THE IMPLEMENTATION OF USING ENGLISH DOMINO GAMES IN TEACHING SPEAKING SKILLS AT 8th GRADE OF SMPN 1 GAPURA SUMENEP

THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember in partial
fulfillment of the requirements for a bachelor's degree of
Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
English Education Department

By :

RISVINA MELVI AULIYA
SRN T20196107

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF KH. ACHMAD SIDDIQ JEMBER
2023**

i

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approved by advisor

Prof. Dr. H. Muh. Khusnuridlo, M.Pd
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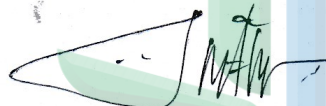
THESIS

Has been examined and approved as the requirement to obtain a teachers'
degree of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education

Day: Wednesday

Date: December 06th 2023 .

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MOTTO

وَٱللَّهُ أَخْرَجَكُم مِّنْ بُطُونِ أُمَّهَٰتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

"And Allâh has brought you out from the wombs of your mothers while you know
nothing. And He gave you hearing, sight, and hearts that you might give thanks (to
Allâh)."
(Q.S An-Nahl: 78) [1]

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[1] Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, Translation of the meanings
of the Noble Qur'an in the English Language, (King Fahd Complex for the Printing of the Holy
Quran: Madinah, K.S.A), 854.

DEDICATION

I dedicate this thesis to:

1. My beloved and awesome parents, my father Rudi Priyawan, S. Sos. my stronger wonder woman Lilik Sa'adah, S. Ag. who always encourages the writer and at the same time is the strongest support from the harshness of the world, who always gives love, prayers, and motivation with infinite sincerity to the writer. Thank you for always fighting for the writer's life, I love you so much

2. All my family, who always support all my activities while studying here, especially Nadin and Al, they are my brothers and sisters who always support whatever my activities are. To my grandmother in Madura, I hope you are always healthy.

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5. My circle my second home "Bubblewrap" whose members are (me, Maya Widya, Devi Elfira, Rohmatul Faizah, and Ariska Dewi) thank you for entertaining me while doing this research so that I don't get bored, because for those of you who know when I'm in a bad mood then we'll go for a walk

6. My best friend Alfina Ihda Rahma or you can call her "meme" has been my friend since high school until now. Because of our long friendship, I felt comfortable when I complained during the process of carrying out this research. Meme always takes the time to meet me, even if it's just eating together, telling stories, and much more

7. My beloved gang of Voyager Class, who have helped and always encouraged me in completing this research, thank you for all the fun experiences with you guys. May we always be lucky.

8. Last but not least, thank you for myself, for being able to try hard and fight so far. Being able to control myself from various pressures outside of circumstances and never deciding to give up no matter how difficult the process of preparing this

thesis is by completing it as well and as fully as possible, is an achievement that should be proud of.

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In the name of Allah, the Beneficent the Merciful, All praise be to Allah, Who has bestowed mercy, blessing, and health upon the writer in completing this thesis. Peace and blessing be upon our prophet Muhammad SAW, his household, his companions, and his faithful followers.

The writer realizes that she would never finish writing this paper without help, encouragement, and guidance from various parties. Therefore, she would like to express his deepest gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as Rector of the State Islamic University of Kiai Haji Achmad Siddig Jember

2. H. Abdul Mu'is, S.Ag. M.Si as Dean Faculty of Tarbiyah and teacher training who has motivated me during the study

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4. Dewi Nurul Qomariyah, S.S, M.Pd. as the Head of the English Education Program, who has motivated me in learning process.

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6. Hermanto, S.Pd as the Headmaster of SMPN 1 Gapura who have provided permission and good facilities during the research

7. Endang Farastutik, S.Pd as the English teacher at eighth grade of SMPN 1 Gapura, who has helped and given opportunities to conduct this research in the classroom.

8. All of the English lecturers in the Education Department have given me valuable experience, education, and knowledge during the entire semester.

9. All students in class VIII-4 who have helped and participated in completing this research.
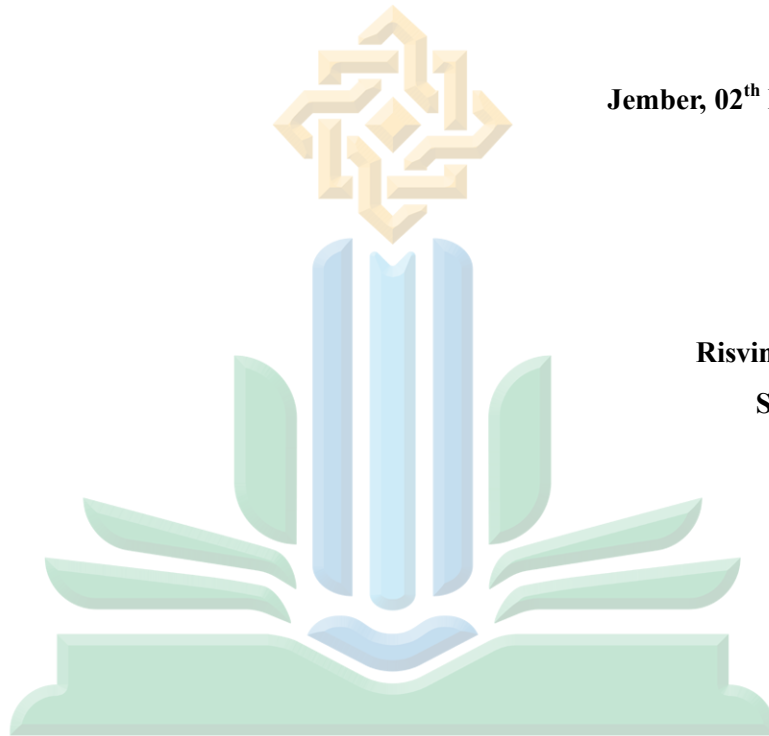
May Allah, the Almighty bless them all, Amiin. Finally, the writer realizes that this thesis still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestions to make this thesis better.

Jember, 02th Desember 2023
Writer

Risvina Melvi Auliya
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ABSTRAK

Risvina Melvi Auliya, 2023: *The Implementation of Using English Domino Games in Teaching Speaking skill at 8th Grade of SMPN 1 GAPURA*

Keywords: English Domino Games, Teaching, Speaking skills, Media

Students will be more excited to speak English if they learn with fun media. Some aspects that can influence are learning media that are not boring. Studying speaking skills with English Domino Games make the students more enthusiastic because of interactive media, colorful image, and competition between groups, and students feel happy while studying. We hope with this English Domino Games students more enthusiastic to learn English speaking skills. There are so many strategies that can implemented by teachers and with English Domino Games is easier for teachers and students.

This research has four research questions, are: 1) how is the goal of using English domino games in teaching speaking skills ? 2) how is the material of using English domino games in teaching speaking skills ? 3) how is the step of using English domino games in teaching speaking skills ? 4) how is the evaluation of using English domino games in teaching speaking skills ?

This research uses a case study research design with a qualitative approach. The data collection technique uses three data collection techniques: Observation, Interview, and document review. The data analysis technique uses theories from Milles Huberman and Saldana, the contents of which are Data Condensation, Data Display, and a brief explanation of the conclusions. In data validity, researchers used source triangulation and method triangulation.

The research results show that: 1) Firstly, The goal of using English domino games in teaching speaking skills at 8th grade at SMPN 1 Gapura where: a) students can learn active and enthusiastic, b) students can more confident in practice speaking skills, c) students can add new vocabulary, d) students can describe animal fluently 2) Secondly, The material of using English domino games in teaching speaking skills at 8th grade at SMPN 1 Gapura was describing animals the wild and tame animal, so they describe the physical of animals, types of animals, animal social behaviour and animal activity. 3)Third, The step of teaching speaking skills through English domino games at 8th grade at SMPN 1 Gapura, first The teacher will explain the material, and then the teacher will prepare 2 different types of domino cards. The domino cards have been modified into words and animals. After that, the teacher explains the rules of the game, then each group will get 1 set of domino cards what they will play. One set in each group will have 6 domino cards so that each picture is discussed by 2 small groups and given 2 minutes to put together the words that will be used, any sentences that are not quite right will be helped by the teacher. After 2 minutes the small groups will describe the picture according to what they know in detail to the whole class starting from the name, type, and specifications of the picture. And so on until the small group runs out. 4) Fourth, the evaluation of teaching speaking skills using English domino games at eighth grade of SMPN 1 Gapura, the formative assessment included oral test (fluency, grammar, vocabulary, pronunciation, comprehension, and understanding of descriptive).

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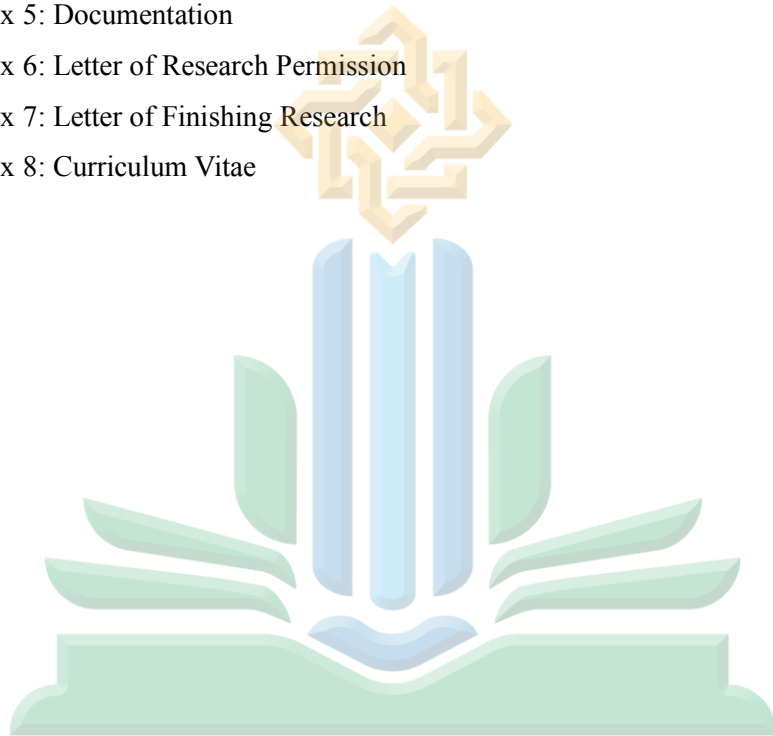
CHAPTER I

INTRODUCTION

A. Research Background

English has been widely used by many people in the world and is also often referred to as an international language. Many also make this language something important for the world because most of the world's citizens can speak English to communicate with each other if they come from different countries. As you already know English has grown rapidly and dominates languages around the world.[2] The importance of learning English is already contained in the Government Regulation of the Republic of Indonesia number 23 of 2013 which explains changes from Government Regulation Number 19 of 2005 concerning National Education Standards Article 77 1 part 1 subpart C that foreign language, English is an international language that has important uses in the global association. [3] Even people around the world already use English to communicate and agree that English is an international language that must be mastered. As an international language, English is needed in various fields. Used in everyday life in academics, functions as a first, second, and foreign language.

The minister of education and culture issued a decree (SK) No. 60/U/1993 dated 25 February 1993 concerning the possibility of an English

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[2] Rabia Hos and Hatice Topal "The Current Status of English as a Foreign Language (EFL) Teachers" Professional Development in Turkey: A Systematic Review of Literature" (Turkey: The Anthropologist 2017)

[3] RI Secretary. Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Pasal 77 I Ayat 1C, 8

language program as a local content subject for elementary schools, starting from grade 4 students. [4] Because of the issuance of the decree, English lessons became subjects that were applied in Indonesia. Indonesia as one of the countries that do not speak English makes English a compulsory subject at every level of education in elementary schools, junior high schools, high schools, and even at universities.[5] So it can be seen that Indonesia has started learning English from an early age with the hope that students can communicate well wherever and whenever they are.

In English, there are several skills consisting of the four basic language skills, namely listening, speaking, reading, and writing skills. Of these skills, speaking is a very important skill because by speaking one can sharpen the brain to share ideas and convey thoughts. [6] These four skills in English are related to one another, listening and reading are called passive skills because students do not show talent when using these skills, these two skills only hear and read and do not produce words or language. And speaking and writing skills are called active skills in learning English because students will show talent skills when using speaking and writing skills. In this skill also students must produce several words (sentences) that they compose themselves using their own words. In speaking skills, students need a lot of practice, increase vocabulary, and know the structure of texts or sentences (grammar) and their

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[4] The Minister of Education and Culture. (SK) No.060/U/1993 tentang Mata Pelajaran Bahasa Inggris Menjadi Muatan Lokal Sejak SD.

[5] Diana Oktavia & Renda Lestari. " Students' Perception on Learning Speaking English by Using English Domino Games: The Case of a Private University" (Jambi : Indonesian Research Journal in Education 2022)

[6] Roviqur Riziqien Alfa, "Using Podcasting as Authentic Materials To Develop Students` Speaking Skill" (Jogja : Jounal of English Language and Language Teaching (JELLT) 2020)

use. This is what ultimately makes speaking skills the most important part of learning English.

Considering that English is an international language, many people have the desire to be able to speak that language. Speaking is a skill in learning English so that students can speak fluently. Speaking can also be a measure of whether the student has mastered the language or not, and speaking is also important because it can determine whether or not information arrives, besides that it is also an indicator for speaking with other people whether it is fluent and fluent or not. Therefore the ability to speak English is very important for students. This was also reinforced by Arrends that mastery of speaking skills is a top priority in mastering a second or foreign language. Speaking is the skill to say words systematically for a specific purpose. If the speaker is diligent in repeating in practicing speaking techniques then the speaker will be proficient and fluent. [7]

The students should be able to interact orally with each other by speaking through the right structure to be polite. This statement is mentioned in the Holy Qur'an on Al-isra" verse 28;

وَإِمَّا تُعۡرِضَنَّ عَنۡهُمُ ٱبۡتِغَآءَ رَحۡمَةٖ مِّن رَّبِّكَ تَرۡجُوهَا فَقُل لَّهُمۡ قَوۡلٗا مَّيۡسُورٗا ﴿٢٨﴾

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[7] Tarigan, "Prinsip-prinsip Dasar Metode Pembelajaran dan Pembelajaran Bahasa (Bandung: Angkasa, 1990)

The meaning: *"And if you [must] turn away from them [i.e., the needy] awaiting mercy from your Lord which you expect, then speak to them a gentle word." (Q.S Al-Isra" verse 28)*[8]

In the letter above, Allah awakens us as humans so that we can see the truth of the Qur'an, no one understands knowledge perfectly except those who understand Allah's law and wisdom. There is no better understanding of knowledge, we have to keep learning all the time. Learning about the fluency of communication is one science. Communication is needed so that whatever we convey verbally can be understood by others. The interlocutor will be able to recognize and remember the characteristics of a person through communication. Therefore speaking skills in the context of language are needed and continue to be trained to achieve fluency in communication. The students play a big role in catching the goals of learning English in the classroom especially orally. To achieve fluency in communication using English students, make several games to facilitate the process of learning students' speaking skills, as it is often seen that there are many difficulties for students when speaking in English.

