

**THE EFFECTIVENESS OF DOMINO CARD GAME IN  
IMPROVING ENGLISH VOCABULARY AT  
THE SEVENTH GRADE STUDENTS  
OF SMPN 1 NOLING**

*A Thesis*

*Submitted to Partial Fulfillment of Requirements to Obtaining a Bachelor of  
Education Degree (S.Pd) to the English Language Education Study Program of  
Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo*



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EDUCATION AND TEACHER TRAINING FACULTY  
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**2023**

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EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**






**2023**

### THESIS APPROVAL

This thesis, "The Effectiveness of Domino Card Game in Improving English Vocabulary at the Seventh Grade Students of SMPN 1 Noling," was written by Ichwana Rusdianto, Reg. Num 1902020040, English Language Education Study Program, Education and Teachers Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session, which is carried out on Wednesday, August 29th, 2023 and coincided with Shafar 12th 1445 H. It is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, September 1<sup>st</sup> 2023

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*Assalamu 'alaikum Warahmatullahi Wabarakatuh.*

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Stating exactly that:

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Regards



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Palopo, August 2<sup>nd</sup>, 2023

Researcher



Ichwana Rusdianto



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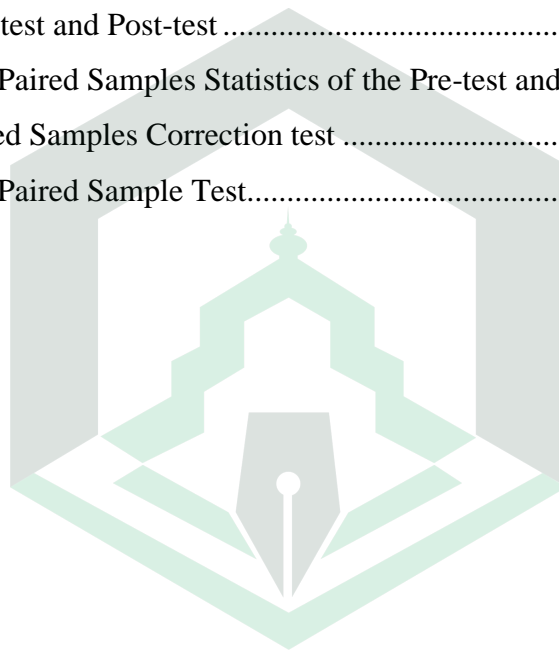
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## ABSTRACT

**Ichwana Rusdianto, 2023, “The Effectiveness of Domino Card Game in Improving English Vocabulary at the Seventh Grade Students of SMPN 1 Noling”.** Thesis of English Language Education Study Program in the State Islamic Institute of Palopo, Supervisor Rustan Santaria, as the first supervisor and Yuyun Ruqiyat Said, as the second supervisor.

The purpose of this research was to test whether the used domino card game in teaching vocabulary at seventh grade students of SMPN 1 Noling. Domino card game is a strategy that can be used to teach English vocabulary. The research uses a Pre-Experimental design. This research focuses on group pre-test and post-test designs. The subjects in this research were seventh grade students of SMPN 1 Noling. The Researcher used purposive sampling to the samples from a population of 47 Students. There were 22 students who become the sample. The research technique is a vocabulary test. SPSS 20 was used to analysis the data. The students were given pre-test and post-test by the researcher. The students' mean pre-test score was 64.77 and their post-test score was 86.14. The average post-test assessment is higher than the average pre-test assessment ( $86.14 > 64.77$ ). The Null Hypothesis ( $H_0$ ) was rejected and the alternative Hypothesis ( $H_1$ ) was accepted because the significance level was 0,05 with 21 degrees of freedom ( $d_f$ ). As a result, there was a significant difference in vocabulary achievement if the domino card game used. The researcher concluded that domino card game could improve students' vocabulary.

**Keywords:** Domino Card Game, Pre-Experiment, Vocabulary

# CHAPTER I

## INTRODUCTION

### A. Background

English is foreign that an important role in the globalization era right now. English functions as a tool of communication to connect people from other countries in the world. Therefore English is an integral part of human life interaction. Language and society are so intertwined that is impossible to understand one without the other. All human societies depend on are shaped by language, and language itself is shaped by society.

Vocabulary is one of the important components and must be used by students to develop their language skills. Students need a lot of vocabulary to be able to understand texts written in English, so they can speak English, understand the message, and write in English. Therefore, vocabulary is a component of language that is important and must be owned by a student.

Improving students' vocabulary is one of the goals of teaching English as a foreign language. Therefore, students should be given many opportunities to master vocabulary through an easy way to recall quickly in their long-term memory. Teachers of English as a foreign language need to be innovative, creative, and have a role to make their lessons interesting.<sup>1</sup>

Games are one way to learn a language skill, including vocabulary which creates student engagement. The orderliness of students in the learning proses will

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<sup>1</sup>Hasmi, *Developing Vocabulary Through Product Package At The Eighth Years Students of SMPN 8 Palopo*: Skripsi s1 (Palopo: Noda Palopo,2007).



strengthen students' memory and make them enjoy the course.<sup>2</sup> A game is something that can be played with certain rules so that someone wins and someone loses, usually in a non-serious context or with the aim of refreshing. A learning method is used in analyzing interactions between some players and individuals that show rational strategies.

Many ways and methods can be applied by teachers in the classroom to improve student's vocabulary, such as memorizing vocabulary lists and teaching them to arrange vocabulary in sentences. However, the researcher's way to improve students' vocabulary, namely the domino card game. This domino card game illustrates that student's will more easily understand and be interested in learning vocabulary.

Based on initial observation, the teacher said that some students were less motivated in learning English so their vocabulary skills were still low, in line with what was said by the teacher some students also said that they were less motivated in learning English because of a lack of innovation in the learning process.

Domino games in teaching vocabulary do not contain numbers like domino games in general but contain pictures and vocabulary related to certain themes. Domino card are an interesting medium to give to students, they will learn, and with vocabulary, dominoes can enrich their vocabulary. And also make dominoes interesting for students and motivated to make them think critically, remember, and guess the meaning of words. According to Silfia, in her journal the researcher concluded that the Thematic Dominoes technique affected the

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<sup>2</sup>Ikhsan, *Increasing Vocabulary Mastery Of The English Education Department Student of FBS UNM Through Word Analysis*: thesis s1 (Makassar: FBS UNM,2004).

mastery of rental vocabulary.<sup>3</sup> Bulan and Idhar, the result of learning media of noun words domino card was effective in improving vocabulary mastery.<sup>4</sup> Suhaili and Sardiarsa in her journal the researcher wrote that the use of a modified domino card game showed a positive effect on the vocabulary mastery.

Based on the problem above, the researcher' research entitled "The Effectiveness of Domino Card Game in Improving English Vocabulary at the Seventh Grade Students of SMPN 1 Noling".

### **B. Research Question**

Based on the background above, the researcher formulation of the problem we followed:

"Does using domino card game improve the English vocabulary of the seventh grade students of SMPN 1 Noling?"

### **C. Research Objective**

Related to the question above, the objective of the research is to find out whether using of domino card game the English vocabulary at the seventh grade students of SMPN 1 Noling.

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<sup>3</sup>Efa Silfia, "The Effectiveness of Using Thematic Dominoes Technique toward Student's Vocabulary at Second Grader of SMPN 3 Kerinci," *Jurnal Ilmiah Universitas Batanghari Jambi* 19, no. 3 (2019): 644.

<sup>4</sup> Bulan, Idhar, "Developing Noun Words Domino Card (NWDC) Learning Media to Improve English Vocabulary Mastery of Junior High School Students," *VELES Voices of English Language Education Society* 5, no. 2 (2021): 192–205.

#### **D. Research Significance**

##### 1. Theoretical Significance

With the research, it is hoped that it can add insight to readers related to the effectiveness of domino card game in improving English vocabulary at seventh grade students of SMPN 1 Noling, and become a reference for other researchers.

##### 2. Practical Significance

a. Enable teachers to get information and choose appropriate techniques for learning vocabulary at school. Teachers need to make students interested in the subjects being taught.

b. Allowing other researchers to get references about the application of the game of dominoes cards in increasing students' vocabulary.

c. Provide enthusiasm and knowledge for students that learning English is interesting, fun, and does not feel boring and students will feel interested because they are placed in fun situations.

#### **E. Research Scope**

The scope of this research is only limited to the discussion of teaching vocabulary by using a domino card game to the seventh grade students of SMPN 1 Noling. The researcher limits this research to vocabulary describing people, animals, and things.

## **F. Definition of Terms**

Based on the title, the Effectiveness of Domino Card Game in Improving English Vocabulary at the Seventh Grade Students of SMPN 1 Noling. The author provides the following definition:

1. Domino is any set of cards containing information, such as vocabulary and pictures, on one or both sides, used in class practice or private study.
2. Vocabulary is the total number of words in a language and has many forms such as vocabulary describing people, animals, and things.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

Silfia, in her research entitled “*The Effectiveness of Using Thematic Dominoes Technique toward Student’s Vocabulary at Second Grader of SMPN 3 Kerinci*”. This type of researcher is Experiment in her journal the researcher concluded that the Thematic Dominoes technique affected the mastery of rental vocabulary at eight grade of SMPN 3 Kerinci.<sup>5</sup>

Bulan et all, in his research entitled “*Developing Noun Words Domino Card (NWDC) Media to Improve English Vocabulary Mastery of Junior High School Students*”. This type of research is Research and Development (R&D). The result of learning media of noun words domino card was effective in improving vocabulary mastery of the seventh grade students of state junior high school eight SATAP Woja.<sup>6</sup>

Suhaili et all, in his research entitled “*The Effect of Modified Domino Cards Game on Students’ Vocabulary Master*”. This type of research is pre experiment, in her journal the researcher wrote that the use of a modified domino card game

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<sup>5</sup>Efa Silfia, “*The Effectiveness of Using Thematic Dominoes Technique toward Student’s Vocabulary at Second Grader of SMPN 3 Kerinci*,” *Jurnal Ilmiah Universitas Batanghari Jambi* 19, no. 3 (2019): 644.

