

AN INTERACTIVE DOMINO CARD IN TEACHING PAST TENSE

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ABSTRACT The aim of this study was to know the significance and the effectiveness of Domino Card in Teaching Past Tense in students grammar skills. The study was conducted in SMK Pariwisata Puspa Wisata PGRI Serpong. XII APH 2 was a sample of class which consist of 30 students. The method of this study used quantitative method with a pre-experimental research design. Pre-test and post-test was used to collect the data. The result of the total students' pre-test scores are 1590 with an average score of 53, meanwhile the post-test scores are 2400 with an average 80. The calculation results of pre-test and post-test used t-test and indicated that the t-count was 14,1 with t-table was 1,71 at the 0,05 significance level. So that, this indicates that the alternative hypothesis is accepted and the null hypothesis is rejected. This means that using Domino Card in Teaching Past Tense is effective.

Keywords: Domino card, teaching past tense, method, grammar

INTRODUCTION

In the second half of the twentieth century, foreign language teaching emerged as a research field. With the development of linguistics, applied linguistics and other disciplines such as psychology and sociology, many methods and methods have emerged to understand how we acquire language and promote foreign language learning or teaching. According to Alijanian as cited in Yaccob et.al (2019:210) that students should master grammar in order to create right sentences. For English as a second language (ESL) students, it is important to construct sentences and express their thoughts confidently. The definition of grammar is the study of the collective management of words to form meaningful sentences, cited by Goodman in Yaccob (2019: 210).

Every language has difference rules. According to Dalil (2013:5) that grammar differs from one language to another and from one person to another. Compared with French or Spanish, non-native English speakers may think that English grammar is simpler, while Spanish grammar may be conceptually different from German or Japanese. Grammarians argued that grammar is a totally different level than the latest. Their opinion about grammar is much deeper and need more elaborate units which adds to the multiple usage grammar can take Dalil (2010:7). The Units are like word class, clauses and part of speech.

That is how importance of grammar is. According to Dalil (2010: 9), knowledge of grammar also helps us understand the reasons that make sentences and paragraphs clear and interesting. Without it, any language will become completely rude and ugly, but it is not the language. Eventually it will become completely unreadable and nonsense.

Similiarly, some people find grammatical rules challenging to understand Baharudin & Yunus cited in Yaccob et al (2019:210). Thus, it is recommended to use technical tools as effective teaching aids. It reflects the advantages of language games in improving grammar teaching and helping learners improve their grammar level.

Many studies have shown that playing games can bring beneficial effects in English teaching. According to Schwartz as cited in Paris (2012:214), the more people who play, the more positive emotions they generate, which in turn makes playing easier and thus helps

generate more positive emotions Games can help the teachers and students to support learning english when students feel enjoyed and fun without any fear or scary while learning in grammar class or english class In addition the teachers feel that they present an enjoyable atmosphere.

Mostly, students think that grammar class is awful and difficult. If the teacher can teach in right method, it is going to get advantage for the students. The common method in pedagogical grammar is good and bad. First, the grammar translation method that students need to translate text which is going to make them bored and difficult to understand

The teaching process can be run well and smoothly while there is a conductive interaction between teachers and students. Wise communication gives students a deep impression that teacher oriented will turn into students oriented. Wise teachers will always give the opportunity to develop their students. There are several basic foundation in determining the right method of teaching among others reviewed by Abu Ahmadi that the foundation for the selection of methods is: 1) In accordance with aim of teaching. 2) According to types of activities. 3) Attracting students' attention. 4) The aim of the method must be understood by students. 5) In accordance with the proficiency of teachers concerned.

Nevertheless, there are still not enough research in addressing whether Domino Card games can successfully help students explore grammatical tenses. Besides, Musilova as cited in Paris (2012:214) stated that teaching grammar through games is a succesful and effective method. Therefore, this research attempts to discover whether Domino Card game is an effective teaching tool in past tense.