Several types of games can be used as learning media in speaking skills, for example: role play, domino, Think Fast, Guess Who, show, and Tell. Games are often used in the learning process because in addition to having fun games can also attract students' enthusiasm for learning. Game is one of the learning media that can foster learning experiences as well as understand the

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[8] Qur'an Online by https://quran.com (Accessed on 19th may 2023, 11.42 am)

subject matter, get inspired, be encouraged to be creative, and interact in activities with fellow students playing games. [9] When students have fun learning, they no longer students remember and continue to practice their speaking skills. games can also increase cohesiveness and cooperation between students in solving the main problems encountered to apply knowledge and skills to achieve learning goals. [10]

English domino game as media is also challenging for students to try and practice because students are required to think about various sentences that can be said according to the words written on the domino cards.[11] According to the statement above, the English domino game, which has been modified from numbers to pictures and words, is very effective for students' interest in learning because this game is very fun and provides a challenge for students so that they are not inferior to their friends. English domino games are also not boring because students are not just stuck to books. Apart from that, students are more enthusiastic about learning when they use pictorial media.

Based on observations and interviews with English teachers at SMP Negeri 1 Gapura, researchers know that there are several problems in teaching students' speaking skills. The problem faced is students' lack of confidence when speaking English. When the teacher asks to speak in front of the class,

[9] Dananjaya & Utomo " Media Pembelajaran Aktif. (Bandung: Nuansa Cendekia 2013)
[10] Hamid "Penggunaan Media Kartu Domino untuk Meningkatkan Keterampilan Berhitung Pecahan Siswa Kelas III SDN 2 Kalangan Klaten Tahun Pelajaran 2010/2011". (Klaten : Berkala Ilmiah Matematika 2014)
[11] Diana Oktavia & Renda Lestari. " The development of the English domino game in basic spoken English class" (Jambi : International Journal of Education Studies in Social Sciences 2022)

students tend to give a passive response and no one dares to come forward. Some students master a lot of vocabulary and can sometimes speak, but they cannot construct sentences correctly. And it is known that most of the reasons are due to fear of mistakes and embarrassment. This is supported by the fact that researchers conducted interviews with English teachers and carried out tests in several aspects such as speaking, reading, and writing. The results obtained contained weaknesses in the field of speaking with scores below the average. The impact of the low average score for speaking resulted in student scores not meeting the target criteria for the minimum level of completeness (KKM). There are five classes in class VIII, and the students who have the lowest achievement in learning English are those in class VIII 4, the total number of students in class VIII 4 is 24 students. Students whose target is to meet the KKM score is still 40%, while the minimum completion level (KKM) criteria at SMPN 1 Gapura that must be achieved is 75 (seventy-five).[12] Thus, English teachers have the right way to make students more active in class by using English domino games as a medium for training students' speaking skills. The researcher chose class VIII as the research object based on the consideration that class VIII was in the middle position, which means the level of adaptation was still stable. Also because eighth grade is still in the adjustment stage, a transition period in the learning process, especially learning English. Researchers are interested in taking this school as a research location because this school is located in a village very far from urban areas.

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[12] Endang Farastutik, Interviewed by writer, Sumenep 14th August 2023

Even so, they can compete with other institutions by participating in various language competitions. So, English domino games are designed to help students practice language speaking skills to be fun and active.

Based on the explanation above, the researcher was inspired to conduct qualitative research, because the researcher wanted to know and describe how the implementation of English domino games was in training students' speaking skills at SMPN 1 Gapura. The researcher believed that the implementation of English domino games will contribution in teaching learning English, especially in teaching speaking skills. Therefore, the researcher decided to choose the research title **"The Implementation of Using English Domino Games in Teaching Speaking Skills at 8th Grade of SMPN 1 Gapura Sumenep"**

B. **Research Question**

Based on the background of the research above, formulate a research question:

1. How is the goal of using English domino games in teaching speaking skills at 8th Grade of SMPN 1 Gapura Sumenep ?

2. How is the material of using English domino games in teaching speaking skills at 8th Grade of SMPN 1 Gapura Sumnepe ?

3. How is the step of using English domino games in teaching speaking skills at 8th Grade of SMPN 1 Gapura Sumenep ?

4. How is the evaluation of Using English Domino Games in teaching speaking skills at 8th Grade of SMPN 1 Gapura Sumenep?

C. Research Objectives

Based on the research questions above, the research objective of this research was:

1. To describe the goal of using English domino games in teaching speaking skills at 8th Grade of SMPN 1 Gapura Sumenep

2. To describe the material of using English Domino Games in teaching speaking skills at 8th Grade of SMPN 1 Gapura Sumenep

3. To describe the step of using English domino games in teaching speaking skills at 8th Grade of SMPN 1 Gapura

4. To describe the evaluation of using English domino games in teaching speaking skills at 8th Grade of SMPN 1 Gapura Sumenep

D. Research Significances

The research hopes that this research could give kinds of significance in this research: Theoretical significance and practical significance.

1. Theoretically

The researcher hopes that the findings will be helpful for the readers, especially to contribute ideas or concepts and theories related to the implementation of using English domino games in teaching speaking skills.

2. Practically

    a. English Teacher

        The findings of this research are expected to help the English teacher in teaching students' speaking skills in the classroom, especially at SMPN 1 Gapura Sumenep using English domino games.

    b. The Researcher

        By doing the research, the researcher hoped that this research would be beneficial to develop the researcher's knowledge and get new experience in this research about implementation using English domino games in teaching speaking skills.

    c. The Readers

        This research is expected to provide knowledge about teaching and learning speaking skills. The result of the research was useful for readers. The finding of this research might be used as a reference to understand more about teaching speaking skills using English domino games.

E. Definitions of key terms

1. English Domino Games

English domino games is a game that uses themed domino cards, this domino card game does not contain numbers but has been replaced by an image and word that is already related to a particular theme. [13] English domino games are group games in one class divided into four large groups,

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[13] Ambo Dalle, Burhanuddin & Misnawaty Usman. "The Effectiveness of Domino Card Games to Improve German Language Vocabulary" (Makassar : German Language Department, Universitas Negeri Makassar 2018)

the first two groups will play using cards that already contain pictures and words according to the specified theme, and one group will discard the picture then the opponent will throw away the word that matches the picture and so on. For groups that get matched words, one of them must describe the picture. The group that cannot describe the picture has no point. Apart from being fun, English domino games can make students think critically, remember, predict, and compose sentences.[14] There are many variations of dominoes, but the image of the game remains unchanged or replaced.

2. Teaching Speaking skills

Teaching speaking is how teachers teach their students how to produce sounds or sound patterns in English. Speaking lessons can also train students to choose words, sentences, intonation, and language rhythm. It can also be used to choose the right words and sentences to suit social circumstances, the person you are talking to, and other situations. Arrange coherent and logical words. Using language to convey values and judgments from within the mind. Using it quickly and confidently with minimal pauses between sentences is also called speaking fluency. Speaking is also a measure of students' success in learning English and makes it easier to communicate.

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[14] Ratni Sari, Dr. Anni Holila Pulungan, M.Hum & Ade AiniNuran, S.Pd, M.Hum. "Developing Domino Cards as Vocabulary Media in Learning Notice for the seventh grade students at SMPN 1 SIDIKALANG" (Padang : Skripsi 2012)

F. Systematic Discussion

Systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing is a descriptive narrative, not a table of contents. The systematic discussion in this research is as follows:

Chapter I contains the background of research, problem formulation, research objectives, and benefits of research.

Chapter II contains a review of related literature, such as the previous research and theory of research related to the research conducted by the researcher.

Chapter III contains a place and time research, a research method that is used in this research, such as research approach and type of research, the object of the research, source of data, Method of data collection, Method of data analysis, and validity of data.

Chapter IV contains findings and discussion which consists description of the research object, research findings, and data analysis, discussion on the result of data analysis.

Chapter V contains a conclusion and suggestions which consist of a conclusion and recommendation.

Furthermore, this thesis ends with a bibliography, attachments containing research matrices, research journals, documentation, authenticity statements, research permits, certificates of completion of research, and curriculum vitae of the researcher.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

This point researcher presents several previous research related to the topic of this research. These are some previous studies related to current research :

1. Thesis by Norjannah 2018/2019. " *The Use of Domino Media in Teaching English Vocabulary to Young Learners*". [15] The first previous research was conducted to find out the use of domino media in learning English vocabulary for young learners in the fifth grade. This research uses descriptive qualitative. This research was conducted by direct observation through students' activities when learning English and also using descriptions and explanations about the situation to be observed. Based on the results of the study it was found that students' responses when using domino media in learning English vocabulary young learners were happy, fun, enthusiastic, and interesting.

This research between Norjannah's research has several differences, including location, and research focus. This research will be carried out at SMP Negeri 1 Gapura. While the Norjannah research was conducted at SDN Anjir Pasar Kota II Banjarmasin. The focus of this research is speaking skills, while Norjannah's research focuses on

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[15] Norjannah. "The Use of Domino Media in Teaching English Vocabulary to Young Learners" (Banjarmasin : Antasari State Islamic University Faculty of Tarbiyah And Teachers' Training English Education Department 2018)

vocabulary. The previous and current research used the same research design and learning media that is qualitative descriptive and Domino card.

2. Journal by Diana Oktavia & Renda Lestari 2022. " *The development of the English domino game in basic spoken English class*".[16] In this study using research and development method was used to see the results of the development of the domino game in basic spoken form and to assess the effectiveness of the game. In this study, the data generated was step by step using ADDIE (Analysis, Design, Develop, Implement, and Evaluate). Based on the research results, it is known that the use of the English domino game follows the subjects covered in Basic Spoken English lessons and is easy to understand. As seen in the results of content validation and media validation, both are classified as good media. In this study, the English domino game was interesting and able to motivate students. In addition, this game is interesting in terms of style and color.

This research between Diana & Renda's research has several differences, including location, and research method. This research will be conducted at SMP Negeri 1 Gapura, meanwhile, Diana & Renda's research was conducted at the English Department at STKIP Muhammadiyah Muara Bungo. This research used descriptive qualitative, while Diana & Renda's research used ADDIE research (Analysis, Design, Development, implementation, and Evaluation). The Previous and current studies use the

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[16] Diana Oktavia & Renda Lestari. " The development of the English domino game in basic spoken English class" (Jambi : International Journal of Education Studies in Social Sciences 2022)

same media and research focus, for the media they use English domino games and focus on speaking.

3. Thesis by Indah Rahmawati Pradiatama Putri 2017/2018 *"The Effectiveness of using Modified Domino Card Game Toward Student's Vocabulary Mastery at Seventh Grade of MTS Assyafi'iyah Gondang Tulungagung"*. [17] This study focuses on the effectiveness of using the Domino card game on Vocabulary Mastery. This research uses Quantitative research. This research used Experimental research or pre-experimental research design by using one group pre-test and post-test design with a quantitative approach without control variables. This research used Seven A class to compare student scores before being taught using a modified domino card game and after they were taught to use a modified domino card game. Based on the results of the study it was found that there was a significant difference between the students' vocabulary scores before and after they were taught using the Modified Domino Cards Game. It is known that the significance level is less than 0.05 (0.000 <0.05) meaning that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

This research between Indah Rahmawati Pradiatama Putri research has several differences, including location, research method, and research focus. This research will be conducted at SMP Negeri 1 Gapura while Indah Rahmawati Pradiatama Putri's research was conducted at MTS Assyafi'iyah

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[17] Indah Rahmawati Pradiatama Putri. "The Effectiveness of using Modified Domino Card Game Toward Student's Vocabulary Mastery at Seventh Grade of MTS Assyafi'iyah Gondang Tulungagung" (Tulungagung : English Educational Department, Faculty of Tarbiyah and Teacher Training. State Islamic Institute 2016/2017)

Gondang Tulungagung. This research uses descriptive qualitative, while Indah Rahmawati Pradiatama Putri's research uses quantitative research. The last difference in the research focus is that this research focuses on Speaking skills while Indah Rahmawati Pradiatama Putri on Vocabulary Mastery. The previous and current research used the same media the English Domino game.

4. Journal by Byantara Cantaka Mayestiendra Aji 2021. *" Exploring the Use of Domino Cards as Teaching Media of Descriptive Text tt Indonesian Rural Junior Highschool ".*[18] This research uses descriptive qualitative which means using interview and observation techniques in collecting data. This research focuses on exploring the use of domino cards as a learning medium. Based on the research results using Domino Cards as Teaching Media for Descriptive Text can increase students' vocabulary and students' enthusiasm for writing descriptive texts.

This research between Byantara Cantaka and Mayestiendra Aji research has several differences, including location and research focus. This research will be conducted at SMP Negeri 1 Gapura, meanwhile, Byantara Cantaka Mayestiendra Aji's research was conducted at Indonesian Rural Junior High School. This research focuses on speaking skills, meanwhile, Byantara Cantaka Mayestiendra Aji's research focuses on writing especially in learning Descriptive Text. The Previous and current studies use the same

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[18] Cantaka Mayestiendra Aji. "Exploring the Use of Domino Cards as Teaching Media of Descriptive Text tt Indonesian Rural Junior Highscool" (Surakarta : ELT Worldwide, Universitas Muhammadiyah Surakarta 2021)

learning media and research design, for the media both of them, use English domino cards and the research design uses descriptive qualitative

5. Thesis by Muhammad Ridho Arfansya (2022/2023). *"Improving Students' Vocabulary Mastery by Using Domino Card Game (A Classroom Action Research to the Eighth Grade Students of SMP Negeri 03 Sungai Raya)"*.[19] The research aims to find out how the Domino Card Game can increase students' vocabulary mastery and class situations when playing Dominoes. This Research uses Classroom Action Research (CAR) to analyze the data in this study using qualitative analysis to analyze qualitative data and quantitative analysis to analyze quantitative data. Based on the results of this study the use of a successful domino card game can improve students' vocabulary mastery. The test results showed an increase from cycle 1 to cycle 2. Gradually student scores increased after using domino game cards. This can be seen from the average score in cycle 1 was 75.36 and the average score in cycle 2 was 81.36.

This research between Muhammad Ridho Arfansya's research has several differences, including location, research method, and research focus. This research will be conducted at SMP Negeri 1 Gapura, while Muhammad Ridho Arfansya's research will be conducted at SMP Negeri 03 Sungai Raya. This study will use descriptive qualitative research methods, while Muhammad Ridho Arfansya's research used Classroom Action Research

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[19] Muhammad Ridho Arfansya. "Improving Students' Vocabulary Mastery by Using Domino Card Game (A Classroom Action Research to the Eighth Grade Students of SMP Negeri 03 Sungai Raya) (Pontianak : English Education Study Program, Faculty of Language and Arts, IKIP PGRI Pontianak.)