<sup>6</sup> Bulan, Idhar, “*Developing Noun Words Domino Card (NWDC) Learning Media to Improve English Vocabulary Mastery of Junior High School Students*,” *VELES Voices of English Language Education Society* 5, no. 2 (2021): 192–205.

showed a positive effect on the vocabulary mastery of the seventh grade students of MTs Negeri 3 Mataram.<sup>7</sup>

Halim in his jurnal entitled *Modifying Domino Cards To Increase Students' Understanding Of The Use Of Possessive Adjective at Junior High School*. This type of researcher is Classroom Action Research (CAR), in her journal the researcher that the implementing of modified domino card game could increase students' understanding of the use of possessive adjective at junior high school.<sup>8</sup>

Based on the previous description above, the researcher can conclude that the similarities between this research and previous research are the same in using domino card games to increase vocabulary. However, the difference is previous research conducted research using domino card games to determine students' vocabulary mastery and previous researchers used R&D and CAR methods, while this research used domino card game to improve vocabulary and used pre-experimental method.

## **B. Theoretical Literature**

### **1. Definition of Vocabulary**

In Oxford, vocabulary is all words that a person knows or uses, all words in a language, and a list of words with their meanings, especially in books for learning foreign languages.<sup>9</sup> Vocabulary is a basic competency that must be mastered by students to acquire other skills such as reading, writing, speaking,

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<sup>7</sup> Muhamad Suhaili and K. Dedy Sandiarsa S, "*The Effect Of Modified Domino Cards Game On Students' Vocabulary Mastery*," JISIP (Jurnal Ilmu Sosial dan Pendidikan) 4, no.3 (2020).

<sup>8</sup> M, Labib Al Halim, "*Modifying Domino Cards To Increase Students' Understanding Of The Use Of Possessive Adjective At Junior High School*", vol. 2, no.1, 2020.

<sup>9</sup> *Oxford Learner's Pocket Dictionary*, (4<sup>th</sup> edition; New York : Oxford University, 2008).

and listening skills. It is very difficult to master these skills if you do not master the vocabulary. Adequate vocabulary mastery is essential for the successful use of a second language.<sup>10</sup>

To understand and learn English according to Suhaili and Sandirsa vocabulary is knowledge to know the meaning of their words are elements that are combined to make accurate choices Vocabulary is very important in learning English because it is a requirement for humans to use language in communicating. For students who have sufficient vocabulary, it will be easy, so it will deliver effective, thoughts and ideas. Unfortunately, many students find learning vocabulary to be a tedious job. Teaching vocabulary in a foreign language class is not easy it is not enough for English teachers to simply prepare their students to use word lists and ask them to memorize the words they are expected to provide students with practice interesting things that can help them to prepare and increase their motivation to learn vocabulary.<sup>11</sup>

Vocabulary is an important component that must be studied and drilled to master a language. It is impossible to learn and master a language without understanding a certain amount of knowledge. By using multiple insights, we can successfully communicate with others.<sup>12</sup>

Based on the definition above, the researcher concludes that vocabulary is a very important aspect of language that must be learned and must be taught as a basis for knowing language skills and making it easier for us to communicate.

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<sup>10</sup> David Nunan, *Language Teaching Methodology*, (London. Prentice,1991).

<sup>11</sup>Suhaili and S, "*The Effect Of Modified Domino Cards Game On Students' Vocabulary Mastery.*" Vol. 4, no 3, 2020

<sup>12</sup>Besse Kartika, *Teaching Vocabulary Through Snakes and Ladders Board Game at The Seventh Year of SMPN 2 Bajo* (2014).

a. Types of vocabulary

Hasan types of vocabulary are divided into two parts, namely spoken vocabulary and reading vocabulary. Oral vocabulary refers to the words we use in speaking or somehow in listening activities. Meanwhile, the word reading is something related to reading and writing. It refers to words that we know or use in print media.<sup>13</sup>

Words in a language are small elements, which could make up a language and function to express ideas. Linguistics classifies vocabulary into two kinds. Receptive vocabulary refers to the words or lexical items, which can be recognized and comprehended in the context of listening and reading and Productive vocabulary refers to words, which we use in speaking and writing.

Productive vocabulary means the knowledge to produce a word when the learner can use it in their writing or speech. Receptive knowledge gradually becomes productive knowledge when the learner learns more about the vocabulary items. If we consider our learning new language as an examples, we can clearly realize the distinction between receptive (passive) and productive (active) lexical items. The vocabulary items that we can recognize and understand them are receptive vocabulary items. Whereas the lexical items that we can deploy in our communication and writing are productive vocabulary words.<sup>14</sup>

Vocabulary as one of the elements of language is very important to learn, without having vocabulary, the ability to communicate and convey a need cannot

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<sup>13</sup> Hasan, "Improving Students English Vocabulary by Using Tic Tac Toe Game at The Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang" Vol. 2, No.2 (2018).

<sup>14</sup> Avan, "Effective Strategies For Turing Receptive Vocabulary Into Productive vocabulary in EFL Context", Vol.6, No.27, (2015), 12.



be built. Many types of vocabulary words can be used. Students should already know. In this research, the researcher teaches vocabulary to describe people, animals, and things. The following is the vocabulary that will be taught by the researcher namely:

1) Vocabulary to describe people

Moustache	Beautiful	Short	Blue eyes
Big eyes	Slanted Eyes	Curly Hair	Beard
Black Eyes	Young	White Skin	Angry
Thin	Rich	Poor	Old
Long Hair	Handsome	Big Nose	Flat Nose
Fat	Brown Skin	Black Hair	Bald
Oval Face	Round Face	Black Skin	Tall

2) Vocabulary to describe animals

Horn	Tusk	Antenna	Wings
Nail	Tail	Climb	Fly
Swim	Big	Small	Short
Tall	Long	Sharp	Run
Walk	Scales	Shell	Body
Cat	Crocodile	Bear	Chicken
Monkey	Bee	Butterfly	Rabbit

3) Vocabulary to describe things

Black	Brown	Grey	Yellow
-------	-------	------	--------

White	Blue	Green	Red
Glass	Wood	Paper	Envelope
Long	Slow	Fast	Plastic
Big	Small	School	Window
Stone	Pencil	House	Door
Car	Market	Seller	Buyer

b. Vocabulary teaching strategy

Vocabulary is one of linguistic component that must be involved in learning English because the knowledge of vocabulary plays an important role in mastering the four language skills. In teaching vocabulary, very needs materials, exercises, and strategies, state as follows:

- 1) Material motivating the students.
- 2) Classes presented in a variety ways.
- 3) Several strategies for unlocking the meaning of words.
- 4) Ways of showing student how to remember what they have learned.<sup>15</sup>

c. Aspects of vocabulary

Ur states some aspects that the learner should be mastered and the teacher should be taught to help the learners in mastering vocabulary, they are as follows:

- 1) From (pronunciation and spelling)

Here, the mastery of vocabulary involves the mastery on pronunciation and spelling. The learner has to know how the word sounds and how the word

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<sup>15</sup> Suara, D, *Improving Student's Vocabulary By Using Diary of a Wimpy Kid Movie to The Tenth Grade Students at SMA Sriguna Palembang. Unpublished Undergraduate Thesis. Palembang (2014), 37.*

spells. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

## 2) Grammar

The grammar of a new word will need to be taught if this is not covered by general grammatical rules. A word may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of concerning other words' sentences.

## 3) Collocation

The collocation typical of a particular item is another factor that makes a particular combination sound 'right' or 'wrong' in a given context.<sup>16</sup>

## d. The principles of learning and teaching vocabulary

The main principles of learning and teaching vocabulary are:

- 1) Aims, the teacher should know the aims of the word taught
- 2) Quantity, the number of new words that students master and learn, must be clear.
- 3) Need, the need for selecting words that teachers present to students whose selection process is based on individual learning goals, students background, and language needs.
- 4) Frequency exposure and repetition, there is a certain amount of repetition until there those students learn the target words.

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<sup>16</sup>Ur, "*Vocabulary Is the Words We Teach in The Foreign Language*". (1998).

- 5) Meaningful presentation; in presenting the vocabulary lesson, students should have a clear and specific understanding of what the words refer to or denote. Its presentation should be perfect, meaningful, and unambiguous.
- 6) Situation presentation, the way presenting the words should be appropriate to the student's situation.
- 7) Presenting in context, through reading material, new words or familiar words can be presented as a medium in teaching vocabulary.
- 8) Learning vocabulary in the mother tongue as a tool to compare similarities and differences in words.
- 9) Guessing results in vocabulary learning, guessing is a way of learning vocabulary. This leads students to think about the meaning of the words being taught.

e. Level of vocabulary

Tier one consists of the basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level.

Tier two consists of high-frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading.

Tier three consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc.<sup>17</sup>

## 2. The Class of Words

### a. Content words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

#### 1) Noun

Noun is word that functions to name. This type of word can be used to show the names of people, animals, days, places, name subjects or things".<sup>18</sup>

*Example:* Fajar (the name of people) Latuppa (the name of place)  
 Table (the name of things) Saturday (the name of day)  
 Cat (name of the animal)

#### 2) Verbs

Verb is a word used to show the action or form of a subject.<sup>19</sup> Verbs occupy certain characteristic positions, a few of the verb are distinguished from morphemically related to nouns and adjectives by the super fix. According to J.D. Murthy the meaning of verbs is a word used to express action, condition or existence is known as a verb. According to Rasyid verbs have four inflections are:

- a) Inflection of the third singular person or present tense – *s* or *es*
- b) Inflection of the past tense : - *ed* and its variants

<sup>17</sup>Thashida L. Hutton, M.S "Three tiers of vocabulary and education" (2008).

<sup>18</sup> Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English*, (Malang; Wisma Kalimentro, 2014). 1.