Motivation needs to be instilled so that students are motivated to learn a second language or foreign language grammar. Briewin et al., cited in Yaccob et al. (2019:214), claimed that some students are motivated because they know the importance of grammar in constructing sentences. Therefore, most of the time, they realize it is necessary to improve their grammatical skills so that they can use English fluently, but they are not necessarily ready to learn these rules directly.

Games have a lot of advantage for teachers and students. When students participate in games, they support learning the target language and have fun without noticing that they are learning the target language. In addition, the teachers were very happy that they showed the language in a pleasant atmosphere, which makes the work more powerful. Other advantages of using games in grammar: (1) games are motivating and entertaining for the students, (2) they are able to get new experience within the foreign language, (3) relaxing atmosphere and remember things faster and better, (4) a good way of practicing the language.

A simple, fun game of dominos to reinforce past tense verbs for EAL (English as an Additional Language) students. Domino card game is a card game that actually have existed since many years ago. This game is played by 4 students. Domino is a competitive game. All students participating in this game should compete with each other to win the game. The domino card game has some advantages and can be used as a medium to improve students' understanding of past tense.

Games ought to be suitable and carefully chosen. Grammar games help the students to recall a grammar material in fun way. Thus, grammar is very important for students, because grammar is one of the basic aspects that should be mastered. Words can be generated and arranged into correct sentences. Students should also be encouraged to understand English sentence skills through four learning activities. In order to successfully study grammar, English teacher need to set up an appropriate method, because grammar is considered to be a complex thing for students to understand.

There are some methods that are actually used in education. They are lecture method, question and answer method, discussion method, role playing method, exercise method, group work method. All these methods are good and suitable for application in school education system. Therefore, teachers choose a method of teaching their students based on the material.

Researchers believe that it is not good to use only one method as a process of teaching activities, because it makes students feel bored and lose interest in the learning process. Students sometimes listen to the teacher's explanation sleepily and even talk to each other. As a result, most of them left information about a certain structure for understanding. Therefore, what the teacher does is useless and a waste of time.

In fact, the scores issued in English in the exam do not guarantee that they will achieve good results in the grammar exam. Therefore, the researchers agreed that other methods must be used to teach textbooks to add grammar. Because many studies have proven the advantages of using games in grammar teaching.

LITERATURE REVIEW

Grammar

Grammar is the rule of language to make the right sentence. There are several studies about grammar such as morphology, syntax, and phonology. The word grammar also shows the study of these abstract rules. In this point, the field only refers to the study of sentences and words, excluding vocabulary and pronunciation. A common definition, grammar is structure language that is known by native speaker intuitively.

The approach of grammar might be prescriptive, descriptive or generative. prescriptive means giving the rules for correct usage, descriptive means describing how language is used and generative is giving instructions for an infinite of sentence. Every language has difference rules. According to Dalil (2013:5) that grammar differs from one language to another language and from one person to another. Non-native English speakers may think that English is less complicated than French or Spanish.

Grammarians argued that grammar is a totally different level than the latest. Their opinion about grammar is much deeper and need more elaborate units which adds to the multiple usage grammar can take Dalil (2010:7). The Units are like word class, clauses and part of speech. Many students have substantial distress in English Tenses system. Besides that the adversity of grammar may come up from the character of the system itself or from different between English and student's mother tongue. Tenses and aspect have come up to some superiority within linguistics in recent decades as various theories that have been taken.

The Role of Grammar

Grammar is an important role in the use and application of management language. It provides users with a complete structure and meaningful sentences. The role of grammar can take many dimensions and versions depending on the situation and context in which it is used. The central function of grammar is to enable us to talk about the language of language. It names the words and word groups that make up a sentence, and how they can be combined correctly. It is true that indigenous people can pick up their own language subconsciously without any form of clear or formal guidance, but if they do not learn, they cannot talk about it or explain some of its insignificance Dalil (2010:9)

Grammar is important in writing and reading process. People can not write effeciently without understanding the rule of language or structrue itself. It is impossible for authors to express their ideas and make readers understand. That is the importance of grammar. According to Dalil (2010: 9), knowledge of grammar also helps us understand the reasons that make sentences and paragraphs clear and interesting. Without it, any language will become completely rude and ugly, but in the end, the language Will become completely unreadable and nonsense. Grammar also purpose as an enabling tool for expressing complex thoughts. Baby-talk is good to certain situation, but there comes a time when you need to express more complicated meanings to which simple words are not enough.