(CAR). This research focuses on speaking skills, while Muhammad Ridho Arfansya's research focuses on Vocabulary Mastery. The previous and current research used the same learning media which is English domino games.

The Similarities and Differences with Previous Research

No.	Research Title	Similarities	Difference
1.	Thesis by Norjannah 2018/2019. " *The Use of Domino Media in Teaching English Vocabulary to Young Learners*"	• The previous and current research used the same research design which is qualitative descriptive • The previous and this current research choose Domino as a learning media	• This research will be conducted at SMP Negeri 1 Gapura. Meanwhile, Norjannah's research was conducted at SDN Anjir Pasar Kota II Banjarmasin. • This research focuses on speaking skills meanwhile, Norjannah focuses on *Vocabulary*.
2.	Journal by Diana Oktavia & Renda Lestari 2022. " *The development of the English domino game in basic spoken English class*".	• The Previous and current research used the same research focus which is speaking • The previous and this current research choose Domino games as a learning media	• This research will be conducted at SMP Negeri 1 Gapura. Meanwhile, Diana & Renda's research was conducted at the English Department at STKIP Muhammadiyah Muara Bungo. • This research will use qualitative research meanwhile, Diana & Renda used ADDIE (Analysis, Design, Develop, Implement, and Evaluate) research.
3.	Thesis by Indah Rahmawati Pradiatama Putri 2017/2018 " *The*	• The previous and current research used the same learning media	• This research will be conducted at SMP Negeri 1 Gapura. Meanwhile,

No.	Research Title	Similarities	Difference
	Effectiveness of Using Modified Domino Card Game Toward Student's Vocabulary Mastery at Seventh Grade of MTS Assyafi'iyah Gondang Tulungagung "	which is the English Domino game.	Rahmawati Pradiatama Putri's research was conducted at MTS Assyafi'iyah Gondang Tulungagung. • This research will use qualitative research meanwhile, Rahmawati Pradiatama Putri used quantitative research. • This research focuses on speaking skills meanwhile, Rahmawati Pradiatama Putri focuses on *Vocabulary*.
4.	Journal by Byantara Cantaka Mayestiendra Aji 2021. " *Exploring the Use of Domino Cards as Teaching Media of Descriptive Text tt Indonesian Rural Junior Highschool* ".	• The previous and current research used the same research design which is qualitative descriptive • The previous and current research used the same learning media which is Domino card.	• This research will be conducted at SMP Negeri 1 Gapura. Meanwhile, Byantara Cantaka Mayestiendra Aji's research was conducted at an Indonesian Rural Junior school • This research focuses on speaking skills meanwhile, Byantara Cantaka Mayestiendra Aji focuses on Writing especially in Descriptive Text.
5.	Thesis by Muhammad Ridho Arfansya (2022/2023). *"Improving Students' Vocabulary Mastery by Using Domino Card*	• The previous and this current research choosing Domino card games as a learning media	• This research will be conducted at SMP Negeri 1 Gapura. Meanwhile, Muhammad Ridho Arfansya's research

No.	Research Title	Similarities	Difference
	Game (A Classroom Action Research to the Eighth Grade Students of SMP Negeri 03 Sungai Raya)".		was conducted at SMP Negeri 03 Sungai Raya. • This research will use qualitative research meanwhile, Muhammad Ridho Arfansya used Classroom Action Research (CAR) • This research focuses on speaking skills meanwhile, Muhammad Ridho Arfansya focuses on Vocabulary Mastery.

Researchers use a qualitative research approach to differentiate between current research and previous research, by focusing on students' speaking skills. Several previous studies used English domino games as media and used 5 aspects of speaking from H. Douglas Brown, while the current research used English domino games as media and used 5 aspects of speaking from Oller

B. Theoretical Framework

1. Teaching

a. The Definition of Teaching

Teaching is sharing or transferring knowledge from one person to another with the aim that the person can learn how to do something, provide direction and guidance for studying a subject, and share

knowledge, which ultimately allows someone to know and understand many things. [20]

Teaching is the activity of transferring knowledge and skills from experts to students, audiences, or other people in an educational context. Teaching is closely related to learning which is carried out by everyone to increase knowledge and improve skills. Teaching also requires skills so that they can be understood optimally, hence the science of teaching.

b. Aspect of Teaching

1) Teaching Goals

Goals are ideas or targets that are formed so that an activity is carried out by the wishes, imagination, and plans of an individual or group. Good goals can be planned so that they are realized quickly and do not hinder the journey of the individual or group. Goals also have a limited time so that the goals can be achieved optimally.

The goal of teaching speaking is to create efficient communication. Students must understand their abilities, and what will be communicated and be able to convey it well to the listener. In short, the aim of teaching speaking is to train students' speaking skills so that they can convey many things by speaking English fluently, confidently, and without fear. Then students must know the following 3 topics of speaking knowledge [21] :

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[20] H. Douglas Brown, Principles of Language Learning and Teaching, (New York: San Fransisco State Univercity,2000), 7

[21] Klayo Hasibuan, Teaching English as Foreign Language, (Pekanbaru: Alaf Riau Graha UNRI)

a) Mechanics (pronunciation, grammar, and vocabulary): using vocabulary in the correct order and sequential order so that pronunciation is easy to understand

b) The functions of transactions and interactions: knowing when a clear message is important (transaction/information exchange) and understanding when a message is unimportant or unnecessary (transaction and interaction exchange)

c) Social and cultural norms (turn-taking, speaking tempo, duration of silences between speakers, relative roles of participants): understand socio-cultural rules in speaking, such as recognizing how to consider who is speaking to whom, under what conditions, about what, and why.

2) **Teaching Material**

In the teaching and learning process, teachers also need to prepare materials that will be used to make it easier for students to learn which are called learning media. Learning materials must also be arranged systematically so that they are not confusing. Apart from that, preparing learning media also makes the learning process easy because the teacher already knows what will be discussed.

Learning materials are very important in students' speaking success. The level of difficulty of the material also needs to be considered according to the student's abilities, otherwise, students will be left behind by the material and will not be able to follow the

material well. Therefore, teachers need to know the abilities of each student so that all receive material according to their abilities and can speak well.

Many teachers are always based on the guidebook, even though the material can be from any source. [22] The current material is very much we encounter such as from e-materials, e-books, and journals, teachers can also still race on the guidebook and then modify it to be more interesting to teach students.

Bohl, Schellhase, Sengler, & Winand argue that it is very important to choose learning resources to avoid the similarity of learning models. Because giving material by lecture will make students bored with teachers, classroom conditions, and subjects themselves.

3) Teaching Evaluation

Evaluation is a process of assessment or value decisions that are formed from the results of observations and the evaluator's training background. At the evaluation stage, what is assessed is not only the results of learning but also the processes carried out by educators and students in the learning process. There are 5 types of evaluation processes as follows[23]**:**

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[22] Hei Chia Wang, Teaching Material Design Centre, Volume 46 May 2006, Pages 458
[23] lisRatna Wulan. Evaluasi Pembelajaran (Bandung: Pustaka Setia,2014).46-47

a) Pre-test and Post-test

A pre-test is an assessment or test carried out periodically by teachers on students before students undergo new learning. The pre-test is carried out to evaluate students' knowledge, skills, or abilities on the subject matter that will be discussed. while the post-test is an assessment or exam by the teacher to students given after receiving experience and learning. The post-test is carried out to evaluate the knowledge, skills, and understanding obtained by students.

b) Diagnostic Evaluation

Diagnostic tests are carried out at the beginning or after the presentation of the material to determine the student's strengths and weaknesses in a particular area and find out the causal factors.

c) Selective Evaluation

Evaluation is carried out carefully when assessing program criteria or components of certain aspects of an activity

d) Summative Evaluation

Summative evaluation is an assessment of students' overall performance and achievements at the end of the semester or the end of the learning period. This assessment is also often referred to as the student's final exam. which aims to find out the extent of the knowledge, skills, and potential that students have acquired which will be adjusted to the learning objectives.

e) Formative Evaluation

Formative evaluation is carried out by teachers during the development or implementation of new teaching strategies to assess the extent of the teaching and learning process taking place in the classroom. Formative evaluation is also carried out to find out progress and changes in students when using new things. Based on Theal and Franklin, formative assessment can be done through quizzes, oral, written, and conversation tests.

Evaluation is feedback from teachers to students regarding student learning. This research uses formative assessment and uses the oral test observation method which is defined as an oral test to measure students' ability to communicate individually or in groups.[24] In the oral test method, students do not provide written responses, students answer questions, talk in discussions, and present information orally. With an oral test, besides being able to assess speaking skills, teachers can also assess speaking skills, communication skills, critical thinking, and the ability to articulate thoughts and ideas.

2. **Speaking Skills**

Speaking is one of the skills that must be mastered by students in learning English. many experts define different topics of speech. Speaking includes activities that involve two people or groups, consisting of speakers

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[24] Moh. Sahlan, Evaluasi Pembelajaran (Jember: STAIN Jember Press, 2015

and listeners. They must react to each other, when the speaker states something, the listener must give answers at high speed so that conversation takes place.[25] Speaking is an oral ability to produce language that can be used and understood by other users and has the same language. Which aims to express something different.[26] Speaking skill is important as a communication tool and in making relationships with others.

According to Chaney, 1998 Speaking is a very important skill among other skills. If there is no language then there will be no communication. Because language and speaking are processes of sharing meaning either verbally or non-verbally. So speaking is a productive skill to organize all elements of language together and make a message that can be conveyed with its intent and purpose. To convey words when speaking, the words used should be following the level of the listener, because some words may sound difficult to understand when speaking so the message is not conveyed properly.

Speaking is a way of communicating ideas and messages orally. To see students' speaking skills, they must be applied in real language and communication in class. [27] It is necessary to pay attention to students' speaking skills when in class, and whether the messages conveyed can be well understood by listeners. Speaking is also very necessary for everyday life to communicate with other people. In speaking, people will express

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[25] Johnson & Marrow. "Communication in the Classroom handbooks for Teachers' Series. (London: Longman 1981)

[26] Cora & Knight, 2000, p. 261 as cited in Mimeche & Kihal , 2018, p. 18

[27] Siti Nur Khaliza. " The Effect of Speaking by using Snowball Games" (Makassar : Muhammadiyah University of Makassar : Thesis 2021)

their opinions or ideas in the form of a sentence that contains many meanings such as insight, and emotion, and tells what the purpose of the conversation is. [28] It's more than making the right sounds, choosing the right words, or getting the grammatical constructions right.

Speaking is a process of interaction between individuals with other individuals that aims to convey a particular purpose or meaning. [29] The process of speaking also involves the production of information and receiving information which is then processed into something that is understood together. So, speaking is very important to communicate because only by speaking do we get a lot of information, and exchange information, ideas, and ideas. Speaking is conveyed with oral messages, when you are anywhere you can still find out something by speaking, then speaking skills are needed, especially for students.

From the definition above, it can be concluded that speaking is a form of saying, discussing, and expressing ideas, opinions, insights, emotions, and all kinds of images to listeners to get responses or answers from listeners as a way of conveying messages so that listeners understand what is being said Meaning.

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[28] Clark & Clark "Psychology and Language: An Introduction to Psycholinguistics" (New York: Harcourt Brace Jovanovich, Inc 1977)

[29] Burns, A., & Joyce, H. "Focus on Speaking. Sydney: National Center for English Language Teaching and Research 1997."

a. **The Elements of Speaking**

The elements of speaking are divided into 5 as follows: (1) Pronunciation (2) Vocabulary (3) Grammar (4) Fluency (5) Comprehension [30]:

1) Pronunciation

Pronunciation refers to the sound production we use to make meaning. The element of speaking pronunciation plays a major role in knowing and ensuring that the words mentioned do not convey the meaning of the utterance. Language users must understand how to pronounce a word which is the way the word is pronounced. As already known, this Knowledge consists of three areas; voice, stress, and intonation. Pronunciation is an individual's way of conveying certain language, words, or intentions verbally so that they can be understood in the form of one or more words. Meanwhile, pronouncing is a way of producing certain sounds such as letters, numbers, etc. Properly and correctly so that they are easy to understand. [31] From this explanation, it can be concluded that the pronunciation of a sound or language can produce certain sounds or many sounds and even words. Therefore, pronunciation is one of the five very important elements in speaking skills with the aim that

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[30] Oller & John W. "Language Test at School : A Pragmatic Approach" (London : Longman Inc. 1979)

[31] Delia Summers, et. al. "Longman Dictionary of Contemporary English". (England : Pearsorn Education Limited , 2001)

students can communicate with each other, and can understand what other people convey.

2) Grammar

Grammar is a description of the various ways in which words change so that they can be arranged into sentences in that language. [32] Studying grammar is like learning the roles of sentences. grammar is not only found in writing but also plays a role in speaking to improve the way of communication. The rules governing the arrangement of words systematically and sequentially following the conventional arrangement that has been agreed upon to become one complete sentence so that it is easy to understand is called grammar. [33]

Any language can be arranged to convey meaning by a rule. Individuals who master grammar well will express intentions and meanings so that they are easily accepted by other individuals in a group

3) Vocabulary

The elements of vocabulary are spelling, syllables, pronunciation, stress, parts of speech, meaning, use/usage, derivatives, and idioms. [34] Just as speech has components,

[32] Jeremy Harmer. "The Practice of English Languange Teaching" (England : Logman, 2001 third Edition)

[33] H Douglas Brown. "Principles of Languange Learning and Teaching." (San Francisco State University. 2001 second edition)

[34] Fachrurrazy. "Teaching English as a foreign language for teachers in Indonesia" (Malang: State University of Malang Press (2011))

vocabulary also has components. "Vocabulary is the collection of words used in a language."[35]

4) Fluency

Fluency is when the use of natural language occurs when a speaker is in an interaction that has a purpose and maintains mutual communication so that it can be understood and sustained even though there are limitations in conveying the message. [36] Being fluent is being able to communicate well, if students have good English speaking skills, students can speak fluently and also be able to tell whatever they are experiencing. If students are fluent in communicating, it means that students have mastered a lot of vocabulary, and from this mastery, students can finally compose good and correct grammar.

