game.
   b. To decide the first player the students should make '*hompimpa'*.
   c. The winner of the '*hompimpa'* will be the first player.
   d. The first player can choose free card and throw the card by saying the certain sentence related to the picture in the card.
   e. The next player can choose one of two faces of picture and say the certain sentence related to the picture in the card.
   f. If the next player does not have the same picture so the player must say the card, for example I haven't bird and car and continue to the next player who has the same cards.
   g. Two cards match and stack.
   h. The examples of sentence are as follows:
      1) I have a red car and a gold fish.
      2) I have two animals that are crocodile and fish.
      3) I have two vehicles.
      4) I get a fruit.
      5) This is a red motor cycle.
      6) There are some books.
      7) I have sea vehicle.
      8) This is a glass and a ship.
      9) I have the animals that can produce milk.

10) This is a favourite food of monkey.
11) This is the animal that can swim.
12) I go with sea transportation.
13) It can be used to drink.
14) These things are usually in library.

C. Method of Investigation

The writers use true-experimental design. The source of data is taken from the seventh grade students of SMP Negeri 2 Tonjong in the academic year 2016/2017. The writers collect the data by using test (pre and post-test), questionnaire, and documentation.

D. Findings and Discussion

Based on the result of measuring the validity and the reliability of the instrument, the instrument is valid and reliable. Thus, the writers can give both pre-test and post-test to both control class and experimental class.

In addition, the control class and experimental class have a normal distribution. In analyzing the data, the writers make a table that contains the result of the test. It is aimed to compare the mean score of pre and post-test of control class and experimental class.

No Resp.	Control Class		Experimental Class	
	Y1	Y2	X1	X2
1.	80	81	80	90
2.	80	85	80	85
3.	80	83	78	90
4.	80	81	73	80
5.	58	75	80	83
6.	75	88	81	85
7.	83	83	82	90
8.	75	80	72	87
9.	84	85	80	85

10.	76	80	78	85
11.	80	85	75	81
12.	75	78	70	81
13.	73	84	85	90
14.	70	80	60	80
15.	80	85	76	90
16.	73	80	70	90
SUM	**1222**	**1313**	**1220**	**1372**
MEAN	**76,38**	**82,06**	**76,25**	**85,75**

After comparing the mean score of pre-test and post-test of control class and experimental class, then the writers continue to the next step, that is to verify homogeneity, comparison between pre and post-test of control class, comparison between pre and post-test of experimental class, comparison between post-test of experimental and control class, the result of the questionnaire of using Pictorial Domino, hypothesis of t-test, the formula of analysis design, the result of analysis, the interpretation of the result, the end condition of the students.

The homogeneity test is conducted to find out whether the classes are similar on their vocabulary mastery or not. Homogeneity is to know that both classes are homogeneous. It is important because the similarity of both samples will influence the test result.

Independent Samples Test

	Levene's Test for Equality of Varian		t-test for Equality of Means					
								95% Confidence Interval of the Difference
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower Upper

X2Y2	Equal variances assumed	1.060	.311	2.886	30	.007	3.688	1.278	1.078	6.297
	Equal variances not assumed			2.886	29.071	.007	3.688	1.278	1.074	6.301

The following table shows the comparison between pre-test and post-test of control class:

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Y1Y2	1	16	76.38	6.260	1.565
	2	16	82.06	3.276	.819

The following table shows the comparison between pretest and post-test of experimental class:

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
X1X2	1	16	76.25	6.148	1.537
	2	16	85.75	3.924	.981

The following table shows the comparison between post-test of control class and post-test of experimental class:

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
X2Y2	1	16	85.75	3.924	.981
	2	16	82.06	3.276	.819

E. Conclusion

Based on the results of research findings and interpretation that are analysed by using SPSS (Statistical Package for Social Science) 16.0 program, the writers conclude that there is a significant difference between the students who are taught by using Pictorial Domino and the students who are taught without using Pictorial Domino (conventionally). It is found that in Independent Sample Test between control class and experimental class get score sig 0.612 (more than 0.05) and the score from t-test and Equal Variance Assumed is 0.007 (less than 0.05). It means that both classes have same variant but different achievement.

It can be seen from comparing the means of both classes; it is found that the mean of experimental class is 79.94, higher than control class 74.71. Then the result of the mean of post-test of experimental class is 79.94, higher than pre-test 72.66.

The writers conclude that Pictorial Domino is effective for teaching vocabulary on the seventh grade of SMP Negeri 2 Tonjong in the academic year 2016/2017 and find out that the students are more interested in learning vocabulary by using Pictorial Domino. They can be easier to remember the words of vocabulary.

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