Finally, grammar is considered a prerequisite for effective communication. Dalil (2010: 10) pointed out that the role of grammar in communication is to organize words, clauses and phrases into meaningful sentences. In this case, the importance of grammar is to enable everyone to say exactly what they want and understand each other. It is a mechanism to prevent ambiguity and confusion.

Most of us are like students who understand the rules of grammar but cannot ask for simple instruction. Due to the gap between observed grammar knowledge and successful application, our views on grammar teaching have changed in the past 20 or 30 years. Today, many people think that grammar is not as important as the knowledge to be learned, but a skill to be practiced.

Teaching Grammar in Senior High School

The role of grammar in second language teaching is to enable teachers to decompose language into many parts. This is the basic rules and structure for students to understand. There is no doubt that grammar is the focus of second language teaching, because knowledge of grammar and vocabulary is the foundation of any other foreign language. Most people who learn a second language can speak a second language. Grammatical competence is a prerequisite for communicative competence. Communicative competence includes understanding how to use language grammar and vocabulary to achieve communication goals, and how to communicate in a social way. Without this central ability, communication will be full of misunderstandings.

Tenses

English tense is the form of verb used to express the time of action. The grammatical tense refers to the state of the verb. The state or tense describes the operating time. There are three main tenses in English. These include past tense, present, and future. Each of these tenses can explain past events, present events or future events.

The researcher only focused on past tense which is include simple past, past continuous, past perfect and past perfect continuous. Simple past tense is used to talk about a completed action in the past. The simple past is the basic form of the past tense in English. It is used to express the past events when they took place in the past exactly and indefinitely. It is used for all actions in the past irrespective of the point of time and it is also used as like simple present to express daily actions and routine works in the past. The time indicators of past tense are ago, before, last week, in 1947.

The past continuous tense is used to describe the actions that occured in the past when two actions occurred at the same time; the past describe these two actions continuously. At the same time, when two actions were performed in the past and one action is being performed, another action occurs. Then, use the past continuous and another simple past operation.

The past perfect tense is used to represent actions that were in the completed state at a given time in the past. It is used to indicate that an action is completed earlier than another action in the past. When two past actions occur one after another, one action first occurs for the past perfect tense, and the other action occurs for the past perfect tense.

The past perfect continuous tense is used to indicate an action that started at a certain time in the past and continues at another point in the past, where it continues.

Games in TEFL

Language games are language learning through games, Godwin-Jones as cited in Yaccob et.al (2019:210), involving the communication aspect of learning. Therefore, there is a concept that grammar teaching should not be carried out under the premise of degrading, but should be carried out in an appropriate context.

There are two types of language games. According to Yaccob (2019: 210), Both digital and non-digital or physical games are used to supplement language lessons. Among teachers and students, non-digital language games such as board games, snakes and ladders, grammar monopolies and dominoes are still important.

In this era, almost all students are talking about games. This becomes a good opportunity for teachers to carry out some interesting learning methods. Adeng & Shah cited in Yaccob et al. (2019: 212) pointed out that grammar teaching relies too much on rules and memory, which will make students lose interest and motivation, and games are also most suitable for learning the grammar of a second language. It can be said that learning grammar through active games in different communicative environments is more interesting than using exercise books for grammar exercises Yaccob et.al (2019:212). Students are more interested in learning specific grammar through real language games, which have a wide range of tasks related to the real environment.

Domino Card Game

A simple, fun game of dominos to reinforce past tense verbs for EAL (English as an Additional Language) students. Domino card game is a card game that actually have existed since many years ago. This game is played by 4 students. Domino is a competitive game. All students participating in this game should compete with each other to win the game. The domino card game has some advantages and can be used as a medium to improve students' understanding of the past tense.