Fluency training is very important to teach because it can increase confidence in conveying the language without hesitation and fear of being wrong. Fluency exercises can be done with a script or memorized according to ability. Fluency exercises can also incorporate new items from other languages in preparation for conversation. [37]

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[35] W. Brookman. " The key to English Vocabulary " (London : Macmilan company, 1991)
[36] Richards, Jack C. "Teaching Listening and Speaking: From theory to Practice (RELC Portfolio Series)" (Singapore: Regional Language Center 2009)
[37] Paul Davis & Erit Pearse. " Succes in English Teaching" (New York : Oxford University Press, 2000)

5) Comprehension

Comprehension is the ability to understand. [38]
Comprehension of what is meant is that the speaker must have the
ability to make a conversation understood by the other person so
that the message contained can be conveyed properly. Some of the
skills that must be mastered by speakers include clear
pronunciation, easy-to-understand vocabulary, sequential grammar,
and fluency in speaking.

b. **Types of Speaking Performance**

There are several types of speaking performance in the
classroom as stated by Brown in his book. The types of performance
speaking are imitative, intensive, responsive, transactional (dialogue),
interpersonal (dialogue), and extensive (monologue). [39]

1) Imitative

Imitative is a type of speaking performance that learns
speaking techniques by imitating phrases, intonation, manner of
speaking, or diction from native speakers of a particular language.

2) Intensive

Intensive speaking must go beyond imitative to include
shorter speaking performances designed to freeze some
phonological or grammatical aspects of language.

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[38] Manser & Martin. H. "Oxford Learner's Pocket Dictionary." (Oxford: Oxford University Press 2013)

[39] Brown. "Language Assessment Principle and Classroom Practices 271-274" (United States of America: San Francisco State University, 2003.)

3) Responsive

Responsiveness is the ability to speak briefly to answer or welcome the response given by the interlocutor so that two-way communication occurs but not until dialogue occurs. Responsive is usually given in the context of greeting, pleasantries, simple requests, and comments.

4) Transactional (dialogue)

Transactional language is done when there is a speaker and listener who are in dialogue and convey or exchange specific information in conversation and the extended form of responsive language.

5) Interpersonal (dialogue)

Interpersonal is the ability to speak between two or more people in a relaxed and informal context. Interpersonal it will be more difficult because it involves all the elements in speaking techniques such as lists of new languages, everyday language, slang, phrases, sarcasm, hidden intentions, emotions, and many others. Interpersonal also aims to maintain social relations between individuals and a means of exchanging information

6) Extensive (monologue)

Extensive is a type of speaking performance in class for students in intermediate to advanced to give monologues or oral production assignments including short speeches, summaries, and

storytelling. So students can practice their speaking skills. Here the register is more formal and deliberative. This monologue can be planned or impromptu.

c. Speaking difficulties

River said the main purpose of teaching speaking is to develop communicative efficiency. These difficulties are due to a lack of interest in the subject, poor listening practice, poor vocabulary, or a lack of confidence and fear of making mistakes. [40]

1) Lack of interest in the subject

The majority of students who are learning a foreign language or a second language are not interested in learning in the classroom given by the teacher. Many factors make students not interested in learning foreign languages such as topics that are not of interest, lack of motivation to learn foreign languages, are not free to express themselves, do not want to comment or ask questions about learning, and many more. Students are also silent a lot, impressed they are afraid of being wrong and embarrassed. If the teacher forces students even though they don't understand, students are increasingly afraid of learning a foreign language.

Many students experience difficulties when the teacher asks them to say sentences in a foreign language. Even though these

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[40] Saci Sihem, "Using Video Techniques to develop Students' Speaking Skill", (Dissertation, Mohamed KHIDER University of Biskra, 2013), 25

students may have ideas that they want to convey but are limited to vocabulary and grammar.

2) Poor listening practice

Listening plays an important role in speaking skills and interacting with someone. but for some students listening to a foreign language they don't understand will make students bored. As a result, students do not fully understand the message or information conveyed, which makes them less or not contribute less to the discussion. listening practice should be done as interestingly as possible and at a very simple level for students.

3) Deficient vocabulary

Teachers must realize that the majority of students who are just learning a foreign language find it difficult to convey their ideas or thoughts in the right words. So that students choose to use simple vocabulary and less effective grammar. Therefore the teacher must be able to make students comfortable in learning so that they can increase their vocabulary and improve their speaking skills.

4) Mother Tongue Use

In EFL class, students usually always use words from their mother tongue because of the lack of vocabulary from the second language, another fact because they feel more comfortable and easier when using their mother tongue. As a result, students are not able to develop their language skills, if they are constantly in their

comfort zone with the use of their mother tongue. Therefore, the teacher must give strict instructions to students not to use their mother tongue in class and make small sentences like greeting good morning. Of course, trying to learn a second language vocabulary will help them interact and improve their English speaking skills freely.

5) Lack of Self Confidence and Fear of Making Mistakes

Psychological problems are also an inhibiting factor for students in speaking foreign languages, namely lack of confidence and fear of being wrong because they are worried that other students will laugh at them and be corrected by the teacher. In addition to problems with self-confidence and fear of making mistakes, students also lack the initiative to move forward to talk about their topics or thoughts, leading to not developing speaking skills and initiative. The teacher's role here is to train self-confidence and not think too much about mistakes students in the class so that they get the best.

d. Development of speaking skills

Developing speaking skills is important when practiced and two ways are needed to practice it.[41]

1) Lots of practice in using some fixed parts of language, including grammatical patterns and vocabulary.

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[41] Byrne, D. "Teaching oral English."(London : Longman 1986)

2) Everyone has his opportunity. Instructors must be sensitive to accuracy. Fluent at some level of advanced study, should always focus on fluency.

Developing speaking skills is an excellent source of motivation for students, there are several things that the teacher must pay attention to as follows:

1) Multiply ways when showing students they can develop language with various activities from time to time, such as games, songs, films, or discussions. So that students can know and see how to use the language.

2) Provide exercise, the instructor must provide an opportunity.

3) Show students how to get what they know. Sometimes students cannot express their thoughts because they cannot choose the right language in their hearts.

Therefore, different interpretations will conclude that developing speaking skills is very important. Moreover, at a more advanced stage, the instructor in the conversation informs students that development is needed at any time. [42]

3. **Media**

   a. **Definition of Media**

      Media are tools or facilities that are often used during the learning process to help convey information and increase understanding

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[42] Chalida Manjaidee. " Improving Students Speaking skill by using English Movies of jareeyahtam islam Foundation School Grade 11" (Ponorogo : Muhammadiyah University Ponorogo 2019/2020)

of the material provided. Various media are around humans, such as books, newspapers, magazines, television, telephone, and radio, and can also be made from items or materials designed for learning purposes. From the diversity of media that is already known, teachers will choose and adapt it to the learning material and also to the characteristics of students. It can be concluded that learning media is a tool for connecting chemistry and building good communication between teachers and students in achieving learning goals.

b. **Kind of Media**

1) Audio media is a medium for conveying messages that will be conveyed in verbal and non-verbal forms. Example: radio

2) Visual media is a medium for conveying messages by relying on the sense of sight. Examples: pictures, photos, real objects.

3) Audio-visual media is a type of media that contains elements of sound and images that can be seen. Examples: TV, movies, videos

4) Computer media is media that can virtually provide a fast response. Example: Google

4. **English Domino Games**

a. **Definition of Domino Games**

In this case, a domino card game was presented. Domino cards are cards that are played to match words and pictures and match words and their meanings. Students can play domino cards to match the relationship of an image and its meaning, students can play a different

matching game with modified dominoes. For example, students can play word and picture matching games, match words in their first language translated into English, or match words with their definitions. Of course, the domino cards here don't use domino cards that contain numbers anymore, but domino cards that have been modified. A domino card game is an effective strategy to motivate students in speaking skills inside and outside the classroom. In this game, students will be divided into 2 groups and will play domino cards containing pictures and words students will arrange the right words so that they become a sentence and then explain according to the pictures they get. In this game, the teacher has a role to check each sentence as well as several aspects of assessment in speaking skills that need to be assessed and paid attention to. Of course, this game will make students enthusiastic and excited so they will prepare some of the vocabulary needed when this game starts. Domino card games must follow the directions and rules of the game such as leveling, matching, and pairing cards. Playing domino cards can make players feel comfortable, so it can be applied.

This domino card game has been applied several times in cases, and it has the same aims and objectives, students are asked to say words, and explain, even domino card games are also played in writing. In this game, students are asked to work as a team to express many ideas. The purpose of this game is for students to be motivated and interested in their speaking skills, and to improve their choice of words for the better

by playing a game that will be fun and not stressful. This helps students gain more knowledge by practicing speaking in various contexts, moving from one context to another.[43]

b. Steps of English Domino Games

1) The teacher gives instructions on how to play the game and explains the role of how to play the game.

2) The teacher divides students into 2 groups, consisting of 12 children.

3) The teacher gives a set of domino cards to the two groups, and then the game is carried out by the 12 students per group and separated again into subgroup consisting of 2 students the game so this game has 24 subgroups, to game run smoothly students may not show their cards to other groups. The teacher asks the students to shuffle/mix the domino cards. Then the teacher will distribute some cards to the first group and some to the second group.

4) The two groups will match the pictures and words on the domino cards, each group that gets a picture, of them will explain what the picture means, taking turns for each student.

5) Then the winner will fall to the group that can define all the pictures that the group gets or the group that can define more pictures than the opposing group.

6) After the domino game is finished and the winner is known between 2 groups, the teacher decides who will win in this game

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[43] Indrayadi, Yandri & Kamil, D. "The effect of contextual teaching and learning on reading comprehension" (IRJE : Indonesian Research Journal in Education, 4(2), 569-583 2020)

7) Then the teacher evaluates all sub-groups and gives the highest score winner

The rules: may not use words that have been used by friends. therefore must be careful in stringing sentences. Not allowed to open any book. If someone is found to be cheating, one group will be immediately disqualified. In this game, cohesiveness is needed. the group that wins will get 1 set of modified domino cards, The losing group will receive a punishment from the teacher such as explaining and demonstrating briefly the characteristics of a job, animal, object, or anything related to daily life.

The above steps must be carried out in a conducive and orderly manner. Games can attract students' speaking skills in communicating and actively participating in lessons.

c. **Advantages and Disadvantages**

In learning, using English domino games as a learning media has advantages and disadvantages according to experts who have done previous research as follows :

Advantages :

1) English Domino changes the atmosphere to relax

2) Giving new experiences and challenges

3) Increasing the students' motivation in practice

4) Leading students to become more active and creative

5) Increasing the Students' Confidence [44]

Disadvantages :

1) Students play too much so that they can easily forget what they have learned,

2) Students, sometimes, cannot controlled so there will be a lot of commotion,

3) The teacher lacks time to teach

4) The teacher and students are not familiar with the method,

5) The teacher is worried about the opinion of parents and peer comments

6) The school does not allow the use of games in the classroom. [45]

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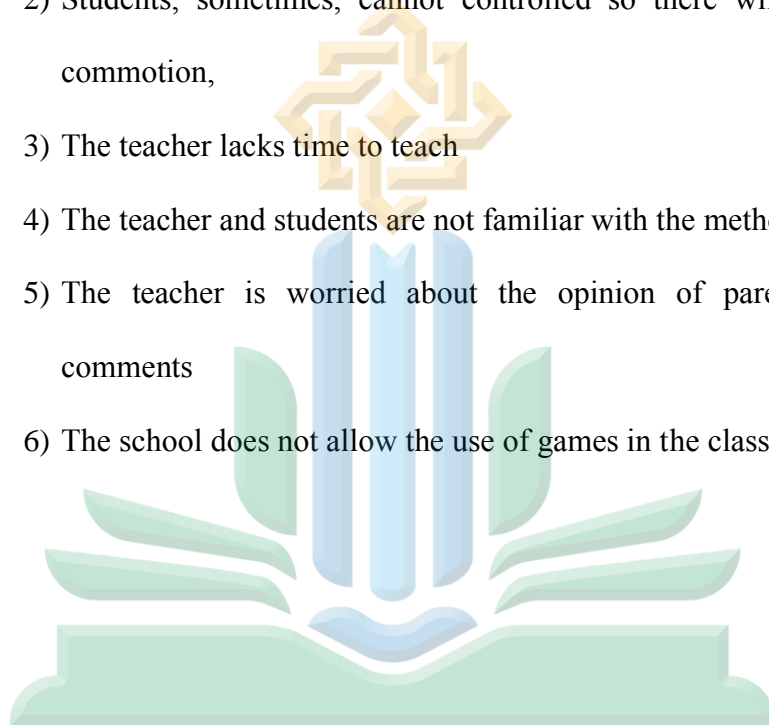
[44] Oktavia, D., & Lestari, R. "Students' Perception on Learning Speaking English by Using English Domino Games: The Case of a Private University." (Indonesian Research Journal in Education 2022)

[45] Stojković, M. K., & Jerotijević, D. M. "Reasons for Using or Avoiding Games in an EFL Classroom" (Sarajevo : IBU Repository 1st International Conference on Foreign Language Teaching and Applied Linguistics May 5-7 2011)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Creswell, research is defined as a process of steps used to collect research data and analyze information to increase understanding of a topic or problem. [46] So the meaning of research is a stage or process of analyzing a problem with information about a topic.

A case study is the study of a problem that has been explored from several similar cases with a limited system based on phenomena from various sources. [47]

The research uses a qualitative research approach. Qualitative research is a way of knowing and exploring the meaning that comes from individuals or groups regarding certain social and humanitarian problems. [48] Qualitative research focuses on a phenomenon such as behavior, perception, motivation, action, etc. The focus is on the overall picture, not breaking it down into variable parts. So, the entire research is described using words and language according to the observations that have been made.

B. Research Locations

This research was conducted at SMPN 1 Gapura Sumenep which is located at Jl. Raya Gapura, Panagan Village, Gapura District, Sumenep Regency, East Java. The researcher chose SMPN 1 Gapura as the place of the

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[46] John W.Crewell, Educational Research (Boston : Pearson,2015), 3.
[47] Creswell, John W. (2007) Second Edition QUALITATIVE INQUIRY &RESEARCH DESIGN Choosing Among Five Approaches. Thousand Oaks, CA: Sage. P. 73
[48] Creswell, John W. *"Research design: Qualitative, Quantitative and mixed methods approaches"* (Los Angeles: 2018). 298

research because the English teacher there has applied English domino games in the process of teaching and learning speaking skills. So, it was possible to know the student's speaking skills ability at the junior high school level.

C. Subject of the Research

The research subject is the information center that will be used as a data source and is related to the research focus. It can be described as whatever data you want to obtain, who you want to be used as research subjects, how to get the data you are looking for so that the results can be trusted. In this study, researchers used a purposive technique, namely selecting students as data sources.[49] This means that researchers deliberately determine the data source so that the results obtained are more representative. There are two sources used in this research, those are :

1. Primary data

Data was obtained directly from the first sources of interviews between the researcher and informant.

a. The teacher of SMPN 1 Gapura Sumenep

b. VIII 4 Grade students of SMPN 1 Gapura Sumenep

The researcher chose 4 students from a total 24 student in the class to get valid data. The 4 students selected were students who enjoyed learning using English domino games.

