

Development Of Domino Card Media In Vocabulary Learning For Students At Islamic Junior High School State Of 2 Bondowoso

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Abstract

Vocabulary is the most important element in language and can be the main factor that leads to understanding the meaning of sentences in communication situations or in understanding reading texts. In fact, ninth semester students (I) of Islamic Junior high School State of 2 Bondowoso are lazy about teaching vocabulary, let alone memorizing and repeating it, because they have no desire to learn it, they see it. difficult to learn, and they feel bored because the teaching is monotonous. Researchers were able to develop the domino card method for teaching vocabulary. The research objectives of this study are 1) to determine the development of the domino card method in teaching vocabulary to students at Islamic Junior high School State of 2 Bondowoso, 2) to determine the validity of domino card media in teaching vocabulary to students there, 3) to determine the effectiveness of domino card media in vocabulary learning to students in it. The research methodology used is research and development with the ADDIE model. The data used is qualitative and quantitative, and the data collection tools are observation, interviews, questionnaires, tests and documentaries. The sample used was 33 students. The data analysis method used is descriptive and SPSS 23.0.1.0.. The results of this research: 1) The development of the domino card method for teaching vocabulary was carried out through designing domino cards containing the vocabulary taught to students. 2) The validity of the assessment data from educational material experts is 95.8% and educational methods experts are 93.7%. This indicates that the product is at the "very good" level. 3) The t test (calculation) shows a value (sig) of less than 0.005, namely 0.000. Apart from that, the calculated t value was 20.302 and the t table degree was obtained. is at a significance level of 5% = 1.697, then the calculated t score is greater than the t table so that H_0 is rejected and H_a is accepted for ninth grade students (I) of Islamic Junior high School State of 2 Bondowoso.

Keywords: *learning media development, domino cards, vocabulary*

Introduction

Education is an effort to develop a person's innate potential from birth in accordance with the values espoused by society and culture.(Hasamah, 2019, p. 34) It is even capable of producing human energy with full efficiency, including attitudinal competence, cognitive competence and integrated skills competence.(Ranchman, 2013, p. 1) The aim of national education in Law Number 20 of 2003 concerning the national education system is to develop students' abilities to become believers, devoted to God Almighty, have noble character, physically and spiritually healthy, knowledgeable,

capable, creative, independent, democratic. , and responsible citizens. (Ristanti et al., 2020, p. 156)

Education is a process of interaction between teachers and students.(Fauzan, 1431, p. 185) Education consists of seven elements: teachers, learners, goals, materials, methods, facilities, and evaluation. (Mahmud, Saifuddin dan Idham, 2017, p. 11) Abdel Hafez Muhammad Salama said that an educational method is a set of tools and tools that teachers use to improve the teaching and learning process and aims to clarify meaning and explain ideas in the hearts of students.(Salamah, 2008, p. 18) Its use in the learning process stimulates interest and new learning activities. Its use in the integration stage of learning helps the effectiveness of the learning process, delivery of messages and materials, and increases understanding. (Arsyad, 2016, p. 15) Its role is very important in teaching foreign languages to young and old students. Many incidents show that its use is effective in teaching foreign languages and teaching Arabic. (Mahmudah, 2018, p. 135)

Language games are one of the best ways that help many students to continue and support these efforts, and reduce monotony and dryness in lessons.(Syahin, 1990, p. 9) Many games provide a wide range of teaching. Language games have an important role in teaching language and overcoming its difficulties for adults and children, but are more suitable for children. It also plays a major role in achieving and developing basic language skills such as listening, speaking, reading and writing.(Belwarm & Busalakh, 2019, p. 2)