The procedure of domino card game are 1) turn domino card face down and shuffle them, 2) draw all cards to all players evenly, 3) the first player puts down the card in the middle of the table, 4) continue to play clockwise. If the next player matches the domino in the center of the table, a domino is selected from the pile. If there is no card to play, the player can say skip or pass, 5) the first one to play the last domino card is the winner, and 6) The player who has most domino cards is the loser.

RESEARCH METHODS

Regarding the main aim of this research to know the significance and the effectiveness of Domino Card in teaching past tense. The method of this research used quantitative. According to Matthews & Ross as cited in Goertzen (2017:12) Quantitative research methods are related to collect and analyze data that is structured and can be represented by numbers.

When researchers adopt positivist epistemological methods, they usually collect quantitative data and can perform scientific analysis.

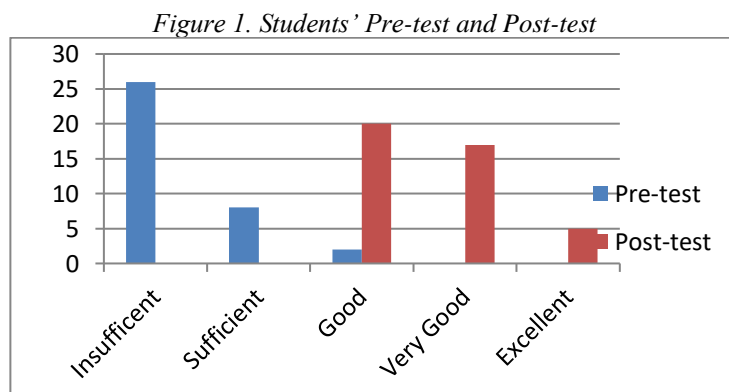
The researcher also used Pre-Experimental which focused on one group pre-test post-test design in this research. Pre-Experimental design is a simplest design which implicate of a single group and there is no random assignment to the subjects to the experimental group. According to Ary (2010:328) Pre-Experimental provides little or no control of extraneous variables. It means that used single group and used pre-test and post-test. The data of this research was collected from XII Hospitality 2 students of SMK Pariwisata Puspa Wisata PGRI Serpong in the academic year of 2020/2021. The total sample of this research is 30 students.

The data required for this study was collected by three instruments. They are pre-test, treatment, and post-test. The pre-test is to measure how students understand the past tense and use Google Docs before receiving treatment. To deal with it, the researchers provided videos on past tense material and videos on how to learn past tense dominoes. Post-test was conducted to measure and find major progress after the domino card was processed. The post-test was conducted using Google Docs.

Variable of the study are independent and dependent variables. In this study, independent variable is selected and controlled by researcher, and dependent variable is the variable that being tested by the researcher to determine the effect of the independent variable. The independent variable (X) of the study is Domino Card. Dependent (Y) is Past Tense. The researcher used statistical technique to know the influence of the students' past tense understanding and used the calculation of the t-test formula with significant degree 5%.

FINDING AND DISCUSSION

After the data was collected, the researcher analyzed the data gained from the research. Based on the calculation result, it showed that there was a different score between pre-test and post-test. The lowest score in the pre-test was 40 and the highest was 70. The mean of the pre-test was 53 and the post-test was 80. The lowest score of the post-test was 70 and the highest was 90. The result of the data were described in the following Figure:



From the figure 1, there are significantly differences between pre-test and post-test. The total score of pre-test is 1590 and the post-test is 2400. So it can be concluded that the highest score is post-test.

In Addition, referring to the finding of score calculation using a t-test, the score was 14,1 which obtained in the degree of freedom (df) of 28, with the degree of significance 5%, it gained

score 1,7011. Which means the t-observation was higher than t-table. It showed that An Interactive Domino Card in Teaching Past Tense is effective.

Domino Card has many advantages. The first is to stimulate students' thoughts and energy so that they can play their best role in the past tense structure. The second is to reduce the teacher's responsibility for working in the classroom. He or she only acts as an audience, watching the students' activities without attracting their attention. Third, create an atmosphere of enthusiasm to prevent students from getting bored, because they are used to only lectures.