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[49] Sugiyono, "Metodologi Penelitian Kuantitatif, Kualitatif dan R&D" (Bandung:CV Alfabeta, 2018), 216.

2. Secondary data

Secondary data are supporting and complement of primary data obtained in the form of observations, interviews, and documentation.

D. Data Collection Method

In this research, data were collected through several ways :

1. Observation

Observation means collecting data directly from the field. Type Observations in this study using descriptive observational qualitative research. Descriptive observation is an observation made at the exploratory stage, the researcher observes all elements of the situation as much as possible to obtain an overview. [50] Therefore observations must be made directly to the location to observe several things related to space, place, person, activity, time, event, and purpose

This research will use non-participant observation techniques, which is clear in this case the researcher is only an observer of teacher and student activities. Came to the location, but the researcher was not directly involved in the activity.

2. Interview

An interview is an interactive process that aims to ask for information and share information that is carried out by two or more people, an interview is a form of data collection that is carried out from the emergence of conversations between the interviewer and the informant.

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[50] Farida Nugrahani, "Metode Penelitian Kualitatif", (surakarta:2014), 123.

Interviews are interactional because there is an exchange or division of roles, responsibilities, feelings, beliefs, motives, and information in them.[51]

In this study, researchers used semi-structured interviews (in-depth interviews). The semi-structured interview is a technique in qualitative research that incorporates open-ended questions. semi-structured interviews have access to a wider range of questions than structured interviews. The researcher chose the semi-structured interview type because he felt it was more flexible and free to add questions according to the conditions and research data needed. Where the parties invited to the interview have their own opinions and ideas. The purpose of the researcher choosing a semi-structured interview is to build a relaxed atmosphere, comfortable and not pressurized, so that informants are more flexible and comfortable when conveying information.

3. Document Review

Document review is a data collection technique derived from notes and books about opinions related to research problems. document review is the work of collecting data by investigating written matters. Document reviews are taken from variable objects or transcripts, photographs, recordings or tapes, books, inscriptions, and others. In social research, the function of the data contained in documents is used as supporting data and

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[51] Stewart Cash, *Wawancara Observasi dan Focus Groups*, (Jakarta: PT Raja Grafindo Persada, 2015)

complementary primary data which is produced through specific observations and interviews. [52]

Document review is one of the techniques used by researchers to collect more information about school profiles, research object documents, school infrastructure, lesson plans, and school organizational structures.

E. **Data Analysis**

The data analysis Method used in this research is an interactive model of analysis. According to Miles Huberman, and Saldana The interactive analysis data such as; Data collection, data condensation, data display, and data conclusion drawing and verification"

1. **Data Collection**

The first step in data analysis is collecting data. Before analyzing data, data must be collected in the field objectively and as is according to the results of observations, interviews, and document review. This aims to help the research a lot until the end of the research.

2. **Data Condensation**

Miles and Huberman stated that Condensation is the process of selecting, focusing, simplifying, abstracting, and action data from field notes, interviews, transcripts, and various documents. By using condensed data, research results are easier to understand, making it easier for researchers to present data, select accurate and inaccurate data, and shorten research results. In this research, the researcher carried out several stages, namely:

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[52] Basrowi Suwandi, Memahami Penelitian Kualitatif, (Jakarta:Rineka Cipta,2008), 158

Selecting: at this stage, the researcher selects the data needed from the research object and the results of the interview

Focusing and Simplifying: at this stage, the researcher Focuses and Simplifies the things needed in the research from the results of the interview data produced.

Abstracting and Transforming: at this stage, data analysis is presented to determine consistency based on data facts and interview results.

3. **Data Display**

Data display is the process of arranging summary data in a format that is easy to understand, making it easier to conclude the next stage. According to Miles and Saldana stated that data that is often displayed for qualitative research is in the form of expanded descriptions, sentences, and tables.

4. **Conclusion Drawing**

The final step in qualitative data analysis is Conclusion Drawing. Conclusion Drawing at the initial stage is stated to be still temporary, at this stage the researcher verifies the research results from beginning to end, if the research results are consistent then they can be said to be credible, but if the results are not synchronous then the research results are temporary and can be supported by other results that can make research credible.[53]

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[53] Matthew B. Miles, A. Michael Huberman and Johnny Saldana, Qualitative Data Analysis: A Method Sourcebook; Third edition

F. Truthworthiness Of Data

Triangulation is the technique used in checking the validity of data. Creswell defines that triangulation of data will be collected from multiple sources to check the validity of data. Include interview, observations, and document analysis.[54]

According to Creswell, triangulation is a method or research technique for validating data by using more than one different data source such as interviews, observations, or documents. By using triangulation the research results will be valid according to the facts.

G. Research Procedures

At this stage, the researcher carries out a research plan, starting from the research background, research design, actual research, and report writing. The steps in this research are as follows:

1. Pre-field research stage.

At this stage, several activities must be carried out by researchers. This stage requires research ethics and consideration of the activities mentioned below :

   a. Preparing a research plan

   b. Selection of research areas

   c. Arranging permits

   d. Exploring and assessing the field

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[54] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, (London: SAGE Publications: 1990}, 45

What is called assessment and field research is that before starting the research, you must first look at the field conditions by reading previous research. If the researcher has known previous research and has known the situation or conditions in the research area through interviewing the surrounding community, the researcher hopes to be able to adjust to the conditions in the research area. Select and use informants.

  e. Prepare research equipment

2. Field research stage

After being ready to carry out research with careful preparation, the next step is research. At this stage, the researcher will collect the data needed by applying the method including observation, interviews, and document review.

3. Data analysis stage

After all the data has been collected, an analysis of the entire data has been carried out in the form of a report and then discussed with the supervisor. This activity is still carried out by the researcher until the supervisor reports that the results of this study are ready to be tested.

4. Reporting stage

The reporting stage is the last stage of the qualitative research process and procedure. At this stage, researchers make a written report using data obtained from observations, interviews, and documentation that have been analyzed by researchers

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and research discussion. Findings can be interpreted as information found when conducting field research. At the same time, the debate is the process of making decisions or conclusions about the topic of this research, which is the implementation of English domino games. The findings and discussion are described as follows :

A. **Description of the Research Object**

1. **The Brief History of SMPN 1 Gapura**

    SMPN 1 Gapura was established on March 1, 1983. It was located on Jl. Raya Gapura, Desa Panagan, Kecamatan Gapura, Sumenep Regency. The headmaster of this school now is Mr. Hermanto, S.Pd. The types of buildings found around the school are as follows:

    West   : bordering Elementary School Banjar Barat 1

    East   : bordering Elementary School Gapura Barat 1

    North : bordering Elementary School Panagan 1

    South : bordering people's houses and community garden

    As time goes by, developments also impact the development of education and facilities from various sectors at SMPN 1 Gapura. They are starting from buildings that look better than before, facilities, and field development for multiple sports activities. These changes can be seen in the infrastructure of SMPN 1 Gapura, starting from the physical condition of the building as well as the completeness of educational support facilities

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such as books, dictionaries, encyclopedias, computers, and so on. Of course, it was built on government-owned land covering an area of 13,780 m2.

Land use includes a school building covering an area of 4,780 m2, sports fields, parking lots, and so on, not including land for a library space that supports academics and a prayer room to help pious people. SMPN 1 Gapura also actively participates in many competitions, such as the Sumenep kacong cebbing selection, football competitions, basketball competitions, quiz competitions at the East Java level, and many more.

There are many achievements resulting from the school's progress in various fields, both academic and non-academic. As a result of many trophies and awards, SMPN 1 Gapura was finally able to align itself with other schools. SMPN 1 Gapura also produces alums who are very successful in continuing their studies; for example, many alums are accepted at the favorite SMA/MA equivalent level in Sumenep through achievement and report card grades.

2. **The Profile of SMPN 1 Gapura**

    a. School Name   : SMPN 1 Gapura

    b. NPSN   : 20529897

    c. Educational Level   : Junior High School

    d. School Status   : Public School

    e. Address   : Jl. Raya Gapura

    f. Postal code   : 69472

g. Village   : Panagan

h. Sub-district   : Gapura

i. Regency/City   : Sumenep

j. Province   : East Java

3. Vision and Mission of SMPN 1 Gapura

a. School Vision of SMPN 1 Gapura

The vision of Junior High School 1 Gapura in Academic Year 2022/2023 is Excellent in faith and taqwa (imtaq), also science and technology (iptek), skilled, polite, and environmentally cultured. To achieve the school vision those are some indicators of the mission as follows :

1) The realization of people who believe and are devoted to God Almighty and have noble morals.

2) The creation of creative and accomplished people in both academic and non-academic fields.

3) The creation of people with critical thinking based on noble morals

4) The realization of independent people with noble morals

5) The creation of people who have national and national character substantial global diversity

6) The creation of people who highly value cooperation in learning, community, and enthusiasm for protecting the environment

b. School Mission of SMPN 1 Gapura

The method of achieving the vision of the school requires a mission and that is a mission of SMPN 1 Gapura in Academic Year 2022/2023 :

1) To create people who believe and are devoted to God Almighty and have noble morals

2) To create creative and accomplished people in both academic and non-academic fields

3) To create people who reason critically based on noble morals

4) a. Realizing the fulfillment of Graduate Competency Standards

5) Creating forward-looking and adequate school facilities

6) Realizing education that prioritizes the formation of Pancasila student profiles

   a) Carrying out the Pancasila student profile project for all students

   b) Integrating Pancasila student profile values in learning planning, learning implementation, and assessment

   c) Integrating Pancasila student profile values in routine school habituation activities and culture.

7) Implement the realization of a school culture that is disciplined, healthy, and behaves/ culture of love for a green and clean school environment

B. Research Findings

1. The Goal of The Implementation of Using English Domino Games in Teaching Speaking skill at 8th Grade of SMPN 1 Gapura

Teaching speaking skills using games is an exciting way to do it. In teaching speaking skills, the teacher plans goals before starting the learning process. Based on interviews conducted by researchers with Mrs. Endang as an English teacher, the objectives of teaching speaking skills using English domino games are as follows :

> " Teaching students' speaking skills using English domino games is the most fun way in the classroom. Student is very interested when I'am start the leason. In this research the goals of using english domino games are makes it easier for students to describe the physical form of animals make students more active and enthusiastic in the learning process, Students can add new collections of vocabulary, and students can describe animals fluently. Also students can describe animals by speaking and understand its general structure"[55]

From the results of the interview it can be concluded that the following are the objectives of teaching speaking skills through the English domino game: It becomes easier for students to describe the physical form of animals such as skin, color, body and social behavior in animals. By using this game, according to Mrs. Endang, the class atmosphere becomes more relaxed and students remain enthusiastic in the learning process, students can add to their collection of new vocabulary, and students can practice their speaking skills confidently

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[55] Endang Farastutik, interviewed by writer, Sumenep 23th September 2023

when describing animals. Apart from that, students can describe animals fluently and understand their general structure

This also supported by the statement of students VIII-4 Intan Ristiani, stated :

> " I really like learning using media, especially using English domino games because I understand the material describing animals easily and with fun. now I am more confident to describe animals in front of the class. with English domino games I can remember and add new vocabulary. and now I can describe animals fluently."[56]

Based on the interview above, England domino games can make it easier for students to understand describing animal material, they are can describe types of animal, the physical and they more enthusiastic in participating in learning because the game is fun and they can also add more vocabulary from English Domino Games and makes the student speaking English fluently.

The statement about the objectives of teaching speaking skills using English domino games also supports when conducting observations in class and documents (lesson plans). Based on the RPP in point C regarding learning objectives, students are expected to be able to:

> "(a) Students are able to identify general descriptions and specific information from animals. (b) Students are able to carry out learning actively and enthusiastically. (c) Students are able to remember and add new vocabulary. (d) Students are able to speak English fluently when describing animals. (e) Students are able to describe an animal when playing English domino games."[57]

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[56] Intan Ristiani, Interviewed by writer, Sumenep 25th September 2023
[57] Document Review, Lesson Plan, 14th September 2023

Mrs. Endang also added information about the goals of implementing English domino games in teaching speaking skills as follows:

> "When I come to class with media (anything). Students are always enthusiastic and curious, so they start the lesson happily. Students are always enthusiastic and curious. Especially those related to games or other graphic media that get students excited. But sometimes when I teach using game media, the class conditions are not conducive because the class is happy to be noisy, students are discussing and chatting, students are more focused on the game than the material being studied."[58]

Based on the interview above, the teacher provides good participation but must also pay more attention to making the class more conducive, giving several warnings to students so that using English domino games is more effective. Before the English domino game starts, the teacher will provide instructions on how to play the game and give students 2-5 minutes to think and discuss, focusing on the picture that will be described. Then, open the notebook and dictionary. Students are not allowed to discuss anything other than material that day. It is better if the images on the domino cards and the material presented are balanced so students' concentration is not disturbed. Teachers should avoid choosing ideas that are rarely encountered or difficult for students to describe; it is better if they often find the image on the domino card anywhere.

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[58] Endang Farastutik, interviewed by writer, Sumenep 23th September 2023

Picture 4.1
Explaining the goals of the teaching and learning process

Based on the observations that I made in the class the researcher found that the goals of the English domino games were, (1) The students can learning active and enthusiastic, seen from class atmosphere it's different when teachers not used media. (2) Student can more confident, they can describe general structure of animal like color, behavior and skin because the students is more confident. (3) student can add new vocabulary, because in English domino games students will describe animals with their own thoughts. So the students can remember and add new vocabulary (4) students can describe fluently, because they have some new vocabulary and make them confident when describe animals.

Based on interview, observation and document review during teaching speaking skills through English domino games the researcher concluded that the goals of teaching speaking skill through English domino games were: a) students can do learning actively and enthusiastically, b) students can more confident, c) students can add new vocabulary, d) students can describe animals fluently. Based on observations that can be proven through the image above.[59]

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[59] Observation at SMPN 1 Gapura, 13th September 2023

2. The Material of The Implementation of Using English Domino Games in Teaching Speaking Skills at 8th Grade of SMPN 1 Gapura.