<sup>19</sup> Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English*, (Malang; Wisma Kalimentro, 2014). 24.

c) Inflection of the present participle: - *ing*

3) Adverb

Adverb is words that describe how, when, how many times and so on a job is done or a event occurs.<sup>20</sup> Kinds of adverb are:

- a) Adverb of manner
  - b) Adverb of place and direction
  - c) Adverb of time
  - d) Adverb of degree
  - e) Adverb of frequency
- 4) Adjective

Adjective is a word that is used to explain the nature or add meaning to a noun or pronoun. In other words, each word is used to explain the nature of the noun or pronoun in question.<sup>21</sup> Kinds of the adjective:

- a) Demonstrative adjective
- b) Proper adjective
- c) Quantitative adjective
- d) Numeral adjective
- e) Descriptive adjective
- f) Distributive adjective

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<sup>20</sup> Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English*, (Malang; Wisma Kalimantan, 2014). 59

<sup>21</sup> Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English*, (Malang; Wisma Kalimantan, 2014). 73

b. Function words

By 'function word' we mean word that does not belong to one of the four major parts of speech in English (noun, verb, adjective and adverb). Their purpose is not only to express meaning but to relate other word to each other. These are the words you must know in order to speak or understand English with many any fluency at all. Not only among the most frequent in the language, but they are also indispensable in forming sentences. Function word is also called form words, empty words function.

Function words are those that often have little meaning in the dictionary sense but which serve important function in relating other words in the language to can be other. Examples are: is, at, to, which, for, by, he, etc. since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course.

Among the function words are articles, auxiliary verbs, conjunctions, prepositions, pronouns, noun determines, substitutes noun, intensifies and other specialized expressions. They also include numeral, days of the week, and months of year. Many of the words can be used in more than way.

1) Prepositions

Preposition is word placed before noun or pronoun to indicate the relation among the part of other sentence. They are always followed by nouns or noun construction, and the whole phrase thus formed modifies some other word in sentences. E.g. about, but, outside, above, down, over, along, from, etc.<sup>22</sup>

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<sup>22</sup> Collier, *The Key To English Vocabulary*, (London: McMillan Limited, 1971), 37.

Remember that most of these words may also function as adverbs, if no noun follows.

## 2) Conjunction

Conjunctions are words that connect words with words, parts with part of sentences or connect sentences with other sentences in paragraph or in a discourse or text. Conjunctions are not variable, meaning they do not change whether they are plural or have a gender like noun or pronouns.<sup>23</sup>

## 3) Determiner

Determiners are words placed in front of nouns which function as noun markers that clarify the meaning of the noun. For example the people, if you add “those” in front of it to “those” people, it will be easier to know or understand which “people” are meant, and if it says “a lot people” then we know that what is meant is a large number of “people”. The kinds of determiners:<sup>24</sup>

### a) Article (a, an, the)

*Example:*        *a* woman        *a* tree  
                              *an* umbrella        *an* America

### b) Demonstrative (this, that, these, those)

*Examples:*        *This* chair is yours but *that* one is mine.  
  
                              *These* books are used by the first semester students.  
  
                              *Those* books are very old.

### c) Possessives (my, your, his, her, its, our, their, Rina’s)

<sup>23</sup> Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English*, (Malang; Wisma Kalimentro, 2014). 103

<sup>24</sup> Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English*, (Malang; Wisma Kalimentro, 2014). 113.



*Example:*        *His* house is near from *my* campus.

*Your* dictionary is on Randi 's table.

- d) Quantifiers ( many, much, a lot of, plenty of, a great number of, a great deal of, a few, a little, enough, some any, etc.

*Example:*        I don't have *much* money

I need some sugar in *my* tea, please

- e) Numbers (one, five, ten, thirty, ..... etc).

*Example:*        I have *two* English grammar book at home

I need *ten* students to help me carry these books

- f) Distributives (all, both, half, either, neither, each, every, etc).

*Example:*        *All* of students must study hard

*Both* of us can be the university students.

- g) Difference words (other, another)

*Example:*        You need to share your knowledge to others

I don't need another one but him

- h) Question words (which, what, whose)

*Example:*        *What* is her name?

*Whose* book this one?

- 4) Interjection

Interjection is spontaneous speech intended to express or state feelings/thought that are felt or appear suddenly, such as feelings of surprise, joy, pain, sadness, surprise, enthusiasm, reproach, laughter, wishful

thinking, impatience and so on. Interjection followed by an exclamation mark (!). The kinds of Interjection:<sup>25</sup>

- a) Original interjection namely interjection consisting of one word that actually indicates an interjection.

*Example:* Ah! Hark!  
 Stuff! Oh!  
 Ha! Sst!

- b) Interjection from other words, namely interjection that are formed from other words.

*Example:* Mercy! Hear!  
 Well! Look!  
 Quickly! Hold!

- c) Interjection from phrase, namely an interjection formed from a group of words consisting of two or more words.

*Example:* My God! Good by!  
 Well done! Just my luck!  
 Come out! Worse luck!

### 3. The Concept of Game

- a. Game for language learning

Games are a teaching medium vocabulary. Fun games in language lessons. Many teachers consider games to be powerful classroom display for foreign language students. Students often feel bored with books and worksheets. Using

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<sup>25</sup> Rusdiana Junaid, Rustan Santaria, and Sri Damayanti, *Fundamental English*, (Malang; Wisma Kalimentro, 2014). 126.

games and interactive tools can keep students focused and learning for a long time.<sup>26</sup>

b. Definition of game

Kustandi, the game is a process that is more interesting and entertaining, especially in the learning process. This model is designed fixedly guided by the learning process. Therefore, it is expected the existence of learning activities while playing so that it seems that students do not feel learning. As for the characteristics in the use of the game among them, every game must have a purpose, some rules must be followed by students, and there are challenges to add to the attractiveness of the game, as well as imagination and entertaining.<sup>27</sup>

#### **4. The concept of the domino card game**

a. Definition of Domino Card Game

Domino card game is a media adopted from domino games in general. The difference is that the cards are modified based on the materials of a describe people, animals, and things. Students are trained to analyze the card and match them. In this domino card game, students are also invited to recognize describe people, animals, and things. That is one the card, and then guesses which card match with the card they have. Domino is a series of games that were applied in

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<sup>26</sup>Sulfia Syamsul, *Improving Students Vocabulary Through Scrabble Words Game At The Eight Year of SMPN 8 Palopo*, 2015.

<sup>27</sup>Kustandi, Cecep. *Media Pembelajaran*, Jakarta: Ghalia Indonesia, (2013).

the learning proces, domino means to match the word, sentence, or picture to their meaning and was played by a group of players.<sup>28</sup>

According to Halim, domino is a series of card games existed almost around the word. In learning, the domino card is modified to picture and word with its meaning, started that domino card is played by matching sets of cards. Thus, it needs some players around person.<sup>29</sup> According to Wing Working in a group is an effective way of giving a task, the students can share their argument, knowledge, idea and remind each other.<sup>30</sup>

Domino is a domino card game that has a theme. Domino games in technical vocabulary do not contain numbers like domino games in general but contain pictures and vocabulary related to certain themes. Domino cards are an interesting medium to give to students, they will learn, and with vocabulary, domino can enrich their vocabulary, and also make domino interesting for students and motivate to make them think critically, remember, and guess the meaning of words.

#### b. Domino card game steps

Learning with the domino card game it's the same as playing ordinary dominoes, this domino prop/game can be done by 2-5 people. After the first card is thrown, the next card will follow. However, if the domino contains a collection

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<sup>28</sup> Labib and Halim, "Modifying Domino Cards to increase Students' Understanding of The Use of Possessive Adjective at Junior High School, 02, 01, (2020), 71-79

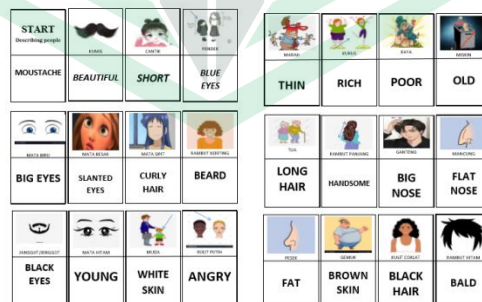
<sup>29</sup> Halim, M.L.AL. "The Effectiveness of Pair Work and Group Work on Students' Achievement in Giving Writing Task". *JALIE: Jurnal Of Applied Linguistics And Islamic Education*, 02, 02,(2018) 225-253.

<sup>30</sup> Wing, L.A.U, *Final Report For ENGA4900 Honours Project a Study in The Effectiveness of Using Domino For Consolidating Vocabulary on Upper Primary ESL Clasroom*, (2015)1-90.

or sequence of numbers, the number is represented by the red circle. The card, this vocabulary domino, card contains various pictures and vocabulary. Vocabulary dominoes are divided into two equal parts, one part is in the form of pictures, and the other part is the vocabulary for cards other.

Domino card game media is a learning medium to attract students' learning attention and increase vocabulary. Learning to use dominoes is based on the existence of learning strategies that provide opportunities for students to be active learn be active learners and be skilled by connecting each card dominoes.

Domino is a number game with some 28 cards with a large dot, each card is divided into two fields, and each field contains 0-6 dots. This vocabulary domino is a vocabulary card game in which each card contains a different picture related to the vocabulary describing people, describing animals, and describing things. In this game, every card has two parts that must be associated with parts on other cards.<sup>31</sup>



Picture 1 Examples of domino card game.

The researcher set six steps to play domino card game as follow:

- 1) The researcher gave instruction related to how to play the domino card game.