Language is an important aspect in people's lives.(Natsir, 2017, p. 21) It is a communication tool for them, and they need it to communicate and convey their arguments to others.(Chaer, 2007, p. 12) Arabic or Dhad is an ancient language and is one of the silent languages spoken by the Arabian Peninsula in the southwest part of the Asian continent.(Bahauddin, 2019, p. 347) Components include sounds, vocabulary, and grammar.(Misywaqi, 2017, p. 106) Vocabulary is a tool to convey meaning, and at other times it is also a thinking tool, because speakers can think and then express what comes to mind and thoughts with whatever words they want.(Naaqah, 1985, p. 161) It is a language element that tells about the meaning and words that language learners use in learning language. All languages can depend on vocabulary because vocabulary is one of the main linguistic elements and one cannot speak without it. Teaching or expanding vocabulary is a prerequisite for mastering a second language.(Fajriah, 2015, p. 109)

Researchers observed ninth grade (I) students at Bundoso State Islamic Middle School II. The students there are especially skilled in general sciences such as mathematics and science, so this class is called an excellent class. However, the majority of them are lazy in learning Arabic, especially in memorizing vocabulary, because they do not have the desire to learn it and see it as difficult to learn. When teaching takes place, the majority of them find it difficult to memorize and repeat. There are some of them who memorize it quickly, but when the teacher repeats it, after a while they forget it. Apart from that, they feel bored when studying it because the learning is monotonous.

Based on the results of interviews with Arabic language teachers, the learning media used during teaching include books and blackboards, sometimes using videos and screens. The teaching and learning process requires educational facilities to help students learn vocabulary, especially to memorize and repeat it, as well as to fulfill their love for learning Arabic.

In addition, researchers conducted a pre-test to determine their proficiency in vocabulary related to the first lesson in the second semester of grade nine (I). The

results of this test are relatively low, namely 61.97%. This shows that their Arabic language learning is lacking, especially in learning vocabulary.

Therefore, researchers took the initiative to conduct research and develop domino cards in vocabulary learning for students at Islamic Junior high School State of 2 Bondowoso. Researchers chose this game because its general characteristic is that this game can be played anywhere, and students can play it in small groups consisting of two people, a maximum of four people, or two, a maximum of four people, teams. . This game is designed for playing and learning and this game is famous and familiar among them

Method

The research methodology used in this research is research and development based on the ADDIE model. Consists of (1) Analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. (Cahyadi, 2019, p. 35) The data used is qualitative and quantitative, and the data collection tools are observation, interviews, questionnaires, tests and documentaries. The sample used for this research was 33 students in the ninth semester (I) of Islamic Junior high School State of 2 Bondowoso. The qualitative data analysis method uses descriptive methods, and for quantitative data uses the average value calculation method. To determine its effectiveness, use the t test.

Research and development results

Steps to develop the domino card method in teaching vocabulary

At the analysis stage, researchers analyze needs and problems before researchers begin steps to develop educational methods. Observation results show that students in the preference class are skilled, especially in general sciences such as mathematics and science. However, they are lazy in teaching Arabic, especially in memorizing vocabulary, because they do not have the desire to learn it and see it as difficult to learn. When teaching takes place, the majority of them find it difficult to memorize and repeat. There are some of them who memorize it quickly, but when the teacher repeats it, after a while they forget it. Apart from that, they feel bored when teaching Arabic because the learning is monotonous.

The results of interviews with Arabic language teachers show that the learning media used during teaching are books and blackboards, sometimes using videos and screens. The teaching and learning process requires educational facilities to help students learn vocabulary, especially to memorize and repeat it, as well as to fulfill their desire to learn Arabic.

As for the results of the interview with the deputy principal in the field of educational curriculum, there are two types of educational curriculum used at this school, namely the Merdeka curriculum and Curriculum 13. The Independent Curriculum is for grades seven and eight, or semesters one and two of Islamic Junior high School State of 2 Bondowoso. The learning curriculum used in ninth grade is Curriculum 13.

In addition, researchers conducted a pre-test to determine their ability in vocabulary related to the first lesson of the second semester of grade nine (I). The results of this test are low, namely 61.36%. This shows that their Arabic language learning is low, especially in teaching vocabulary. Therefore, researchers developed domino cards for teaching them vocabulary.

