The Effectiveness of Domino Card Games to Improve German Language Vocabulary

by Burhanuddin gega

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Abstract. The effectiveness of domino card games as a learning media in learning Germany vocabulary for German language students at German Language Department. The aim of this study is to investigate effectiveness of domino card games in learning vocabulary. This stuy is a quasi experimental. The research design is a pre-test post-test control group design. The sampling technique used random sampling technique. Based on the sampling, the 26 students from Class A were set as the experimental group, while the 26 students from Class B were set as the control group. The data were obtained through the German Language vocabulary test in the pre-test and post-test. In this research, the data were analyzed by using t-test. The result showed 3.77 for t-value with the significance level 0.05. From the result, it shows that the significant difference of the German language vocabulary learning between experimental group and control group. It can be concluded that domino card games is an effective way fto learn Germany vocabulary.

1. Introduction

In learning language, there are four competencies need to develop: listening, reading, writing, and speaking. Besides, two additional competencies also need to be mastered on any languages: structure and words or vocabulary. Vocabulary is the first skill that need to be improved in such a way it can be used in other skills, reading, listening, writing, and speaking.

Teaching vocabularies is not easy. Some may think that it is only try to remember the word. However, many students failed to remember the words. They may remember the word first, but in a long time they forgot the word. In addition, remembering the word does not guarantee that they mastered the vocabulary, the students need to know how to use the word in the sentence or the text. Therefore, it needs to find a way how to improve the vocabulary quickly and last in students memory. One way might be a teacher do is employing learning media or tools.

The media is the plural form of the word "medium" which literally means the provider or introduction. This means that the media is the vehicle dealer or retailer learning information messages [1]. This study used domino card game in order to improve students' vocabulary.

Dominoes is a game of placements by 28 rectangular tiles, usually made of plastic. Game pieces generally have a size of 56 x 28 x 13 mm which is divided into two parts [2]. The Domino card is domino-shaped card that is not usually used for gaming. It has been the filled with a modified a variety of images and words of Germany. The students will describe an image or a word in the card to other students. The images and writings are expected to improve the students' vocabulary. Some studies also

tried to employ domino card game in their study [3,4]. They showed a significantly improvement in learning languages by this domino cards.

Tarigan [5] states that the quality of the language skills of a person hanging on the quality and quantity of its own vocabulary. The more a person controlled vocabulary, the more skilled the possibility also speak. Similarly, Sumarti [6] states that mastering vocabulary is may improve the students skill in reading a text or understand people speaking. Therefore, this study investigate the effectiveness of a learning media in this case a domino cards to improve students vocabulary in learning German language.

2. Methods

This study is quasi experiment. The design is pre-test post-test control group design. This study is comparing between experiment and control class. The sample was 52 students consisting of 26 for each control and experiment classes. The variables are domino game as an independent variable (X) and the comprehension of German words as dependent variable (Y). This study is analyzed by inferential statistics to hypothesis test by t-test. Before the hypothesis test, first of all determines the mean and standard deviation to do normality test using table-z score and chi square, then homogeneity test using F-test.

3. Result And Discussion

Inferensial statistics analysis results performed against the the post-test, both experiment and control class. 52 students enrolled in both classes in order to look for the effectiveness of card game domino as a learning media to improve students' Germany vocabulary. The analysis used t-test. The result are shown in Table 1.

Table 1. The Result of Posttest Experiment and Control Group

Class	t	t_{table}	Sig	Explanation
Experiment class Post-test	3,77	2,009	0,05	$t > t_{tabel}$, H_0 accepted and H_1 rejected
Control class Post-test				

Table 1 shows that the t-value is 3.77 at 0.05 significance level. Since, it is greater than *t*-table which is 2.009, then it indicates that the use of domino games are effective in learning the vocabulary of Germany language.

The use of media card game domino develop a social norm in the classroom experiment. They are active to improve their self-curiosity to know the words in the card. If a student would like to win the game, the student must have mastering the Germany vocabulary. If they did not, they couldn't pair cards from Germany vocabulary. The desire to win a game motivates students to look carefully explanation from the lecturer about to the topic being taught before playing the domino card game. The card can train students to memorize any vocabulary that is played since they was directly involved in the the game. The direct involvement of the students help them master the vocabulary and implement the words in the context of a sentence or a text.

The control class used a board. The teacher explained the topic then the students in the class were listening and taking notes. The students were not able to directly involve in the learning process. Thus, they couldnt memorize the words in a long time. Therefore, their vocabulary couldn't improve significantly. Oppositely, the experiment class did not experience any difficulties since the card dominoes provided a fun learning. In addition, the cost to make the card was easy and inexpensive. The cards also was interesting and easy to play by the students.

4. Conclusion

Domino card game implementation is effective to improve German language vocabulary for German language department students. However, it needs more investigation on how the domino cards

improve the vocabulary. In addition, many tools or learning media can be used in order to improve students' vocabulary quickly and last in their memory. It needs also to focus on how the words that students remember used in the sentences.

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