<sup>31</sup> AL Halim, "The Effectiveness of Pair Work and Group Work on Student's Achievement in Giving Writing Task". *JALIE: Jurnal Of Applied Linguistics And Islamic Education*, 02, 02,(2018) 73

- 2) The researcher divides the students into several groups (based on the situation).
  - 3) The researcher gave a set of domino card game that has been prepared beforehand.
  - 4) Each group shuffles the card and distributes them to its members.
  - 5) The group that finishes faster than the others and makes the correct match is the winner
  - 6) The researcher asked each student's to remember the vocabulary that was obtained from the domino card game.<sup>32</sup>
- c. The advantages of playing the domino card game:
- 1) A Game can help students to make and maintain effort in learning.
  - 2) Skill games bring real-world context into the classroom and improve students' use of English in a flexible, meaningful, and communicative way.
  - 3) Games can help the students learn and understand new words more easily.
  - 4) Game can usually involve friendly competition and keep students interested in learning the language.<sup>33</sup>
- d. The disadvantage of playing the domino card game

There is no strategy that does not have weaknesses. In teaching vocabulary to students using a domino card game, deficiencies were found. This strategy is difficult to implement if it involves many students because the card only consists

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<sup>32</sup> Al Halim, "Modifying Domino Cards to Increase Students Understanding of the Use of Possessive adjective at Junior High School", 02, 01, (Feb 2020), 73.

<sup>33</sup>Sulfia Syamsul, *Improving Students' Vocabulary Through Scrabble Words Game At The Eighth Year Of SMP Negeri 8 Palopo*. (IAIN PALOPO, 2015),29.

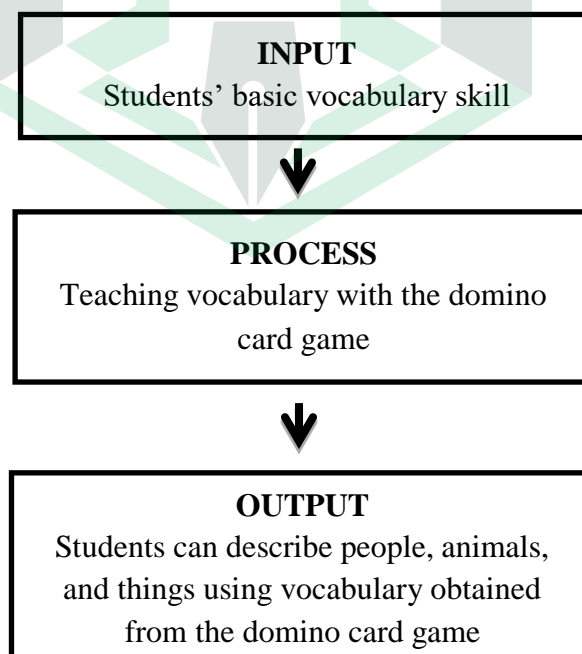
of 28 cards, so if there are too many students, they must be divided into several groups.

Future researchers and teachers can use domino card game by adding cards that contain vocabulary and pictures so that more cards are used by students when playing while learning.

### C. Conceptual Framework

Vocabulary is an important part of the language. There are many ways to teach vocabulary. However, in this case, the researcher used domino card games to improve students' vocabulary.

Based on the statement above, the researcher focuses on the effectiveness of the domino card game in improving English vocabulary. The underlying conceptual framework in this study is presented in the following:



#### **D. Hypothesis**

In this research, the researcher proposed the hypothesis "applying domino card games in the classroom is effective to improve students' vocabulary at the seventh grade of SMPN 1 Noling".

1. Null Hypothesis ( $H_0$ ) = Domino card game is not effective to improve students' vocabulary of the seventh grade of SMPN 1 Noling.
2. Alternative Hypothesis ( $H_1$ ) = Domino card game is effective to improve the students' vocabulary of the seventh grade of SMPN 1 Noling.

#### **E. Criteria Of Hypothesis Acceptability**

To know whether the pre-test and post-test were significantly different and also to know the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If  $t_0 > t_t$  Reject the null hypothesis

If  $t_0 < t_t$  Received null hypothesis.<sup>34</sup>

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<sup>34</sup> Anas Sudijono, "Pengantar Statistic Pendidikan", (Jakarta:Raja Grafindo, 1995),289.



**CHAPTER III**  
**METHOD OF THE RESEARCH**

**A. Research and Design Method**

**1. Research Method**

This research used a pre-experimental method which aims of this research is to find out whether the domino card game is effective in improving students vocabulary in teaching English vocabulary.

**2. Research Design**

This research involved students from one class with a pre-test, treatment and post-test design. The design of this research can be explained as follows.<sup>35</sup>

Table 3.1 The design of on group pre-test and post-test

Pre-Test	Treatment	Post-Test
$O_1$	X	$O_2$

Where:

E = Experimental

$O_1$  = Pre-test

$O_2$  = Post-test

X = Treatment

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<sup>35</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta, PT. RinekaCipta, 2002),77.

**B. Time and Place of the Research**

This research was started from April to June of 2023. The research was conducted at SMPN 1 Noling, which is located in Noling, Bua Ponrang District, Luwu Regency.

**C. The Variable of the Research**

This research innovation has two variables, namely the dependent variable and the independent variable. Can be describe as follows:

1. Dependent variable was students' vocabulary mastery.
2. Independent variable was the implementation of the domino cards game.

**D. Population and Sample****1. Population**

The population of this research took all class VII students of SMPN 1 Noling for the 2022/2023 academic year. They are divided into two classes and the population is 47 students

**2. Sample**

The researcher used purposive sampling technique for one class. The researcher took VII.1 which consists of 22 students as the research sample, the class is recommended by a teacher, consist of 10 males students and 12 females students.

**E. Instrument of the Research**

In this research, the researcher used a vocabulary test in the pre-test and post-test, writing in English from the words that have been determined. There are 20 vocabulary items on the test related to vocabulary. The pre-test is intended to

determine the students' vocabulary mastery, while the post-test aims to determine whether there is a significant development of the students' vocabulary after given treatment. The researcher also used a domino card game as a learning medium.

The researcher used a domino card game as a medium in the treatment. This is a game like Domino in general, but in this game, it uses pictures and vocabulary. In this game use the dictionary to look up the meaning of new words for students based on games during the learning process (treatment).

#### **F. The Procedure for Collecting Data**

In collecting data in this study researcher was used several steps below:

##### 1. Giving pre-test

The researcher gave pre-test to students to find out students' vocabulary mastery before being given treatment, in this case, the researcher identified students' vocabulary knowledge by given a multiple choice test and matching vocabulary with the picture where the test consisted of 20 numbers.

##### 2. Giving treatment

There are six treatments with the following domino card game steps.

##### a. The first and the second treatment

- 1) The researcher prepared a domino card game especially to describe people.
- 2) The researcher explains how to use the domino card game and explains how to describe people.
- 3) The research divided the groups and gave domino card game to the students to play.

- 4) The researcher said that if there are words you don't know, you can open a dictionary.
- 5) The group that finishes faster than the others and makes the correct match is the winner.
- 6) The researcher told each group that had finished, repeating again in order to keep in mind the vocabulary they got from the domino card game.

b. In the third and fourth treatment

- 1) The researcher prepared a domino card game especially for describe animals.
- 2) The researcher explains how to use the domino card game and explains how to describe animals.
- 3) The researcher divided the groups and gave domino card game to the students to play.
- 4) The researcher said that if there are words you don't know, you can open a dictionary.
- 5) The group that finishes faster than the others and makes the correct match is the winner.
- 6) The researcher told each group that had finished, repeating again in order to keep in mind the vocabulary they got from the domino card game.

c. In The fifth and sixth treatment

- 1) The researcher prepared a domino card game especially for describe things.
- 2) The researcher explains how to use the domino card game and explains how to describe things.

- 3) The researcher divided the groups and gave domino card game to the students to play.
- 4) The researcher said that if there are words you don't know, you can open a dictionary.
- 5) The group that finishes faster than the others and makes the correct match is the winner.
- 6) The researcher told each group that had finished, repeating again in order to keep in mind the vocabulary they got from the domino card game.
- 7) The researcher was gave assignments to students to choose what was described and then write in the book based on the vocabulary obtained and make a video presentation based on what will be described.

### 3. Giving Post-test

The researcher gave the post-test to the students to find out the students' vocabulary mastery after giving treatment.

### G. The Technique of the Data Analysis

Before analyzing the data, the research collected data and analyzed it using the following procedures:

1. Scoring and converting the student's answer of pre-test and post-test. Each of student's correct answer got 1 and wrong answer got 0. The formula for indicating the student's score are follows:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

2. Classifying the students' score by using percentage below:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage

F = Frequency

N = Total Number of Sample.<sup>36</sup>

3. Classifying the score of the students into the following score classification:

Table 3.2 The classification of score

Classification	Score
Excellent	96 – 100
Very Good	86 – 95
Good	76 – 85
Fairly Good	66 – 75
Fair	56 – 65
Poor	36 – 55
Very Poor	0-35

4. Calculation of mean scores, standard deviations, frequency table, and test between pre-experimental vocabulary achievements using SPSS 20 for windows wcaluation.

<sup>36</sup> Ridwan, *Dasar-Dasar Statistika*, (Bandung: Alfabeda, 2003) 41.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents statistically analyzed and tabulated data, including students' pre-test and post-test scores, pre-test and post-test classification scores, as well as pre-test and post-test mean scores and standard deviations. The pre-test and post-test are to gather the student's vocabulary mastery according to the pre-experimental method. The researcher used a domino card game as teaching media when used this method. The following are the results of the research.

Student scores in the vocabulary assessment tests are based on specific scoring system. For each correct answer, the score gradually increases in increments of 5 points. If the student's correct answer is 1, the score is 5; for 2 correct answers, the score is 10, and so on. The follow-up scoring pattern is as follows 3 correct answers score 15, 4 correct answers 20, 5 correct answers scores 25, 6 correct answers score 30, 7 correct answers score 45, and 10 correct answer scores 50. The pattern continues with an increase of 5 points for each subsequent correct answer up to 20 correct answers, resulting in perfect scores of 100.