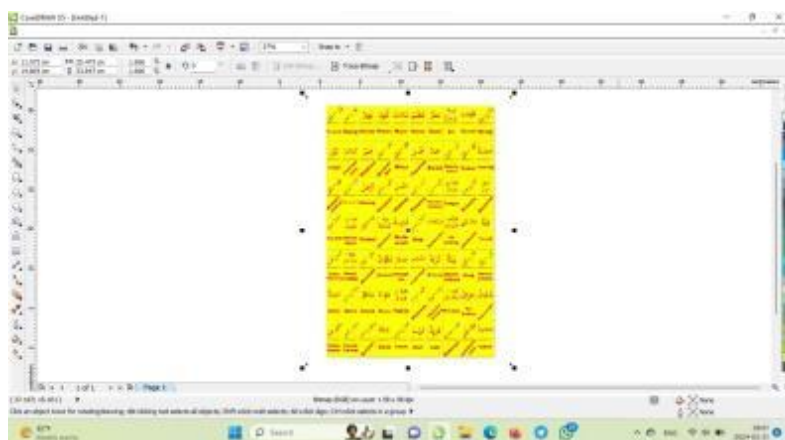
At the design stage, the researcher designed domino card media for teaching them vocabulary, which consisted of domino cards, a card box, and a guidebook for their use. The details are as follows:

Domino cards

Researchers designed classic domino cards to become domino cards for games and teaching Arabic vocabulary. Domino cards consist of 28 cards and instructions for using the domino card method. The researcher designed it using Coreldraw and inserted vocabulary contained in the textbook written by the Minister of Curriculum, Directorate of School Institutions and Student Affairs (KSKK) for the ninth semester of MTs. The vocabulary used for these cards is the vocabulary in the second semester. It consists of 3 chapters covering the themes of natural beauty, nature's creator, and environmental conservation. Domino cards are designed for each chapter. So the domino cards designed to teach vocabulary consist of three types of domino cards.

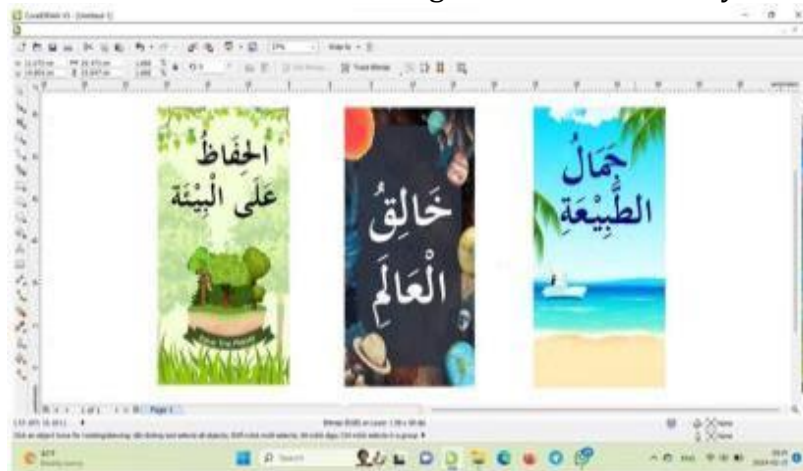
Researchers used traditional Arabic fonts to write vocabulary on domino cards, and Arial fonts to write the meaning of vocabulary on the cards. The size of the writing varies depending on the size of the classic domino card. And the colors used on the card are yellow and red. Yellow is for flash cards and red is for writing vocabulary and its meaning. The shape is square, measuring approximately 3 cm x 6.5 cm. The design is as follows:

Figure 1
Design domino cards to teach vocabulary



After the researcher designed to write the vocabulary and its meaning on the domino cards, the researcher designed the domino card cover using Coreldraw. The title in the first chapter is about the beauty of nature, so the researcher designed a picture of the sea and wrote "natural beauty" in it to clarify the title. The title of the second chapter is about the creation of the world, so the researcher designed a picture of the solar system and wrote "Creator of nature" in it to clarify the title. As for the title of the third chapter about environmental conservation, the researcher designed a picture of trees on the ground and wrote "environmental conservation" in it to clarify the title. Then print it using Art Paper (AP) 260 paper. The domino card cover design is as follows:

Figure 2
Domino card cover design to teach vocabulary



Domino card box

Researchers designed three domino card boxes using Coreldraw. the researcher chose blue for the first box to match the color of the sea. The red color for the second box corresponds to the color of the solar system, and the green for the third domino box corresponds to the color of the trees. Then the researcher wrote a description of the card, which consisted of domino writing, material theme, and semester. Then the researcher wrote "ض" as a sign that this is a domino card for teaching Arabic, as it has been commonly heard that Arabic is the language of "ض". The design is as follows:

Figure 3
Design a domino card box to teach vocabulary



Guidebook for using domino cards

Researchers designed a guidebook for using domino cards using Coreldraw X5. The shape is A5 sized square. The colors used for this book are yellow and white because the main color on classic domino cards is yellow. This manual contains 7 pages. Before the first page there is the cover of the domino card guide book. In it the researcher wrote the book title, chapter, research stages, name of the researcher, and university. Then the researchers added pictures of leaves on the side of the book to make it look attractive. Leaves also describe the natural beauty of this world. The cover design of the Domino Card User Guide book is as follows:

Figure 4
Domino Card User Guide book cover design



On the first page, the researcher wrote an introduction. Including giving thanks and the purpose of domino cards as a medium for learning vocabulary. The first page is displayed as follows:

Figure 5
Introduction in the Domino Card User Guide book



On the second page, the researcher wrote the basic competencies for teaching vocabulary in the ninth class of the second semester. The display on the second page is as follows:

Figure 6
Core competencies in the Domino Card User Guide book



On the third page, the researcher wrote how to use domino cards to teach vocabulary. The design is as follows:

Figure 7
Instructions on how to use domino cards



The way to use the domino card method to teach vocabulary is as follows:

1. This game is played in groups consisting of 2-4 players
2. Players must decide which player will play first and proceed clockwise
3. One of the players shuffles the cards and then distributes them evenly to each player. If there are additional cards, they are used as game openers.
4. Each player matches the vocabulary with its meaning or looks for the meaning that matches the vocabulary on the domino cards
5. The first card is lowered by the card dealer, and the next card is lowered by the player sitting to the left of the card dealer by connecting one end of the card on the table saying "pass", and so on until finished.
6. Each player is not permitted to help other players in matching cards
7. The player who can complete his cards first is declared the winner

On the fourth to sixth pages, the researcher wrote vocabulary and its meaning related to the chapter titles in the second semester Arabic subject for the textbook used this semester, namely from a book published by the Ministry of Religion of the Republic of Indonesia. Directorate of Institutional Curriculum and School Student Affairs (KSKK). The number of words written in it is 28 vocabulary words from each part, because domino cards consist of 28 cards. On the fourth page, the vocabulary in the first chapter of the second stage is written, namely about natural beauty. On the fifth page, the vocabulary in the second chapter of the second stage is written, namely about the Creator of the world. On the sixth page, the vocabulary in the third part of the second stage is written, namely about environmental conservation. The fourth to sixth pages are presented as follows:

Figure 8
writing vocabulary in the domino card guide book



Last page: Researcher writes researcher biography. The purpose of this writing is to provide information regarding the researcher's identity to the reader. Presented as follows:

Figure 9
Researcher's identity in the Domino Card User's Guide book



After the researcher designed it, the researcher printed it in A5 format (21 cm x 14.8 cm) using Art Paper (AP) 260.

Figure 10
See the Domino Card User's Guide



The Validity Of Developing The Domino Card Method In Teaching Vocabulary To Students At Islamic Junior High School State Of 2 Bondowoso.