Learning material is an important part that the teacher must prepare, and every time the teacher chooses learning material, the teacher must also prepare a lesson plan. The learning materials used for teaching speaking skills using English domino games at 8th Grade of SMPN 1 Gapura are based on the results of interviews with Mrs. Endang as an English teacher. Data was obtained regarding teaching materials for speaking skills using English domino games as follows:

> "Learning material is a form of knowledge contained in student textbooks and is by basic competencies and must be taught to students. Meanwhile, learning English in teaching speaking skills using English domino games is to review students' mastery of the material that has been studied. Of course, by playing games they will refresh their brains by discussing and getting rewards that have been agreed upon at the start of the game. And I use Describing Things and Animals material with the topic of animals around us."[60]

Picture 4.2
The material used in teaching speaking skills using English domino games

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[60] Endang Farastutik, interviewed by writer, Sumenep 23th September 2023

In addition, one of the students at 8-4, Cica Lita Paramita, added some explanation:

> "A lot of the material we learn is related to speaking skills, but this week, we came to the material describing things and animals. This material is very suitable for the media presented by Miss Endang. By playing English domino games, we can clearly describe animals, anything including social behavior. "We often see images of animals used on domino cards around us or on television, making it easier for us to practice our speaking skills by describing animals."[61]

From the interview explanation, it can be seen that the material in class 8-4 at SMP Negeri 1 Gapura describes things and animals and is related to English domino games, which are given by teachers to describe animals and also train students' speaking skills. The material is not only taken from student books but other learning media related to the above. Teachers use English domino games as a learning medium to practice speaking skills so that they can help students compose sentences that describe animals and also help students to be more confident, and of course, make students more active during the learning process.

Furthermore, the material in the 8th Grade of SMPN 1 Gapura, according to Mrs Endang as the teacher of English, explained that:

> "In the Discribing Animals material, there are several points that are taught. Firstly, students need to look for information about how the animal physically looks, such as eyes, ears, mouth, body shape, fur color, etc. Apart from that, they need to find out information about how the animal behaves. The second is about pronouns (pronouns used for animals): it, they, they. The third is describing the social behavior of animals. The fourth is that

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[61] Cica Lita, Interviewed by writer, Sumenep 25th September 2023

students can describe animals in detail using simple sentences that are easy to understand."[62]

The statement about the material in teaching is strengthened by the document (lesson plan). The contents of the lesson plan at point D regarding learning materials are as follows teaching materials are as follows :

"1) Type of animal, 2) Physical appearance, 3) Animal activity, 4) animal social behavior

Picture 4.3
Explaining the Material by Using English Domino Card Games

This material is reinforced when making observations. Material describing things when the teacher was delivering material in class; I paid attention and made observations from the beginning until the end of the lesson. This observation has been proven by the picture above. The material explained by the teacher describes things and animals, the physical form of animals, how animals behave, the use of pronouns used for animals, describing the social behavior of animals, and describing animals in detail. Students are also taught to put together a sentence to

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[62] Endang Farastutik, interviewed by writer, Sumenep 23th September 2023

describe an animal to practice their speaking skills by using simple sentences that are easy for their friends to understand.[63]

The data of observation above is supported by the results of an interview with one of the VIII-4 grade students, Lubabatul Banat, who stated :

> "When we studied describing animals, starting from how to compose a simple present tense sentence, starting with how we describe the physical form of the animal. Mrs. Endang also taught us that to compose sentences in this lesson, we must first know how many animals are in the picture, how we "use pronouns for animals, and the appropriateness of the vocabulary we will use. With bu endang making English domino games makes it easier for us to describe animals."[64]

Based on data obtained during interviews, observations, and document reviews, it can be concluded that the implementation of using English domino games in teaching speaking skills at 8th grade of SMPN 1 Gapura is describing things and animals, which consists of 4 points: Firstly, about how the animal physically looks and animal social behavior. The second is about pronouns (pronouns used for animals): it, they, they. The third is describing animals in detail. The fourth describes animals in detail using simple sentences that are easy to understand. The teacher takes this material from the textbook. Still, the teacher sometimes uses English domino games as a medium relevant to the material discussed based on the curriculum/syllabus.

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[63] Observation at SMPN 1 Gapura, 13th September 2023
[64] Lubabatul Banat Interviewed by writer, Sumenep 25th September 2023

3. **The Step of teaching speaking skills through English Domino Games at 8th grade of SMPN 1 Gapura.**

The steps for teaching speaking skills based on observations of the English Domino games were applied in the 8-4 grades of SMPN 1 Gapura. Regarding the process of teaching speaking skills through English Domino games, Mrs. Endang said that :

"The process of teaching speaking skills through the English Domino Game is implemented by the Lessons Plan (RPP) I have prepared. Students understand the material; after that, I will explain the rules of the game, and I will ask students to make several groups; in classes 8-4, there are 24 students, so I will divide the students into two so that 1 group contains 12 people, then each group will get 1 set the domino cards they will play. One set in each group will have six domino cards so that each picture is discussed by two small groups and given 2 minutes to put together the words used. After 2 minutes, the small groups will describe the image according to what they know in detail to the whole class, starting from the name, type, and specifications of the picture. And so on until the small group runs out. Those who describe fluently and according to the image will get high marks, while those who cannot represent correctly will get marks according to their ability. Included in the points scored are fluency, grammar, vocabulary, comprehension, and pronunciation."[65]

The steps of Teaching Speaking skills through English Domino games were strengthened by Intan Ristiani a student at 8th grade who stated:

"First, Mrs. Endang explained how to play English domino games. Then, after this, we were divided into two large groups to play English domino games, which contained pictures and words. Then, each group will play in turns by describing the picture. One domino card for two students working together to describe the picture they got. After that, the next two people will place cards by matching the words on the previous friend's card with the

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[65] Endang Farastutik, interviewed by writer, Sumenep 23th September 2023

picture they have. Each student will work together to describe an animal."[66]

The processes of teaching speaking skills through English Domino games were, according to the interview above: Students were given instructions on how to play the English Domino Games. Mrs. Endang, The next teacher, went over the criteria for evaluation. Then, the game was started by the teacher until it was finished. Each student will work together to describe an animal.

VIII-4 grade student Jaya Lasmana also reinforces this statement by saying:

"Usually, when teaching, Mrs. Endang will first explain the material that will be presented, such as descriptive material, we will explain how to use it, how the text is structured, etc., then after explaining the material, Mrs. Endang explains the English domino games a little, and we practice it. Then we will play games again; my friends and I are pleased if learning is accompanied by playing games; it makes us more enthusiastic and helps a lot with our speaking skills."[67]

The following was highlighted in the lesson plan's (RPP) point H addressing the teaching activity, which read:

"(1) The teacher instructs the students on how to play the English Domino Games. (2) The teacher informs the students of the criteria for evaluating their performance. The teacher assesses fluency, grammar, vocabulary, pronunciation, comprehension and understanding of descriptive. (3) The teacher and the student play the entire game. Each student will work together to describe an animal."

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[66] Intan Ristiani, Interviewed by writer, Sumenep 25th September 2023
[67] Jaya Lasmana, Interviewed by writer, Sumenep 25th September 2023

Picture 4.4
Implementation of English domino games

This research found that teachers instructed students on how to play the English Domino Game in class and provided information about the game. Second, the teacher discusses with the whole class the criteria that will be used to evaluate student performance. Teachers concentrate on testing students' fluency, grammar, vocabulary, and descriptive understanding. Third, all students can describe an object from the beginning of the game to its conclusion by the teacher and students. As a result, the instructor performs the steps of the English Domino Game.

Based on the findings of the document reviews, observations, and interviews. The processes of teaching speaking skills using an English Domino game, according to researchers, were: a) The teacher explains the material. b) The teacher explains about the English Domino Games. c) The teacher explains how to play the English Domino Games. d) The teacher gives information to students about what areas of work will be evaluated. e) The teacher puts a lot of emphasis on the student's vocabulary, fluency, grammar, comprehension, pronunciation, and comprehension of the descriptive text. f) Teacher and Student started the

game to the end. g) Each student will work together to describe an animal.

4. **The Evaluations of teaching speaking skills through English Domino Games at 8th Grade of SMPN 1 Gapura**

According to Mrs. Endang, English teacher, evaluation teaching speaking skills using English Domino Games in class 8 of SMPN 1 Gapur revealed that :

> "I apply formative assessment, namely from my knowledge, I prepare domino cards with pictures of animals which students will describe, students will play the English domino game by matching words and pictures and then describing them, students are given 2 minutes to put together and look for suitable vocabulary. With the images, they get to describe afterward. I will assess the student's voice, comprehension, grammar, vocabulary, and fluency."[68]

From the interview above, it can be concluded that the evaluation of teaching speaking skills through English Domino Games focuses on describing and identifying images on domino cards. The teacher starts the game by giving cards to each group. After that, the teacher provides students 2 minutes to identify the pictures on the domino cards, and they must describe them. The teacher will assess the student's pronunciation, coprehension, vocabulary, and fluency.

In an interview with a student named Jaya, he added the following:

> "When students start to describe animals, Mrs. Endang pays attention to students in many aspects of speaking skills such as student fluency, grammar, vocabulary, pronunciation, and

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[68] Endang Farastutik, interviewed by writer, Sumenep 23th September 2023

comprehension, and she will provide assessments as well as suggestions and constructive criticism to students."[69]

Based on the interview mentioned above, the evaluation of teaching speaking skills using English Domino Games is as follows: Mrs. Endang pays attention to students' fluency, grammar, vocabulary, pronunciation, comprehension, and descriptive understanding. Teachers use formative evaluation when students describe an object as part of the teaching process.

The assessment addresses the Lesson's Plan (RPP) point I, highlighting the statement above the oral exam (vocabulary, grammar, fluency, pronunciation, comprehension, and descriptive understanding).

Picture 4.5
Evaluation of English domino games

The results of the above document analysis are supported by teacher observations providing an object to describe. After that, start the game by giving cards to each group. After that, the teacher offers students 2 minutes to identify the images on the domino cards, and after that, students have to describe them. The teacher will assess the student's pronunciation, comprehension, vocabulary, and fluency, grammar.

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[69] Jaya Lasmana, Interviewed by writer, Sumenep 25th September 2023

Based on the results of interviews, observations, and document
review. The conclude teaching evaluation Speaking skills using English
Domino Games use formative assessment, namely by describing
animals; formative assessment includes oral tests (fluency, grammar,
vocabulary, pronunciation, comprehension, and descriptive
understanding).

Table 4.1
Matrix of Research Findings

No.	Research Focus	Research Findings
1	2	3
1.	How is the goal of teaching speaking skills using English Domino Games at 8th grade of SMPN 1 Gapura ?	The goal of teaching speaking skills using English domino games at 8th grade of SMPN 1 Gapura was: a. Students can be more active during the teaching process b. Students can increase enthusiasm and seriousness in carrying out each activity in the English language teaching process c. Students can add new vocabulary as a means of improving their English speaking skills. d. Students can speak English more confidently. e. Students can describe various types of animals by speaking and understanding the general structure
2.	How is the material for teaching speaking skills using English domino games at 8th grade of SMPN 1 Gapura?	The material for teaching speaking skills using English Domino games at 8th grade of SMPN 1 Gapura was: a. Describing things and animals using the general structure of the animal's physical appearance, such as eyes, ears, mouth, body shape, fur color, etc. Students need to know the social behavior of animal pictures on domino cards.
3.	What are the steps of teaching speaking skills using English	The actions of teaching speaking skills Using English Domino Games at 8th

No.	Research Focus	Research Findings
1	2	3
	domino games at 8th grade of SMPN 1 Gapura?	grade of SMPN 1 Gapura were: a. The teacher explains the materials for describing things and animals b. The teacher explains about the English Domino Games c. The teacher explains the rules in English Domino Games d. The teacher tells the student about aspects that will assess student performance e. The teacher and student started the English Domino Games.
4.	How is the evaluation of teaching speaking skills Using English Domino Games at 8th grade of SMPN 1 Gapura?	The evaluation of teaching speaking skills using English Domino Games at 8th grade of SMPN 1 Gapura was: a. Oral test (fluency, grammar, vocabulary, comprehension, and understanding of descriptive)

C. Discussions

This section contains a description and discussion of the relationship between data obtained in the field and the theory explained. Analysis of field data in the previous sub-chapter, the debate will be organized based on research priorities that have been previously identified to be able to answer field questions. The results of the discussion are as follows:

1. The goal of teaching speaking skills using English Domino games at 8th grade of SMPN 1 Gapura

Goals are an essential component in the learning process. Because there is a goal, learning will have a direction to achieve a learning goal. The purpose of teaching is part of education by providing knowledge and skills to create learning goals, namely to form students who are intelligent and have goals. On the other hand, teaching is to tell or help someone

learn how to do and do something, give direction and guidance, guide them in learning something, provide academic and non-academic knowledge, and encourage knowledge or understanding.[70]

From the statement above, it can be concluded that teaching objectives are the main component that must be created and formulated by the teacher before the learning process because teaching objectives are targets that must be achieved. Where to take the teaching depends on the purpose of the learning. Therefore, without a teaching goal, teachers will not be able to complete the expected results.

The goal of teaching speaking skills through English Domino Games is that the teacher carries out the desired goals. Namely, students can become more active in learning. Students can add vocabulary as a means of speaking English. Students can also describe something and understand descriptive, and students can speak English fluently and confidently. This statement is supported by Ratna Sari (2019) in her article saying that domino cards, which are familiar to many people, provide several benefits, apart from being a game, they can also be used to improve students' speaking skills and make them enjoy learning English. The teacher stated that using domino cards made students entertained and did not feel bored in the learning process.[71]

Based on these findings, The goal of teaching speaking skills through English Domino Games is that the teacher carries out the desired

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[70] Brown, Principle of Language Learning and Teaching, 8.

[71] Padang, R.S. (2019). Developing Domino Cards as Vocabulary Media in Learning Notice for the Seventh Grade Students at SMP Negeri 1 Sidikalang. UniversitasNegeri Medan.

goals. Namely, students can learning active and enthusiastic. Students can more confident . Students can add new vocabulary, and students can describe animals fluently. On the other hand, Muhammad Ridho Arfansya (2022) said in their thesis that the use of domino card games can increase the enthusiasm and motivation of students in the teaching and learning process.[72]

In addition, students also find it easier to speak English because they don't think about the mistakes they made and don't feel pressured during teaching activities. A similar statement was also conveyed by Norjannah (2018) state that English language teaching using domino media is used by teachers so that students in class have more freedom and can speak freely for creativity and fun.[73] English Domino Games helped students increase their vocabulary without them realizing it. They will also get used to speaking English confidently. With English Domino Games, students can practice their speaking skills with happiness.

2. **The Material for teaching speaking skills using English Domino Games 8th Grade of SMPN 1 Gapura**

Material is knowledge in the form of information that must be mastered by students to achieve competency standards that have been set in the learning implementation plan in the teaching and learning process.

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[72] Muhammad Ridho Arfansya. "Improving Students' Vocabulary Mastery by Using Domino Card Game (A Classroom Action Research to the Eighth Grade Students of SMP Negeri 03 Sungai Raya) (Pontianak : English Education Study Program, Faculty of Language and Arts, IKIP PGRI Pontianak.)