#### 1. The Score of Students' Vocabulary in the pre-test

Table 4.1 Students vocabulary scores on the pre-test

Respondent	Correct Answer	Score	Classification
R1	11	55	Poor
R2	13	65	Fair
R3	8	40	Poor
R4	11	55	Poor
R5	10	50	Poor
R6	8	40	Poor

R7	10	50	Poor
R8	13	65	Fair
R9	14	70	Fairly Good
R10	13	65	Fair
R11	20	100	Excellent
R12	14	70	Fairly Good
R13	14	70	Fairly Good
R14	13	65	Fair
R15	18	90	Very Good
R16	13	65	Fairly Good
R17	12	60	Fair
R18	14	70	Fairly Good
R19	16	80	Very Good
R20	14	70	Fairly Good
R21	12	60	Fair
R22	14	70	Fairly Good

2. The score of students' vocabulary in post-test

Table 4.2 Students vocabulary scores on the post-test

Respondent	Correct Answer	Score	Classification
R1	19	95	Very Good
R2	18	90	Very Good
R3	13	65	Fair
R4	18	90	Very Good
R5	17	85	Good
R6	15	75	Fairly Good
R7	19	95	Very Good
R8	18	90	Very Good
R9	19	95	Very Good
R10	15	75	Fairly Good
R11	20	100	Excellent
R12	19	95	Very Good
R13	18	90	Very Good
R14	15	75	Fairly Good
R15	20	100	Excellent
R16	16	80	Good
R17	16	80	Good
R18	17	85	Good
R19	18	95	Very Good
R20	16	80	Good
R21	15	75	Fairly Good
R22	17	85	Good



### 3. The analysis of students' vocabulary in the pre-test

Table 4.3 Classification of students' vocabulary on the pre-test

Classification	Score	Frequency	Percentage
Excellent	96 – 100	1	5%
Very Good	86 – 95	2	10%
Good	76 – 85	-	0%
Fairly Good	66 – 75	7	31%
Fair	56 – 65	6	27%
Poor	36 – 55	6	27%
Very Good	0 – 35	-	0%
Total		22	100%

Table 4.3. This indicates that one student received excellent (5%), two students received very good (10%), seventh students received fairly good (31%), sixth students received fair (27%), sixth students received poor (27%), and very poor (0%). Based on the information above, it appears that the kind' vocabulary remains low.

### 4. The analysis of students' vocabulary in post-test

Table 4.4 Classification of students' vocabulary on the post-test

Classification	Score	Frequency	Percentage
Excellent	96 – 100	2	10%
Very Good	86 – 95	9	40%
Good	76 – 85	6	27%
Fairly Good	66 – 75	4	18%
Fair	56 – 65	1	5%
Poor	36 – 55	-	0%
Very Poor	0-35	-	0%
Total		22	100%

Table 4.4 shows that in the post-test there two students received excellent (10%), ninth students received very good (40%), sixth student received good (27%), fourth students received fairly good (18%), and one students received fair (5%), poor and very poor (0%) and It means a significant improvement in students' vocabulary skills after giving treatment.

5. The mean score and standard deviation of the pre-test and post-test

After classifying students' vocabulary scores, the student' mean scores and correct answers can be seen in the following.

Table 4.5 The mean score of students' correct answers in the pre-test and post-test.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	22	40	100	64.77	14.098
Post-Test	22	65	100	86.14	9.503
Valid N (listwise)	22				

The maximum students score is 100, the lowest score is 40, and the highest post-test score is 100, while the lowest score is 65, as can be seen in the table 4.5, the mean pre-test score for the student vocabulary test is 64.77, while the mean post-test score for the students vocabulary test was 86.14. The standard deviation error pre-test 14.098, while standard deviation error pre-test was 9.503.

Table 4.6 The paired samples statistics of the pre-test and post-test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	64.77	22	14.098	3.006
Pre-test	86.14	22	9.503	2.026

The mean pre-test score for students was 64.77, and the mean post-test score was 86.14, as shown in Table 4.6, the pre-test standard deviation was 14.098, and the post-test standard deviation was 9.503. it means that students' vocabulary assessments have improved as a result of playing a domino card game.

Table 4.7 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	22	.597	.003

Table 4.7 paired sample correlation of the pre-test and post-test above presents that the correlation of students' abilities before and after treatment is 0,597. It means that there is a significant relationship between students' abilities in teaching vocabulary using domino card game before and after treatment.

Table 4.8 Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest- Posttest	-21.364	11.358	2.422	-26.399	-16.328	-8.822	21	.000

Table 4.8 Used to collect the data, which was obtained using SPSS 20. The paired sample test shows that  $t_0$  (count) = -8.822 and df (degrees of freedom) = 21, for a standard significant level of 0.05 at df (degree of freedom) = 21 is 2.080. Based on the result,  $t_0$  (count) was higher than  $t_t$  (table)  $t_0 < t_t$ .

Related to the results of the study that ( $t_0 < t_t$ ) the  $t_{count}$  was higher  $t_{table}$ . It was concluded that there was significant improvement different in teaching vocabulary before and after using the domino card game. Because of that, the researcher believed that using the domino card game was effective in teaching students vocabulary skills in the seventh grade of SMPN 1 Noling.

## B. Discussion

Based on research that has been carried out in vocabulary teaching by using a domino card game, especially describing people, animals, and things. Students can be motivated and enthusiastic in the learning process and are also interested in learning because they can use game and play with their group friends. Students

find it easy to know vocabulary describing people, animals, and things. In addition, the use of a domino card game to teach vocabulary has been shown to help students learn vocabulary describing people, animals, and things.

There are significant test results between the pre-test and post-test. In the pre-test, the highest score in the class VII pre-test of SMPN 1 Noling was 100, while the lowest score was 40, with a mean of 64.77 and a standard deviation are 14.098. This means that the result of the seventh grade students' pre-test at SMPN 1 Noling was not good at classifying students' vocabulary abilities. For details of the pre-test result, the researcher marked the results of the 22 samples. One students received excellent (5%), two students received very good (10%), seventh students received fairly good (31%), sixth students received fair (27%), sixth students received poor (27%), and very poor (0%), including the low category.

The result of the post-test showed that the highest seventh grade students of SMPN 1 Noling are 100, and the lowest score was 65, with a mean 86.14 and a standard deviation of 9.503. This means that the post-test result for seventh grade students of SMPN 1 Noling are in a good category in classifying students' vocabulary mastery. For details of the post-test results, the researcher marked the results of the 22 samples. Two students received excellent (10%), ninth students received very good (40%), sixth students received good (27%), fourth students received fairly good (18%), and one students received fair (5%), poor and very good (0%) and it means a significant improvement in students' vocabulary skills after giving treatment.

Among fourth previous related kinds of research, the previous research that has similarities with this research is about improving students' vocabulary and using the domino card game. Such as Silfia (2019), The Effectiveness Of Using Thematic Dominoes Technique toward Student's Vocabulary at Second Grader of SMPN 3 Kerinci, Bulan and Idhar (2021), Developing Noun Words Domino Card (NWDC) Media To Improve English Vocabulary Mastery Of Junior High School Students, Suhaili and Sardiarsa (2020) The Effect Of Modified Domino Cards Game On Students' Vocabulary Master, M. Labib Al Halim (2020) Modifying Domino Cards To Increase Students' Understanding Of The Use Of Possessive Adjective At Junior High School, and the research show that the domino card game can improve students vocabulary in learning English.

In this case, the authors found that by learning to use domino card game at SMPN 1 Noling, student scores increased significantly. This shows that the use of domino card game to increase students' vocabulary has solved problem in class VII SMPN 1 Noling. As a result, the use of domino card game in improving the English is accepted in this study.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the researcher concluded that the use of domino card game can improving students' vocabulary effectively, this can be seen from the learning results between the average students' pre-test and post-test scores. Means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_i$ ) is received. Therefore, the use of domino card game to improving students' vocabulary has solved the problem in class VII SMPN 1 Noling.

#### B. Suggestion

Based on the findings of the data analysis and conclusion, the researcher would like to add the obvious tips:

1. For the teachers, teacher must understand that the teaching and learning techniques used are very important in the concept that describes learning motivation. Domino card game can be used in the classroom to teach vocabulary, making the teaching process more active and entertaining. Teacher can use the domino card game to learn vocabulary.
2. For students, students must be more active, especially in learning vocabulary. They can use a domino card game in the learning process.
3. For researchers, the future can use the domino card game in teaching English especially in teaching vocabulary, next if use this domino card game and

find students being noisy after playing, we can use attention grab. For example the teacher say “*hi*” and the students say “*hello*”.

This strategy is difficult to implement if it involves many students because the card only consists of 28 cards, so if there are too many students, they must be divided into several groups. Future researchers and teachers can use domino card game by adding cards that contain vocabulary and pictures so that more cards are used by students when playing while learning.