After the researcher designed the domino card method for teaching vocabulary, the next step was for the researcher to test the product with learning method experts and learning material experts to find out the process of verifying the validity of the domino card. At the development stage, researchers submitted a questionnaire about the product being developed to the educational materials expert, Dr. Miftah Al-Huda, MA, who is a lecturer at Kiai Haji Achmad Siddiq Jember State Islamic University. Based on the validation results, the validity results were obtained, namely 95.8%. These results indicate that the development of the domino card method in teaching vocabulary according to educational materials is at a "very good" level, with interpretations that can be used in education without correction. As for the instructions and suggestions given by him, this game, namely the domino card method, is very useful and can be developed for further learning.

The researcher then gave a validation questionnaire for the domino card media to the learning media expert, Dr. Nino Indrianto, M.Pd, who is a lecturer at Kiai Haji Ahmad Siddiq Jember State Islamic University. Based on the validation results, the validity results were obtained, namely 93.7%. These results indicate that the development of domino card media in vocabulary learning is at a "very good" level, with interpretations that can be used in education without correction. As for the instructions and suggestions given by him, this game, namely the domino card method, is very useful and can be developed for further learning.

The instructions and suggestions given by him were to be careful in cutting the cards, and if there is thicker paper, the better, as well as ensuring that the font size is appropriate and easy to read, and that the school's identity is not clear on it. the guide book for using domino cards, and fakes are not appropriate or do not provide an overview of the subject matter, and the harmony of Latin and Arabic letters in it, as well as the least contrasting colors.

The effectiveness of the domino card method in student learning in Islamic Junior high School State of 2 Bondowoso

At the implementation stage, the researcher applied the domino card method for vocabulary learning to ninth grade (I) students in Based on the validation results, validity results were obtained, namely Islamic Junior high School State of 2 Bondowoso. They numbered 33 students. Before the researcher applies it, the researcher carries out a pre-test to determine their competence before using the product being developed, then the researcher applies it to them. After implementation, researchers conducted a post-test to determine their competency after using the domino card method to teach them vocabulary.

At the evaluation stage, there was a statistically significant difference in the learning outcomes of students who took part in learning using domino cards in vocabulary learning for students at Islamic Junior high School State of 2 Bondowoso. By carrying out two tests, namely an initial test before education (pre-test) and a final test after education (post-test). After obtaining the data, the researcher calculated the average using SPSS 23.0.1.0. for Windows to make the following decisions.

Before testing the hypothesis using t test analysis on research data, the researcher carried out basic analysis tests, namely the normality test and homogeneity test. In choosing normality, the pre-test data is normally distributed, because the sig value is 0.051. For the posttest, a value of 0.052 was obtained so that H_0 was rejected and H_a was accepted. Therefore, one of the results of the normality test is that the data is normally distributed. Meanwhile, for the homogeneity test, the pre-test result data is distributed with the same variance (homogeneous) because the value (sig) is greater than 0.005, namely 0.692. So H_0 is rejected and H_a is accepted. Fulfills the requirements for using parametric statistical tests with the t-test.

Based on the results of the t test, the calculation shows that the value (sig) is less than 0.005, namely 0.000. So H_0 is rejected and H_a is accepted. and the T-score table is at a significance level of 5% = 1.697. So the T-score calculation is greater than the T_a table, so that H_0 is rejected and H_a is accepted. The domino card method is effective in teaching vocabulary to class IX students at Islamic Junior high School State of 2 Bondowoso.

Conclusion

The learning media developed to teach vocabulary to students at Islamic Junior high School State of 2 Bondowoso uses domino cards. Then the researcher designed it and wrote down the vocabulary from the student handbook so that students could learn Arabic while playing. The researcher obtains the validity of the data from both experts and the author obtains interpretation through awareness and quantitative data. The validity of the data according to the assessment of educational material experts was 95.8% and the assessment of educational method experts was 93.7%. This indicates that the product is at a "very good" level, making it clear that it can be used in education without correction. Based on data analysis during the t test (calculation), it shows that the value (sig) is less than 0.005, namely 0.000. The table is at a significance level of 5% = 1.697. The calculated t score is greater than T_a table, so H_0 is rejected and H_a is accepted. This states that the use of domino card media is effective in learning vocabulary for class IX (I) students at Islamic Junior high School State of 2 Bondowoso.

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