[73] Norjannah. "The Use of Domino Media in Teaching English Vocabulary to Young Learners" (Banjarmasin : Antasari State Islamic University Faculty of Tarbiyah And Teachers' Training English Education Department 2018)

The material also functions to complement the instructions given by the teacher. Therefore, students must understand the material received in each lesson. For students, material is a source of knowledge or the primary contact they know apart from the teacher.[74]

The choice of material also dramatically influences the teaching of students' speaking skills because it dramatically influences the success of students' speaking skills. The level of difficulty of the material must also be considered. If the material provided does not match the students' speaking skills, it will make it difficult for students in the teaching process and, of course, will reduce students' self-confidence. Therefore, the material selection must be appropriate to the student's ability level. So they can practice speaking skills without fear. According to Tomlinson, student teaching materials can be differentiated based on students' needs and abilities, so mastering teaching materials is essential for teaching different languages according to students' needs and abilities. [75]

The focus of the material in teaching speaking skills using English domino games at 8th grade of SMPN 1 Gapura is describing animals, simple present, adjectives, and generic structures. According to the student teaching material, with the English domino games, students can illustrate the animals on the domino cards. The various animals taught include pets and wild animals. Things described include the physical characteristics of the animal in the picture, such as the number of legs, color, body shape,

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[74] Jack Croft Richard, Curriculim Development in Language Teaching ,262.
[75] Tomlinson, Materials Development for language learning and teaching

size, etc. As well as the parts of animal habits in the picture, such as habitat, food, breeding methods, etc. This is in line with Khalidiyah (2017) which explain that each student will become more enthusiastic and motivated in learning and practicing new words and producing these words into sentences. The teacher also said that with English domino games students became more enthusiastic, increased curiosity and looked for new vocabulary in the dictionary.[76]

Games are a very fun medium during the teaching process because students start learning. Happily, English domino games help students be more fluent in speaking English and add new vocabulary for speaking. Because this game attracts students' curiosity, students are very active in participating in learning so they can continue to practice English speaking skills with confidence. The relationship between the English domino games and the material ends with the ability to describe animals in this case.

3. **The Step of teaching speaking skills using English Domino Games in 8th Grade of SMPN 1 Gapura**

English domino games are game activities using domino cards as a medium, where students must be very familiar with domino cards and how to play domino cards. But this domino card has been modified to no longer contain numbers but contain pictures of animals and words. They will be given 2 minutes to choose words and put together sentences to practice

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[76] Khalidiyah, H. (2017). The Use of Domino Game with Picture in Improving Students' Vocabulary Knowledge.

their speaking skills. They will describe the animal pictures on the cards with free speech that is fun and easy to understand, choose vocabulary they have mastered, and add new vocabulary. The class atmosphere becomes very enjoyable because the students look very excited to win the game. After all, the group that wins will get a prize. The steps of the English domino game must be explained and clear to make it easier for students to understand the things they need when the game starts. This opinion is supported by Yolageldili and Arikan (2011) who state that the steps for playing dominoes should be carried out in an orderly manner.[77]

First, the teacher explains the learning material clearly to students and ensures that students understand the material to be studied. Then, the teacher explained the rules of the English Domino Games and divided the 24 students in classes 8-4 of SMPN 1 Gapura into two groups, each group containing six subgroups with two students per subgroup. Then, the teacher distributes one domino card to each subgroup so that there are 12 cards in the English Domino Games game. Then, the teacher explains the points that will be assessed when the game starts, including the physical characteristics of the animals on the cards, pronouns for animals, and social behavior of animals and explains in detail the animals in simple language. After that, the game begins, giving students 2 minutes to compose descriptive words. After describing the picture of the animal on the card, students place the domino cards on the table, and the next group

explains and places them according to the picture of the previous group; the game is repeated, and so on, until the end. After all groups have been described, the teacher assesses them according to the points and content of each group's description. Teams caught cheating will be disqualified. From the English Domino Games, teachers can also assess fluency, grammar, pronunciation, vocabulary, and comprehension. Similar to the steps used by Putri Indah Rahmawati Pradiatama (2017). In his thesis which explains the steps of English domino games for teaching vocabulary[78]

The teacher's role is to provide examples of how to play English domino games for students' speaking skills in describing various animals and allowing students to speak freely in describing animals. Every student is encouraged to practice their English speaking skills spontaneously based on ideas they have thought of. The teacher gives suggestions and inserts to each student after they describe the object.

4. **The evaluation of teaching speaking skills using English Domino Games at 8th Grade of SMPN 1 Gapura**

Evaluation is very important to determine the success of learning. Evaluation in language is an assessment or judgment. Evaluation is the process of determining the value of a thing or object based on certain references or certain goals.

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[78] 78 Indah Rahmawati Pradiatama Putri. "The Effectiveness of using Modified Domino Card Game Toward Student's Vocabulary Mastery at Seventh Grade of MTS Assyafi'iyah Gondang Tulungagung" (Tulungagung : English Educational Department, Faculty of Tarbiyah and Teacher Training. State Islamic Institute 2016/2017)

In learning speaking skills, English Domino Games uses formative evaluation, which means an assessment carried out with the aim of monitoring and improving the learning process, as well as evaluating the achievement of learning objectives. This formative evaluation can be carried out from the beginning to the end of learning. When the teacher evaluates at the end of the lesson with an oral test, students' abilities in pronunciation, fluency, grammar, vocabulary, understanding of descriptions, and confidence in speaking are known.

Formative tests given by teachers to determine whether the results of the teaching and learning process have been successful or not are carried out routinely in class. Gronlund said that formative tests are used to monitor development and progress in learning continuously.[79]

According to oller state that there are 5 aspects in speaking assessment that need to be considered in assessing the following speaking skills: (1) Pronunciation (2) Vocabulary (3) Grammar (4) Fluency (5) Comprehension. This research uses oller aspects to assess speaking skills in student.[80]

From the results of the description above, the evaluation of learning speaking skills using English Domino Games uses formative evaluation, Which means that the teacher will evaluate at the end of the teaching process. Teachers administer oral tests for fluency, grammar, pronunciation, vocabulary, comprehension, and descriptive understanding.

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[79] Norman E. Gronlund, Assessment of Student Achievement, 126.
[80] Oller & John W. "Language Test at School : A Pragmatic Approach" (London : Longman Inc. 1979)

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter is the final research, after collecting data and analyzing, several conclusions and suggestions were produced in the implementations of using English domino games in teaching speaking skills at 8th grade of SMPN 1 Gapura.

A. Conclussion

Based on data analysis and discussion. The conclusion from The implementation of using English domino games in teaching speaking skills is presented as follows:

Firstly, The goal of using English domino games in teaching speaking skills at 8th grade at SMPN 1 Gapura where: a) students can learn active and enthusiastic, b) students can more confident in practice speaking skills, c) students can add new vocabulary, d) students can describe animal fluently

Secondly, The material of using English domino games in teaching speaking skills at 8th grade at SMPN 1 Gapura was describing animals the wild and tame animal, so they describe the physical of animals, types of animals, animal social behaviour and animal activity.

Third, The step of teaching speaking skills through English domino games at 8th grade at SMPN 1 Gapura, first The teacher will explain the material, and then the teacher will prepare 2 different types of domino cards. The domino cards have been modified into words and animals. After that, the teacher explains the rules of the game, then each group will get 1 set of

domino cards what they will play. One set in each group will have 6 domino cards so that each picture is discussed by 2 small groups and given 2 minutes to put together the words that will be used, any sentences that are not quite right will be helped by the teacher. After 2 minutes the small groups will describe the picture according to what they know in detail to the whole class starting from the name, type, and specifications of the picture. And so on until the small group runs out.

Fourth, the evaluation of teaching speaking skills using English domino games at eighth grade of SMPN 1 Gapura, the formative assessment included oral test (fluency, grammar, vocabulary, pronunciation, comprehension, and understanding of descriptive).

B. **Suggestion**

Based on the results of a series of data analysis, several problems were found. Therefore, several suggestions must be made so that learning English is successful at SMPN 1 Gapura. Some suggestions that should be made are as follows

First, for the English teacher, must always pay attention to the media that will be used in the learning process and must also adapt the media to the students' ability level. Consider media in terms of advantages and disadvantages, creativity, variety, and appeal. so that learning objectives can be achieved. Students should be given lots of time to speak freely in English to practice their speaking skills.

Second, for future researchers, hopefully the results of this research can provide further information about English domino games. There are several suggestions to try to develop this research by conducting similar research using English domino games for learning vocabulary or other skills such as writing, reading, listening and other language components using other media.

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DECLARATION OF AUTHENTICITY

The undersigned below:

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  States that the thesis entitled **"The Implementation of Using English Domino Games in Teaching Speaking Skills at 8th Grade of SMPN 1 Gapura Sumenep"** is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember, 24th November 2023

Risvina Melvi Auliya
SRN T20196107

MATRIK

TITTLE	VARIABLE	INDICATOR	DATA RESOURCH	RESEARCH METHOD	RESEARCH PROBLEM

The Implementation of English Domino Games In Teaching Speaking Skill at 8th Grade of SMP Negeri 1 Gapura	• Domino Games	1. Goals of English Domino Games
		2. Steps of English Domino Games
		3. Advantages and Disadvantages of English Domino Games
			1. English Teacher's at SMP Negeri 1 Gapura
			2. 8th Grade Student's of SMP Negeri 1 Gapura
				1. Research approach: Qualitative
				
				2. Data Collection Method:
				  a. Observation
				  b. Interview
				  c. Documentation
				
				3. Data Analysis Method:
				  a. Descriptive
				  b. Qualitative
					1. How is the Implementation of English Domino Games in Teaching Speaking skill at 8th Grade of SMP Negeri 1 Gapura ?
					2. How is steps of English Domino Games in Teaching Speaking Skill at 8th Grade of SMP Negeri 1 Gapura ?
					3. How is the Advantages and Disadvantages of English Domino Games in Teaching Speaking Skill at 8th Grade of SMP Negeri 1 Gapura ?

	• Speaking Skill	1. Grammar 2. Fluency 3. Pronunciation 4. Vocabulary			

APPENDIX 2

RESEARCH INSTRUMENT

A. **Observation Instruments**

1. Profile of SMPN 1 Gapura Sumenep

2. Geographical location of SMPN 1 Gapura Sumenep

3. Objective conditions of SMPN 1 Gapura Sumenep

B. **Interview Instruments**

Interview English Teacher

1. What is the definition of teaching speaking skills ?

2. What is the goals of teaching speaking skills ?

3. What method is used in teaching speaking skills ?

4. What is the strands of lesson planning in teaching speaking skills ?

5. What is the media used in teaching speaking skills ?

6. Why use English domino games as a media in teaching speaking skills ?

7. What is the goals of teaching speaking skills using English domino games media in general?

8. What is the goals of teaching speaking skills to be achieved by using English domino games specifically?

9. 9. Do students feel happy with learning using English domino games ?

10. 10. What are the advantages and disadvantages of using English domino games in teaching speaking skills ?

11. What is meant by learning materials?

12. What materials are used in teaching speaking skills using English domino games as a media?

13. What materials are taught in teaching speaking skills using English domino games ?

14. What needs to be prepared in teaching speaking skills using English domino games as a media?

15. What is the steps for teaching speaking skill using English domino games as a media?

16. What is the type of evaluation is used in teaching speaking skills using English domino games as a media?

17. What is the evaluation technique is used in teaching speaking skills using English domino games as a media ?

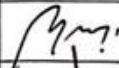18. What is the speaking assessment are used in teaching speaking skills ?

Interview Students

1. What are the difficulties in learning English?

2. How does the teacher teach speaking skills in the class?

3. Do you find it easier to learn speaking skills when using media ?

4. What method does the teacher use in teaching speaking skills?

5. What media does the teacher use in teaching speaking skills?

6. Do you feel happy learning to use the English domino games as a medium for learning speaking skills?

7. What materials does the teacher use in teaching speaking skills?

8. Do you understand the material taught by the teacher using English domino games as a medium?

9. How does the teacher give an assessment test for learning speaking skills?

10. How do teachers evaluate learning speaking skills?

APPENDIX 3

RESEARCH JOURNAL

SMP NEGERI 1 GAPURA

ACADEMIC YEAR 2023/2024

No	Day, Date	Activity	Note/Informan	Signature
1.	Monday, August 14th 2023	Pre-Observation	Mr. H. Hariyanto Saleh, S.Pd	
2.	Monday, September 11th 2023	Giving permission letter	Mr. Hermanto, S.Pd	
3.	Tuesday, September 12th 2023	Confirming permission	Assistant of Academic Curriculum	
4.	Wednesday, September 13th 2023	Observation in SMPN 1 Gapura	Mrs. Endang Farastutik, S.Pd	
5.	Thursday, September 14th 2023	Class observation in 8th-4 SMPN 1 Gapura	Mrs. Endang Farastutik, S.Pd	
6.	Tuesday, September 19th 2023	Class observation in 8th-4 SMPN 1 Gapura	Mrs. Endang Farastutik, S.Pd	
7.	Saturday, September 23th 2023	Interview with English Teacher	Mrs. Endang Farastutik, S.Pd	
8.	Monday, September 25th 2023	Interview with Students in 8th-4 class	Lubabatul Banat Intan Ristiani Putri Jaya Lasmana	
9.	Friday, September 29th 2023	Data retrieval about history, profile, organizational structure, etc	Assistant of Academic Curriculum	
10.	Tuesday, October 2th 2023	Asking and receiving declaration of finishing letter from SMPN 1 Gapura	Mr. Hermanto, S.Pd	

Sumenep, 02 October 2023

Kepala SMPN 1 Gapura

HERMANTO, S. Pd

RENCANA PELAKSANAAN PEMBELAJARAN

School   : SMPN 1 GAPURA

Subject   : English

Material   : Describing Things and Animals

Skill   : Speaking

Class/Semester : VIII/

School Year   : 2023/2024

Time Allocation : 4 x 40 Menit (2 Pertemuan)

A. KOMPETENSI INTI

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Bacis Competencies	Achievment Indicators
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait	**3.7.1** Mengidentifikasi gambaran umum, spesifik Informasi tentang hewan (Teks deskriptif)

hewan, sesuai dengan konteks penggunaannya	
4.7 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, strukturteks, dan unsur kebahasaan, secara benar dansesuai konteks	4.7.1 meciptakan suasana aktif dan penuh antusias 4.7.2 Menyusun dan menambah kosa-kata baru dalam mendeskripsikan hewan 4.7.3 mengamati kelancaran keterampilan berbicara siswa dalam mendeskripsikan binatang 4.7.4 Mempraktikkan teks deskriptif dengan English domino games berdasarkan kartu hewan yang didapatkan.