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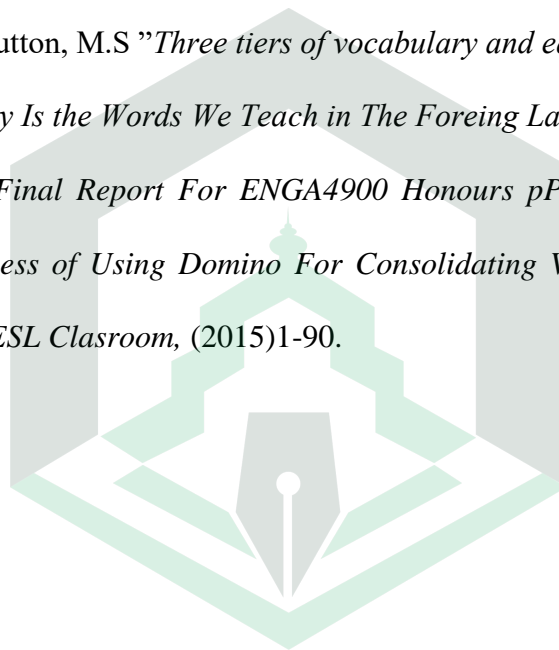
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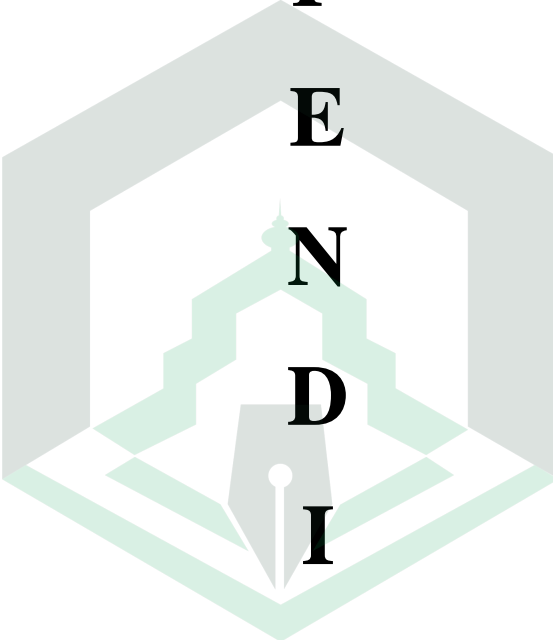
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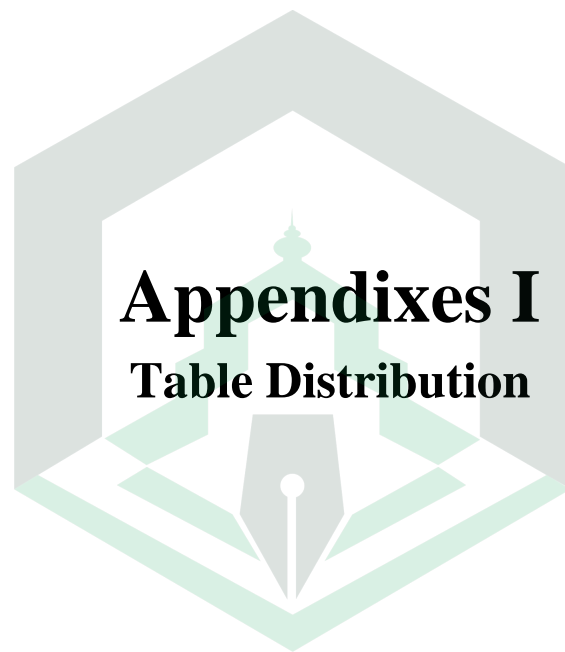
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**A  
P  
P  
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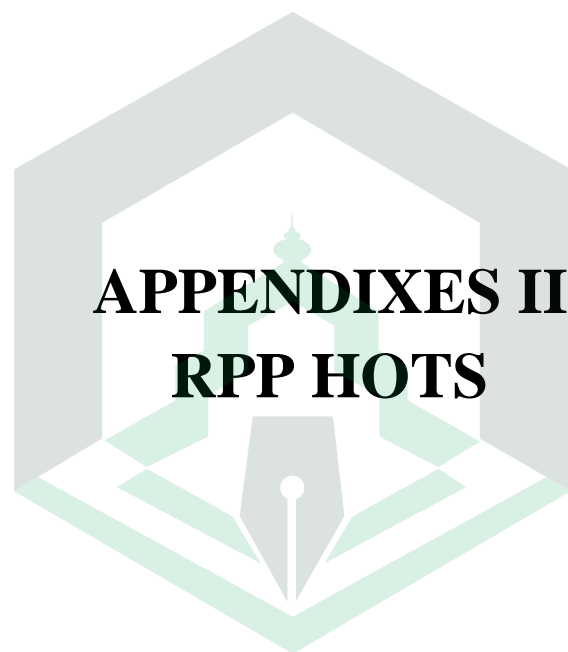




**Appendixes I**  
**Table Distribution**

**The table Distribution of t (M.Subana)**

Df	P (Level of significance One Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	4.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.980	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.922
20	1.725	2.086	2.856	3.850
21	1.721	<b>2.080</b>	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373



**APPENDIXES II**  
**RPP HOTS**

## **LESSON PLAN (RPP HOTS)**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMPN 01 Noling

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/Genap

Materi Pokok : Chapter VII I'm Proud of Indonesia! (we will learn to describe people, animals, and things)

#### **A. Tujuan Pembelajaran**

Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris, serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris, menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi, menunjukkan perilaku disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi tentang describing people, animals, and things.

#### **B. Materi Dan Aktivitas Pembelajaran**

1. Materi: Vocabulary (describing people, animals, and things).
2. Aktivitas Pembelajaran:
  - a. Strategi : Blended Learning
  - b. Pendekatan : Contextual (Individual dan Sosial)
  - c. Model : Project Based Learning
  - d. Metode : Diskusi, Tanya Jawab dan Menulis
  - e. Teknik : Tudang Sipulung dan Vidio Presentasi
  - f. Perangkat : Rpp, Domino Card Game, Video.
  - g. Moda : Campuran (offline & online)

#### **C. ASSESMENT PEMBELAJARAN (mengukur semua unsur TP dan CP):**

1. Pre-test
2. Post-test



**APPENDICES III**  
**PRE-TEST & POST-TEST QUESTIONS**



### Pre-Test

Name : \_\_\_\_\_

Class: \_\_\_\_\_

A. Choose A, B, C or D as the best answer!

1. What is the shape of the head the picture?

- a. Bald      c. beautiful  
b. Short      d. bread



2. How the shape of the body is shown on the arrow?

- a. Thin      c. rich  
b. Fat      d. poor



3. What is the hair color on the picture?

- a. Brown hair      c. black skin  
b. Black hair      d. white skin



4. What is the color of the skin in the picture?

- a. Black skin      c. fat  
b. Brown skin      d. round face



5. What is the shape of the body in the picture?

- a. Flat nose      c. fat  
b. Long hair      d. round face



6. What is the shape of the nose in the picture?

- a. Poor      c. flat nose  
b. Thin      d. long hair



7. What is the shape of the face in the picture?

- a. Black skin      c. poor  
b. Thin              d. oval face



8. What is shown on the arrow?

- a. Swim              c. fly  
b. Fangs            d. horn



9. What picture is this?

- a. Wings            c. cat  
b. Bear              d. crocodile



10. What picture is the arrow showing?

- a. Tail                c. swim  
b. Run                d. fly



Answer:

1. A    2. A    3.B    4.B    5.C    6.C    7.D    8.D    9.A    10. A

B. Match the following vocabulary with the correct picture

11. RUN

A.



12. SCALES

B.



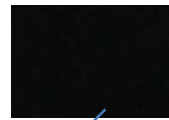
13. CAT

C.



14. SHORT

D.



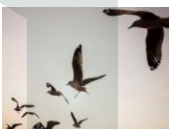
15. BLACK

E.



16. WOOD

F.



17. LONG

G.



18. SELLER

H.



19. PENCIL

I.



20. FLY

J.



Answer:







11.B 12.J 13.A 14.I 15.D 16.H 17.E 18.C 19.G 20.F

### Post-Test

Name : \_\_\_\_\_

Class: \_\_\_\_\_

A. Choose A, B, C or D as the best answer!

1. What picture on the side? 
  - a. Moustache
  - b. Short
  - c. beautiful
  - d. beard
  
2. What is the shape of the eyes in the picture? 
  - a. Big eyes
  - b. Fat
  - c. rich
  - d. poor
  
3. What color is the skin? 
  - a. Black hair
  - b. Black skin
  - c. White hair
  - d. White skin
  
4. The picture on the side shows a person who.... 
  - a. Black skin
  - b. Rich
  - c. fat
  - d. round face
  
5. How is the body shown by the arrow? 
  - a. Flat nose
  - b. Long hair
  - c. young
  - d. bald
  
6. What is the shape of the hair in the picture? 
  - a. Poor
  - b. Thin
  - c. curly hair
  - d. long hair

7. What is the shape of the face in the picture?

- a. Black skin      c. round face  
b. Thin              d. poor



8. What the arrow show?

- a. Swim  
b. Fangs  
c. Nail  
d. Horn



9. What the arrow show?

- a. Wings              c. cat  
b. Bear                d. antenna



10. What the arrow show?

- a. Tail  
b. Run  
c. Swim  
d. Tusk

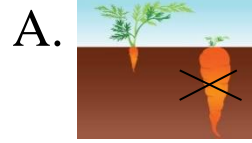


Answer:

11. A 12. A 13.B 14.B 15.C 16.C 17.C 18.C 19. D 20.D

B. Match the following vocabulary with the correct picture

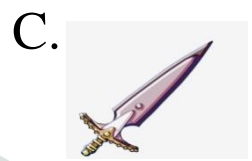
11. BEE



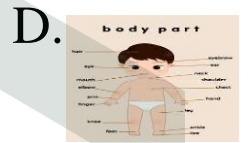
12. BODY



13. SMALL



14. SHARP



15. GLASS



16. YELLOW



17. PLASTIC



18. BUYER



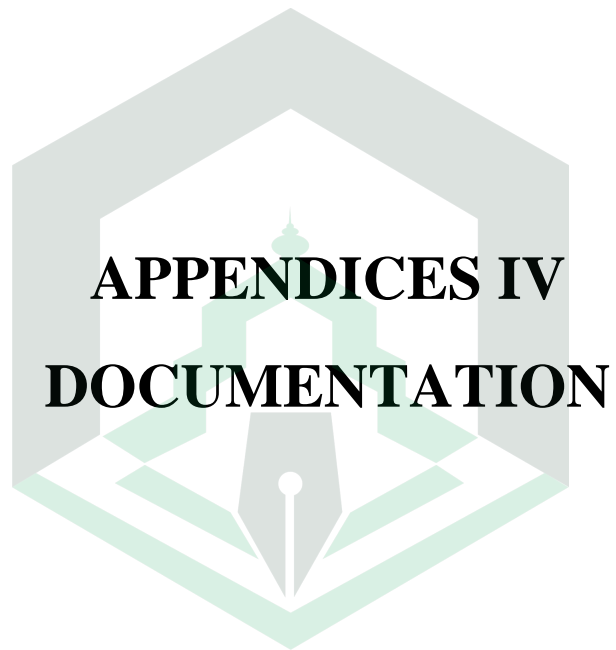
19. CAR



20. HOUSE



1. A 2. A 3. B 4. B 5. C 6. C 7. D 8. D 9. A 10. A



## DOCUMENTATION

### 1. Pre-Test



Students work on the pre-test questions given by researcher



## 2. Treatments



**The first treatment, Students learn vocabulary using domino card game, especially describe people.**



**The second treatment, Students learn vocabulary using domino card game, especially describe people.**



**The third treatment, Students learn vocabulary using domino card game, especially describe animals.**



**The fourth treatment, Students learn vocabulary using domino card game, especially describe animals.**





**The fifth treatment, Students learn vocabulary using domino card game, especially describe things.**



**The sixth treatment, Students learn vocabulary using domino card game, especially describe things.**

### 3. Post-Test



Students work on the post-test questions given by researcher

## 4. Students Worksheet

11 Benar

## Pre-Test

Name : MUK. GHAYClass : 2.1

## A. Choose A, B, C or D as the best answer!

✓ 1. What is the shape of the head the picture?