On the other hand, Domino cards also have disadvantages. To teach Domino card games, the teacher needs to do a lot of preparation. Especially related to the tools the teacher needs. The teacher should have at least 5-8 packs of dominoes, because the game is played by 4 students. Therefore, if there are 35 students in a class, each group is divided into 4 students. Then, the teacher needs 8 sets, which means 8 packs of dominoes. Moreover, controlling all groups is not easy in itself.

The students are in the age of the active and enthusiastic game and exploration. Therefore, attract them to concentrate and actively participate in grammar games throughout the course. Similarly, Mubaslat cited in Yacob et al. (2019: 213) stated that games should be the core of teaching foreign languages and should be used in all stages of the course. Therefore, it can be concluded that using interactive games to teach grammar can help stimulate students' interest. In fact, the point cited by Godwin Jones (2019: 213) in Yacob agrees with this: "The powerful motivation factors involved, playing games can become student autonomy. A strong promoter of language development, potential resources for long-term language maintenance, and an entry point to gain interest in learning new languages." Students who are interested in learning are going to participate in the course emotionally and fully appreciate it. In the long run, this element can help students understand and remember the course, especially targeted grammar items.

Games are one of the best alternatives to teaching certain skills in the classroom. Using games can not only make learning fun, but also stimulate creativity. Martinson et.al as cited in Wulandari (2016:145) stated that playing games teaches us how to formulate strategies, consider alternatives and think flexibly.

Game is interactive technique. It has many benefits. According to Yee (2019: 1), teachers can easily and quickly assess whether students really master the materials and the process of measuring students' understanding. This technique promotes interactivity and brings many benefits. Students recover from their negative feelings towards the teacher and instead focus on effective learning. People think this technology is more interesting, but students are more effective than teachers in enabling students to learn.

Persisting in various communication methods, language games in teaching have many advantages in improving the fluency and language skills of ESL students. Hadi & Saputra (2019: 18) pointed out that games can make students more interested in learning English instead of emphasizing unfamiliar grammatical structures that students must learn. It creates a pleasant environment for an effective learning process. Goodman, cited by Yacob et al. (2019: 211), pointed out that children are best able to learn language in an environment full of opportunities to explore interesting objects and ideas.

For students planning to transition to a vocational course or university, an understanding of grammar is very important. Savage (2010: 4) pointed out that students need to understand the meaning of grammatical structure when listening to teacher lectures and reading manual textbooks, and use tables correctly when making oral statements and writing papers.

Students actually think that knowledge of grammar is essential to their ability to master a new language. Students usually say that they want to learn grammar. If they know grammar very well, they will be able to speak well and get a good job. Savage (2010: 3) pointed out that students in the country who acquired incomplete English through communication with native speakers also recognize the importance of grammar, because they may have misunderstandings due to grammatical errors. Just like many students have the motivation to learn grammar, many teachers also have the real motivation to learn grammar. Nufus (2018: 68) pointed out that in order to acquire language, students should have great motivation to acquire and practice language in order to make it a memorable way, and there are many factors that affect students' ability to acquire language.

Another motivating factor is our teacher background. Many of us have learned foreign languages through grammar-based methods, or have learned grammar due to our teacher training and education, so they teach grammar more comfortably than other savage language skills (Savage, 2010).

CONCLUSION

Based on the finding of the study about the effectiveness of Domino Card in Teaching Past Tense, the result of the post-test score showed that the score is higher than the pre-test. It concluded that the implementation of Domino Card in Teaching Past Tense has a positive effect on the students in mastering grammar especially past tense. Although this study was conducted by online and used Whatsapp application to collect the data, the study was running well. First impression of students while playing domino card by using whatsapp was confuse. But the researcher gave them the video about the demonstration how to play the game. Somehow the students was enjoyed playing the game. It can be seen and concluded that there are significant differences result between pre-test and post-test, it is proven from the result that is obtained. Pre-test is obtaining 53 and post-test is 80. From the explanation above, there is a significant result by using Domino Card in Teaching Past Tense.

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