C. TUJUAN PEMBELAJARAN

Setelah menyelesaikan kegiatan pembelajaran, peserta didik diharapkan mampu :

1. Siswa mampu mengidentifikasi gambaran umum, infomasi spesifik dari hewan.
2. Siswa mampu melakukan pembelajaran secara aktif dan antusias
3. Siswa mampu mengingat dan menambah kosa kata baru
4. Siswa mampu berbicara bahasa inggris dengan lancar ketika mendeskripkan hewan
5. Siswa mampu mendeskripsikan suatu hewan ketika bermain english domino games

D. MATERI PEMBELAJARAN

1. Fungsi sosial

a. Untuk memberikan informasi tentang entitas tertentu dengan mendeskripsikannya ciri-ciri, sejarah, dan ciri-ciri khusus.

b. Untuk memberikan informasi tentang sesuatu dengan menggambarkan atribut fisik, perilaku, kegunaan, dll.

2. Struktur umum

a. Identifikasi : Mengidentifikasi fenomena atau subjek yang akan dijelaskan.

b. Deskripsi : Mendeskripsikan secara spesifik bagian-bagian, sifat-sifat, dan ciri-ciri suatu objek yang sedang dideskripsikan.

3. Unsur kebahasaan

a. Penggunaan kata kerja (verb) bentuk present tense (s + v 1 ses).

b. Penggunaan kata benda (noun) tertentu.

c. Penggunaan detailed noun phrase (informasi rinci kata benda) yang bersifat mendeskripsikan, menyatakan jumlah, dan mengklasifikasikan.

d. Penggunaan adjective (kata sifat) yang bersifat mendeskripsikan, menyatakan jumlah, dan mengklasifikasikan.

e. Penggunaan relating verbs untuk memberikan informasi tentang subjek.

f. Penggunaan thinking verbs atau fecling verbs yang menunjukkan pandangan pribadi terhadap subjek yang diceritakan.

g. Penggunaan action verbs.

Kosakata terkait binatang:

1. Adjectives (lovely, cute, tame, fluffy, ctc)
2. Action verbs (run, eat, sleep etc)
3. Nouns (cat, dog. rabbit, bird, etc)
4. Adverbs (often, very, quickly, here, etc)

4. Materi

Describing animals

Ada dua jenis binatang :

a. Tame animal : binatang jinak

b. Wild animals : binatang liar

There are 2 things we need to know to describe animals :

1. Appearance : penampilan fisik

In appearance there are : head, body, leg.

- Head (kepala) : anggota fisik di seluruh bagian kepala :

Horn : tanduk

Whiskers : kumis

Trunk : belalai

Gill : insang

Ex : The elephant has a long trunk.

    The rhino has a big horn

- Body (tubuh) : anggota tubuh di seluruh bagian perut :

Fin : sirip

Shell : cangkang

Fur : bulu

Ex : The fish had two fin on the body.

    The turtle has a shell to protect them self

- Leg (kaki)

Claws : cakar

Tweezers : capit

Tail : ekor

Ex : The eagle has a sharp claws.

    The fish has a tail for swim

2. Animal Activity

Fly : Terbang

Roar : Meraum

Swim : Berenang

Jump : Melompat

Slither : Melata

Ex : The lion has a loud roar

    The rabbit is jumping forward

3. Animals size

Big : Besar

Sharp : Tajam

Small : Kecil

Tall : Tinggi

Ex : The giraffe has a tall neck

The whale is the biggest animal in the ocean

4. Animal Sosial behavior : perilaku sosial binatang

Ex : Bees are colonial animals, while snakes are individual animals

Cats are tame animals, while crocodiles are wild animals

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Metode : Group Discussion

Model : Discovery Learning

F. SUMBER BELAJAR

- Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi. 2022. Buku siswa English for Nusantara. Jakarta : Kementerian Pendidikan dan Kebudayaan.

- Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Ingris. Jakarta: Kementerian Pendidikan dan Kebudayaan.

- Internet

G. MEDIA DAN ALAT PEMBELAJARAN

Media : English Domino Games card

Alat : Spidol, Whiteboard

H. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan Pertama (2 Jam Pelajaran)

Pendahuluan (10 menit)
- Guru memulai pelajaran dengan memberi salam dan berdoa bersama.   - Guru memeriksa kehadiran siswa;   - Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;   - Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

- Guru mengajukan simulasi pertanyaan untuk mengaitkan dengan materi yang akan di pelajari
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai

Kegiatan Inti

Observing

- Siswa mendengarkan penjelasan guru mengenai teks deskriptif tentang mendeskripsikan hewan yang meliputi fungsi sosial dan struktur teks
- Siswa melihat contoh beberapa gambar binatang dan membedakan jenis-jenis binatang
- Siswa mendengarkan ungkapan mendeskripsikan hewan dan cara mengucapkan kosa kata yang digunakan saat mendeskripsikan hewan.

Asking

- Dengan bimbingan guru, siswa menyiapkan pertanyaan terkait isi, fungsi sosial dan struktur teks, serta unsur kebahasaan yang digunakan saat mendeskripsikan hewan mulai dari penampakan fisik, perilaku sosial, dan lain-lain.
- Guru menanyakan kepada siswa apakah ada kesulitan pada materi teks deskriptif saat mendeskripsikan binatang

Exploring

- Siswa berbincang dengan guru tentang mendeskripsikan hewan, tentang tempat tinggalnya, apa yang dimakannya, termasuk hewan jinak atau liar dan lain-lain untuk memperluas pengetahuan tentang hewan.

Assosiating

- Siswa diberi kebebasan berbicara untuk mendeskripsikan hewan-hewan yang sering mereka lihat di rumah.

Communicating

- Siswa bersama-sama mendeskripsikan gambar binatang yang ada di buku dan berdiskusi dengan guru.
- Siswa simulasi bermain permainan domino bahasa Inggris secara singkat

di akhir pembelajaran

Penutupan (5 menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran pertemuan berikutnya.
- Siswa dan guru berdoa bersaa lalu mengucapkan salam perpisahan

Pertemuan Kedua (2 Jam Pelajaran)

Pendahuluan (10 menit)

- Guru memulai pelajaran dengan memberi salam dan berdoa bersama.
- Guru memeriksa kehadiran siswa;
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
- Guru mengajukan simulasi pertanyaan untuk mengaitkan dengan materi yang akan di pelajari
- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai

Kegiatan Inti

Observing

- Siswa mendengarkan penjelasan guru tentang media pembelajaran berupa games
- Siswa mendengarkan guru menjelaskan tentang English domino games
- Siswa menyimak tatacara bermain English domino games
- Siswa mengingat tentang aspek apa saja yang akan dinilai dari kinerja siswa

Asking

- Dengan bimbingan guru, siswa menyiapkan pertanyaan terkait English domino games yang sudah di jelaskan.
- Guru menanyakan kepada siswa apakah ada kesulitan saat mendapatkan tatacara English domino games

Exploring

- Siswa diberi tahu hewan apa saja yang akan di deskripsikan dan di harap bisa mendeskripsikan dengan baik, menggunakan Bahasa mereka sendiri

Assosiating

- Guru embagi siswa menjadi 2 kelompok yang berisikan 12 orang dipisahkan lagi menjadi subkelompok yang terdiri dari 2 siswa untuk permainannya sehingga dalam permainan ini terdapat 24 subkelompok
- Guru memberikan masing-masing 1 set kartu dengan gambar hewan yang berbeda pada setiap kelompok.
- Guru meminta siswa mengocok/mencampur kartu domino. Kemudian guru akan membagikan beberapa kartu kepada kelompok pertama dan sebagian lagi kepada kelompok kedua.

Communicating

- Setiap 2 siswa akan bekerja sama untuk mencocokan gambar dan kata lalu mendeskripsikan hewan yang mereka dapat.
- Guru akan memberikan hadiah pada kelompok yang memenangkan permainan ini sesuai dengan segala aspek yang dinilai

Penutupan (5 Menit)

- Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.
- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran pertemuan berikutnya.
- Siswa dan guru berdoa bersaa lalu mengucapkan salam perpisahan.

I. PENILAIAN HASIL PEMBELAJARAN

a. Aspek sikap

No	Nama Siswa	Aspek yang di nilai				Jumlah skor	Nilai
		Disiplin	Berpendapat/ Menanggapi	Bertangung jawab	Kerjasama		
1							
2							
3							
4							
5							

Keterangan :

Baik sekali :   **4**   **Keterangan skor :**

Baik :   **3**   Masing-masing di isi dengan kriteria

Cukup :   **2**   **Nilai** $= \frac{skor\ diperoleh}{skor\ maksimal\ 16}$ **X 100**

Kurang :   **1**

b. Laporan tugas (individu/kelompok)

No	Nama siswa	Aspek yang di nilai				Jumlah	Nilai
		Percaya diri	Kerapihan	Ketepatan waktu	Kesesuaian isi		
1							

2							
3							
4							
5							

Keterangan :

Baik sekali :   **4**   **Keterangan skor :**

Baik :   **3**   Masing-masing di isi dengan kriteria

Cukup :   **2**   **Nilai $= \dfrac{skor\ diperoleh}{skor\ maksimal\ 16}$ X 100**

Kurang :   **1**

        c. Aspek keterampilan berbicara

Assessment indicators:
- Fluency   :1-4
- Grammar   :1-4
- Pronounciation   :1-4
- Vocabulary   :1-4
- <u>Comprehension   :1-4</u>

    Score   =20/20x100

Scoring rubric of Speaking

No	Aspects	Score			
		1	2	3	4
1	Fluency				

2	Grammar				
3	Pronounciation				
4	Vocabulary				
5	Comprehension				

Analytical Scoring Rubrics

| Criteria	Score			
	1	**2**	**3**	**4**
Fluency	Do not speak or stop in the middle and repeat at another time	Speaking not fluently and hesitate frequently	Speaking with a little stammer	Speaking fluently without any hesitation
Grammar	Speaking without using correct grammar	Error in grammar are frequently	Error in grammar are quite rare	All grammar are correct
Pronounciation	All pronunciation is not correct and cannot be understood	Some pronunciation is not correct and difficult to be understood	Some pronunciation is not correct but still can be understood	Pronouncing correctly and can be understood easily
Vocabulary	Using wrong vocabulary (mix Indonesian language)	Using inappropriate vocabulary frequently	Using inappropriate vocabulary is quite rare	Using vocabulary and expression properly
Comprehension	Cannot	Understand	Understand	Understand all

	understand although in simple conversation	most of what she/he talks in slow speaking	almost all, although there is repetition in certain part	without any difficulties

Mengetahui
Guru Bahasa Inggris

Peneliti

<u>**Endang Farastutik, S.Pd**</u>
<u>**NIP.197510132000032003**</u>

<u>**Risvina Melvi Auliya**</u>
NIM. T20196107
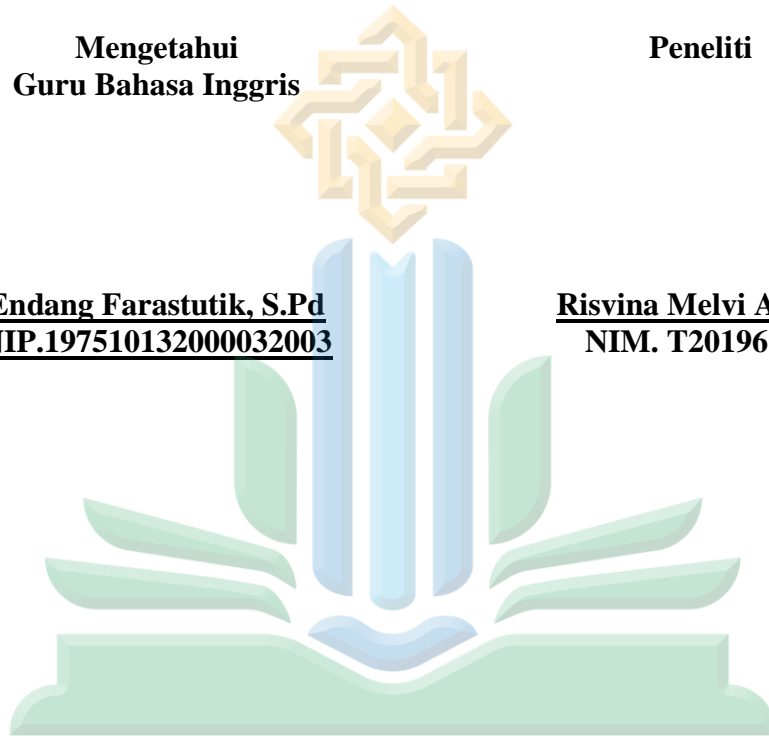
APPENDIX 5

English Domino Card Games

Research Location: SMPN 1 Gapura

Implementing of English Domino Games in the class

Interview with English teacher of SMPN 1 Gapura

Interview with the student 8th Grade of SMPN 1 Gapura

APPENDIX 6

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3515/In.20/3.a/PP.009/09/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 1 GAPURA
Jl.Raya Gapura, Panagan, Kec. Gapura, Kab. Sumenep Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196107
Nama	:	RISVINA MELVI AULIYA
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of using English Domino Games in Teaching Speaking skill at 8th Grade of SMPN 1 Gapura " selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu HERMANTO, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 11 September 2023
a.n. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

APPENDIX 7

PEMERINTAH KABUPATEN SUMENEP
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Jalan Raya Gapura Telp. (0328) 663573 Email : smpngapura@gmail
SUMENEP

Kode Pos 69472

SURAT KETERANGAN
Nomor : 070/ 198 /435.101.103.17 / 2023

Yang bertanda tangan di bawah ini :

Nama	: **HERMANTO, S. Pd.**
N I P	: 19700225 199703 1 004
Pangkat/Gol. Ruang	: Pembina TK. I (IV/b)
Jabatan	: Plt. Kepala Sekolah

dengan ini menerangkan bahwa :

Nama	: **Risvina Melvi Auliya**
N IM	: T20196107
Fakultas	: Tarbiyah dan Ilmu Keguruan UIN Kiai Haji Achmad Shiddiq Jember

Berdasarkan surat dari Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Nomor: B-3515/In.20/3.a/PP.099/2023 tanggal 11 September 2023, bahwa nama mahasiswa yang tercantum diatas **telah melakukan penelitian/ Riset mulai tanggal 12 September 2023 s/d 30 September 2023** di SMP Negeri 1 Gapura - Sumenep

Demikian Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sumenep, 02 Oktober 2023
Plt. Kepala Sekolah,

HERMANTO, S. Pd.
NIP. 19700225 199703 1 004

APPENDIX 8 Curriculum Vitae

Name	: Risvina Melvi Auliya
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Gender	: Female
Place, Date of Birth	: Sumenep, April 4th 2001
Address	: Gapura-Sumenep
Religion	: Islam
Department/Major Courses	: FTIK/English Department
Email Address	: risvina0401@gmail.com

Educational Background

2006-2007: TK Dharma Wanita Batudingding

2007 - 2013: SDN 1 Batudinding

2013- 2016: MTs Al-Amien 1 Putri 1 Prenduan

2016 - 2019: SMAI Almaarif Singosari