- Bald      c. beautiful  
 Short      d. bread



✓ 2. How the shape of the body is shown on the arrow?

- Thin      c. rich  
 Fat      d. poor



✓ 3. What is the hair color on the picture?

- a. Brown hair      c. black skin  
 Black hair      d. white skin



✓ 4. What is the color of the skin in the picture?

- a. Black skin      c. fat  
 Brown skin      d. round face



✓ 5. What is the shape of the body in the picture?

- a. Flat nose       fat  
 b. Long hair      d. round face



✓ 6. What is the shape of the nose in the picture?

- a. Poor       flat nose  
b. Thin      d. long hair



✗ 7. What is the shape of the face in the picture?

- a. Black skin      c. poor  
 Thin      d. oval face



✓ 8. What is shown on the arrow?

- a. Swim      c. fly  
b. Fangs       horn



✓ 9. What picture is this?

- Wings      c. cat  
b. Bear      d. crocodile



✓ 10. What picture is the arrow showing?

- Tail      c. swim  
b. Run      d. fly





**B. Match the Following vocabulary with the correct picture!**

× 11. RUN → E

× 12. SCALES → C

✓ 13. CAT → A

× 14. SHORT → H

× 15. BLACK → D

× 16. WOOD → I

× 17. LONG → F

× 18. SELLER → J

✓ 19. PENCIL → G

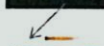
× 20. FLY → B

A. 

B. 

C. 

D. 

E. 

F. 

G. 

H. 

I. 

J. 

13 Benar

## Pre-Test

Name: KEYLA APRILLIA R.Class: VII-L

## A. Choose A, B, C or D as the best answer!

✓ 1. What is the shape of the head the picture?

- a. Bald      c. beautiful  
b. Short       bread



✗ 2. How the shape of the body is shown on the arrow?

- a. Thin       rich  
b. Fat       poor



✓ 3. What is the hair color on the picture?

- a. Brown hair      c. black skin  
 b. Black hair      d. white skin



✓ 4. What is the color of the skin in the picture?

- a. Black skin      c. fat  
 b. Brown skin       round face



✓ 5. What is the shape of the body in the picture?

- a. Flat nose       fat  
b. Long hair      d. round face





✓ 6. What is the shape of the nose in the picture?

- a. Poor       c. flat nose  
b. Thin      d. long hair



✓ 7. What is the shape of the face in the picture?

- a. Black skin      c. poor  
b. Thin       d. oval face



× 8. What is shown on the arrow?

- a. Swim      c. fly  
b. Fangs      d. horn



✓ 9. What picture is this?

- a. Wings      c. cat  
b. Bear      d. crocodile













✓ 10. What picture is the arrow showing?

- a. Tail      c. swim  
b. Run      d. fly



**B. Match the Following vocabulary with the correct picture!**


✓ 11. RUN	→	A.	
✗ 12. SCALES	→	B.	
✓ 13. CAT	→	C.	
✓ 14. SHORT	→	D.	
✓ 15. BLACK	→	E.	
✗ 16. WOOD	→	F.	
✗ 17. LONG	→	G.	
✗ 18. SELLER	→	H.	
✓ 19. PENCIL	→	I.	
✗ 20. FLY	→	J.	


15 Benar


## Post-Test


Name : Fakima TuzzahraClass : VII.1

## ✓ A. Choose A, B, C or D as the best answer!

1. What picture on the side? 
- a. Moustache      c. beautiful  
b. Short              d. beard

2. What is the shape of the eyes in the picture? 
- a. Big eyes              c. rich  
b. Fat                      d. poor

3. What color is the skin? 
- a. Black hair  
 b. Black skin  
c. White hair  
d. White skin

4. The picture on the side shows a person who.... 
- a. Black skin              c. fat  
 b. Rich                      d. round face

- ✓ 5. How is the body shown by the arrow?  
 a. Flat nose      ✗ young  
 b. Long hair      d. bald



- ✓ 6. What is the shape of the hair in the picture?  
 a. Poor      ✗ curly hair  
 b. Thin      d. long hair



- ✓ 7. What is the shape of the face in the picture?  
 a. Black skin      ✗ round face  
 b. Thin      d. poor



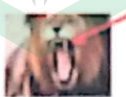
- ✓ 8. What the arrow show?  
 a. Swim  
 b. Fangs  
 ✗ Nail  
 d. Horn



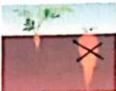
- ✗ 9. What the arrow show?  
 a. Wings      c. cat  
 ✗ Bear      d. antenna





- ✗ 10. What the arrow show?  
 ✗ Tail  
 b. Run  
 c. Swim  
 d. Tusk





**B. Match the Following vocabulary with the correct picture!**


✗ 11. BEE → A. 


✓ 12. BODY → B. 


✓ 13. SMALL → C. 


✗ 14. SHARP → D. 


✗ 15. GLASS → E. 

✓ 16. YELLOW → F. 

✓ 17. PLASTIC → G. 

✓ 18. BUYER → H. 

✓ 19. CAR → I. 

✓ 20. HOUSE → J. 


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## Post-Test


Name : MA MUHAMMAD SHANClass : V/11-1


## A. Choose A, B, C or D as the best answer!


- ✓ 1. What picture on the side? 
- Moustache      c. beautiful  
b. Short      d. beard
- ✓ 2. What is the shape of the eyes in the picture? 
- Big eyes      c. rich  
b. Fat      d. poor
- ✓ 3. What color is the skin? 
- a. Black hair  
 Black skin  
c. White hair  
d. White skin
- ✓ 4. The picture on the side shows a person who.... 
- a. Black skin      c. fat  
 Rich      d. round face


- ✓ 5. How is the body shown by the arrow?
- a. Flat nose      ✗ young      
- b. Long hair      d. bald

- ✓ 6. What is the shape of the hair in the picture?
- a. Poor      ✗ curly hair      
- b. Thin      d. long hair

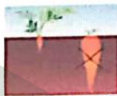










- ✓ 7. What is the shape of the face in the picture?
- a. Black skin      ✗ round face      
- b. Thin      d. poor

- ✓ 8. What the arrow show?
- a. Swim      
- b. Fangs
- ✗ Nail
- d. Horn

- ✓ 9. What the arrow show?
- a. Wings      c. cat      
- b. Bear      ✗ antenna

- ✓ 10. What the arrow show?
- a. Tail      
- b. Run
- c. Swim
- ✗ Tusk

**B. Match the Following vocabulary with the correct picture!**
























✓ 11. BEE — A.   
 ✓ 12. BODY — B.   
 ✓ 13. SMALL — C.   
 ✗ 14. SHARP — D.   
 ✗ 15. GLASS — E.   
 ✓ 16. YELLOW — F.   
 ✓ 17. PLASTIC — G.   
 ✓ 18. BUYER — H.   
 ✓ 19. CAR — I.   
 ✓ 20. HOUSE — J.   
 ✓ 





























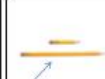














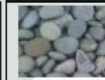




5. Student video barcodes







<b>START</b> Describing people	 KUMIS	 CANTIK	 PENDEK	 MARAH	 KURUS	 KAYA	 MISKIN
<b>MOUSTACHE</b>	<b>BEAUTIFUL</b>	<b>SHORT</b>	<b>BLUE EYES</b>	<b>THIN</b>	<b>RICH</b>	<b>POOR</b>	<b>OLD</b>
 MATA BIBI	 MATA BESAR	 MATA SPIT	 RAMBUT KERITING	 TUA	 RAMBUT PANJANG	 GANTENG	 MANCUNG
<b>BIG EYES</b>	<b>SLANTED EYES</b>	<b>CURLY HAIR</b>	<b>BEARD</b>	<b>LONG HAIR</b>	<b>HANDSOME</b>	<b>BIG NOSE</b>	<b>FLAT NOSE</b>
 JANGGUT/JENGGOT	 MATA HITAM	 MUDA	 KULIT PUTIH	 PESEK	 GEMUK	 KULIT COKLAT	 RAMBUT HITAM
<b>BLACK EYES</b>	<b>YOUNG</b>	<b>WHITE SKIN</b>	<b>ANGRY</b>	<b>FAT</b>	<b>BROWN SKIN</b>	<b>BLACK HAIR</b>	<b>BALD</b>

 BOTAK	 WAJAH OVAL	 WAJAH BULAT	 KULIT HITAM	 SAYAP	 ANTENA	 TARING	 TANDUK
<b>OVAL FACE</b>	<b>ROUND FACE</b>	<b>BLACK SKIN</b>	<i>Finish</i>	<b>ANTENNA</b>	<b>FANGS</b>	<b>HORN</b>	<b>SWIM</b>
<b>START</b> Describing Animals	 AYAM	 HARIMAU	 BERLARI	 Berenang	 Tembang	 memanjat	 EKOR
<b>CHICKEN</b>	<b>TIGER</b>	<b>RUN</b>	<b>BEE</b>	<b>FLY</b>	<b>CLIMB</b>	<b>TAIL</b>	<b>NAIL</b>
 TAWON	 BERUANG	 BUAYA	 KUCING	 KURU	 BADAN	 CANGKANG	 SIDIK
<b>BEAR</b>	<b>CROCODILE</b>	<b>CAT</b>	<b>WINGS</b>	<b>BODY</b>	<b>SHELL</b>	<b>SCALE</b>	<b>WALK</b>

 BERALAH	 TAMM	 FENDEK	 PANJANG	 Pilih	 Berani	 Plastik	 Pencil
<b>SHARP</b>	<b>SHORT</b>	<b>LONG</b>	<b>SMALL</b>	<b>FAST</b>	<b>PLASTIC</b>	<b>PENCIL</b>	<b>GREY</b>
 KECIL	 TINGGI	 Kupu-kupu	 KELINCI	 Abu-abu	 Hitam	 Kertas	 Hijau
<b>TALL</b>	<b>BUTTERFLY</b>	<b>RABBIT</b>	<b>FINISH</b>	<b>BLACK</b>	<b>PAPER</b>	<b>GREEN</b>	<b>BLUE</b>
<b>START</b> Describing Things	 Sekolah	 Rumah	 Batu	 BIRU	 AMPLOP	 LAMBAT	 KAYU
<b>SCHOOL</b>	<b>HOUSE</b>	<b>STONE</b>	<b>WHITE</b>	<b>ENVELOPE</b>	<b>SLOW</b>	<b>WOOD</b>	<b>GLASS</b>

 KACA	 MERAH	 KUNING	 PANJANG
<b>RED</b>	<b>YELLOW</b>	<b>LONG</b>	<b>BUYER</b>
 PEMBELI	 PENJUAL	 PASAR	 KECIL
<b>SELLER</b>	<b>MARKET</b>	<b>SMALL</b>	<b>DOOR</b>
 PINTU	 JENDELA	 BESAR	 MOBIL
<b>WINDOW</b>	<b>BIG</b>	<b>CAR</b>	<i>Finish</i>



# **APPENDICES VI**

**Research permit and certificate of having  
conducted research**

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ermawati, S.Pd.I., M.Hum.

Jabatan/Pekerjaan : Dosen

Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

***The Effectiveness of Domino Card Game in Improving English Vocabulary at Seventh Grade Students of SMPN 1 Noling*** dari mahasiswa:

Nama : Ichwana Rusdianto

Program Studi : Pendidikan Bahasa Inggris

NIM : 19 0202 0040

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

- Buat soal yang lebih bervariasi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 20 Februari 2023

Validator,



Ermawati, S.Pd.I., M.Hum.

NIP. 199111172020122019

\*coret yang tidak perlu



**PEMERINTAH KABUPATEN LUWU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telpn : (0471) 3314115

Nomor : 148/PENELITIAN/12.11/DPMPTSP/IV/2023      Kepada  
 Lamp : -      Yth. Ka. SPMN 1 Noling  
 Sifat : Biasa      di -  
 Perihal : Izin Penelitian      Tempat

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo 0718/In.19/FTIK/HM.01/03/2022 tanggal 16 Maret 2023 tentang permohonan Izin Penelitian. Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Ichwana Rusdianto  
 Tempat/Tgl Lahir : Noling / 06 Juni 2001  
 Nim : 1902020040  
 Jurusan : Pendidikan Bahasa Inggris  
 Alamat : Jl. Poros Noling  
 Kelurahan Noling  
 Kecamatan Bupon

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

**THE EFFECTIVENESS OF DOMINO CARD GAME IN IMPROVING ENGLISH VOCABULARY AT SEVENTH GRADE STUDENTS OF SMPN 1 NOLING**

Yang akan dilaksanakan di **SMPN 01 NOLING**, pada tanggal **04 April 2023 s/d 04 Juni 2023**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 3 1 9 3 1 5 0 0 0 1 4 8



Diterbitkan di Kabupaten Luwu  
 Pada tanggal : 04 April 2023  
 Kepala Dinas



**Drs. ANDI BASO TENRIESA, MPA, M.Si**  
 Pangkat : Pembina Utama Muda IV/c  
 NIP: 196612311992031091

**Tembusan :**

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Ichwana Rusdianto;
5. Arsip.





**PEMERINTAH KABUPATEN LUWU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 NOLING**

*Alamat: Jalan Noling Kel. Noling Kec. Bupon Kab. Luwu Kode Pos 91993  
E-mail: [smp1noling@gmail.com](mailto:smp1noling@gmail.com)*

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**  
Nomor: 043/ Dikbud/ SMP.01/ KP/ V/ 2023

Berdasarkan Surat Permohonan Izin Penelitian Nomor: 0718/In.19/FTIK/HM.01/03/2022 Tanggal 16 Maret 2023 maka Kepala SMP Negeri 1 Noling menerangkan bahwa:

Nama	: Ichwana Rusdianto
NIM	: 1902020040
Tempat/ Tanggal Lahir	: Noling, 06 Juni 2001
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Alamat	: Jln. Poros Noling
Tempat Penelitian	: SMP Negeri 1 Noling
Waktu Penelitian	: April-Juni 2023

telah melaksanakan penelitian di SMP Negeri 1 Noling pada Tanggal 04 April 2023 s.d. 04 Juni 2023 dengan baik dalam rangka penyusunan Skripsi dengan judul **"The Effectiveness of Domino Card Game in Improving English Vocabulary at Seventh Grade Students of SMPN 1 Noling"**.

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Noling, 06 Juni 2023  
Kepala Sekolah,  
  
**Arifin Nibebisalira, SE. M.Si.**  
Pangkat : Pembina Tk.1  
NIP : 197403122006041014

Tembusan kepada yang terhormat:

1. Bupati Luwu (Sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Fak. Tarbiyah & Ilmu Keguruan Institut Agama Islam Negeri Palopo;
4. Mahasiswi yang bersangkutan;
5. Arsip.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
 Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo  
 Email: pbi@iainpalopo.ac.id

### SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Ichwana Rusdianto  
 NIM : 1902020040  
 Program Studi : Pendidikan Bahasa Inggris  
 Alamat : Jl. Poros Noling Kel Noling Kec Bupon Kab Luwu  
 No. Telpon/HP : 081 342 586 057  
 Email : Ichwanair@gmail.com

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 12 Maret 2023

a.n. Dekan  
 Wakil dekan III  
 Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi

**Dra. Hj. Nursyamsi, M.Pd.I**  
 NIP. 19630710 199503 2 001

**Amalia Yahya, S.E., M.Hum**  
 NIP. 19771013 200501 2006



Lancar Mengaji



Bisa mengaji, tapi belum lancar



IAIN PALOPO

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
NOMOR 01A1 TAHUN 2022  
TENTANG  
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI  
MAHASISWA PROGRAM S1**

DENGAN RAHMAT TUHAN YANG MAHA ESA  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang** : a. bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan Penulisan Skripsi;  
b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
- Mengingat** : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;  
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;  
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

**MEMUTUSKAN**

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1
- Kesatu** : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
- Kedua** : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah: membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo;
- Ketiga** : Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi;
- Keempat** : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2022;
- Kelima** : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo  
Pada Tanggal : 08 Februari 2022



Dekan,

Nurdin K.

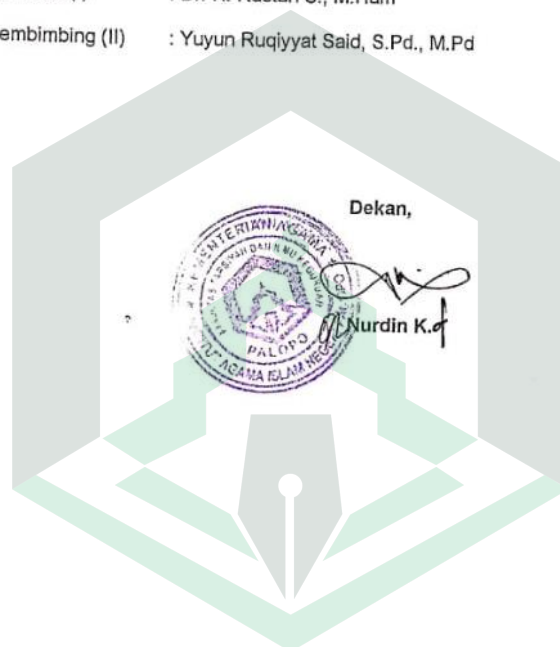
**Tembusan :**

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO  
NOMOR : 0141 TAHUN 2022  
TANGGAL : 08 FEBRUARI 2022  
TENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI  
MAHASISWA PROGRAM S1

---

- I Nama Mahasiswa : Ichwana Rusdianto  
NIM : 1902020040  
Program Studi : Pendidikan Bahasa Inggris
- II Judul Skripsi : **The Effectiveness of Dominoes Card Game in Improving English Vocabulary of Ninth Grade Students at SMPN 1 Noling**
- III Tim Dosen Pembimbing :
- A. Pembimbing Utama (I) : Dr. H. Rustan S., M.Hum  
B. Pembantu Pembimbing (II) : Yuyun Ruqjyyat Said, S.Pd., M.Pd



## BIOGRAPHY



Ichwana Rusdianto, was born on June, 6 2001 in Noling, She is the second child of the couple Rusdianto and Sarina, and now the researcher 22 years old. When she was seven years old, she started studying in elementary school at SDN 59 Noling, and graduate in 2012. After that, she continued studying in junior high school at SMPN 1 Noling, she graduate in 2015. Then she continued her study in SMKs Al- Furqan Ereng-Ereng Bantaeng District, she graduation in 2019. She continued again for her degree (S1) in the State For Institute Islamic Studies (IAIN) Palopo. She Took English Education Study Program In Tarbiyah And Teacher Training Department. She wrote her thesis with the title **“The Effectiveness of Domino Card Game in Improving English Vocabulary at the Seventh Grade Students of SMPN 1 Noling”**.