

**THE USE OF DOTEN (DOMINO TENSES) MEDIA TO INCREASE
STUDENTS' MASTERY IN PRESENT TENSES AT 7TH GRADE**

SKRIPSI

Submitted

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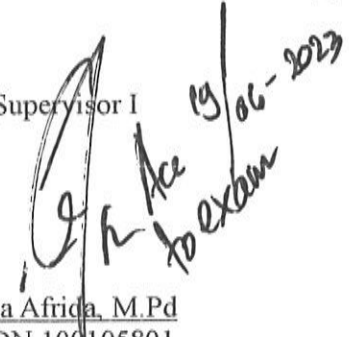
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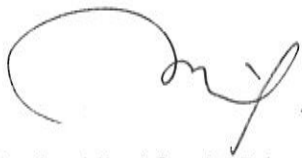
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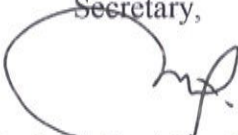
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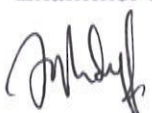
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I hope that this thesis could provide valuable information for readers and would also appreciate valuable suggestions from readers related to this thesis. May God bless us forever.

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ABSTRACT

Fitrah Syahraini, Intan. 2023. The Use of DOTEN (Domino Tenses) Media to Increase Students' Mastery in Present Tense At 7th Grade. Skripsi English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

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The aim of this research is to improve students' understanding and proficiency in writing in the simple present tense using the domino tenses learning media (DOTEN) in class VII.A at SMPN 1 Langsa. This study is a Classroom Action Research (CAR) consisting of two cycles, each cycle having two meetings. The research subjects are the students of class VII.A at SMPN 1 Langsa, totaling 25 students (15 females and 10 males). Data collection techniques include observation, document analysis, and tests. Observations were conducted during the teaching and learning process, and tests were administered after the domino tenses media activity. The research steps followed Jean McNiff's approach using a CAR design, which includes planning, implementation, observation, and reflection. The findings of this study reveal that the use of domino tenses (DOTEN) media enhances students' mastery of the simple present tense in class VII.A. The minimum mastery criterion (KKM) set for the study is 72. The research results indicate an improvement in students' understanding of the simple present tense. In cycle I, the average score of students was 50.96, and it increased to 73.3 in cycle II. In cycle II, students become more confident in writing sentences in the simple present tense. Students feel enjoy and excitement, which increase their motivation and enthusiasm. It can be seen through their constant smiles, laughter, sparkling eyes, and beaming faces when playing the game of dominoes. As their interest grows, they develop a positive attitude towards learning the simple present tense. So, it can be concluded that the use of domino tenses media is able to improve students' understanding of the simple present tense.

Keywords: *Simple Present Tense, Domino Tenses, Learning Media*

CHAPTER I

INTRODUCTION

A. Background of Study

Indonesian students often encounter challenges in learning a foreign language, particularly English. One of the biggest challenges comprehends the grammar rules. According to Brown, students studying English need to become familiar with language components such as vocabulary, grammar, and pronunciation.¹ Grammar is a crucial component of language and is utilized unconsciously in activities like speaking, writing, reading, and listening. Every language has different grammar rules. According to Dalil, grammar varies from one language to another and from one person to another, emphasizing its importance.² Understanding grammar helps in comprehending the clarity and interest in words and sentences. Without it, a language become confusing and unattractive, losing its meaning and becoming unreadable. Additionally, some people struggle with comprehending grammatical rules.

Students should understand grammatical patterns starting in junior high school, but in reality, most junior high school students struggle with studying grammar, especially tenses. There are several reasons for this, such as an inability to learn it properly. Firstly, they struggle with using grammatical standards when constructing sentences. Secondly, despite having an aptitude for memorization, they lack the ability to effectively memorize tense patterns, causing a lack of

¹ Arief Maulana, "The Effect of Using Think Pair Share on Students Reading Ability," *Language-Edu* 8, no. 2 (2019): 23.

² Pradeep Kumar Debata, "The Importance of Grammar in English Language Teaching-A Reassessment," *Language in India* 13, no. 5 (2013): 31.

motivation to learn English and making it difficult to teach. The issues described above are prevalent in many schools, including SMPN 1 Langsa. Based on observations conducted in this study at SMPN 1 Langsa, students were found to have weak grammar skills, particularly with the present tense. They encountered difficulties and made errors while using positive, negative, and interrogative tense patterns. This reflects the poor English proficiency of students and highlights the need for improvement in the methods of learning English. Most of them made mistakes when constructing sentences in the present tense. This is because of a monotonous learning system that is fixated on textbooks. Students also tend to memorize the formulas for the present tense, but they seem to forget what they have memorized. This makes them bored and unmotivated to study. Therefore, learning using creative learning media is very helpful in attracting students' interest, such as incorporating the present tense material into a game-like activity.

Several studies have shown that incorporating games into English lessons enhance the learning experience. According to Schwartz, as published in Paris, the more individuals who play games, the more positive emotions are produced, making the learning process more enjoyable and fun.³ Games support both teachers and students in improving their English skills by creating a positive and entertaining atmosphere in the grammar or English class.⁴ Correspondingly, when there is effective communication between teachers and students, the teaching process runs smoothly. Skilled teachers provide opportunities for their students to

³ Akbar Cahaya Nugraha, "An Interactive Domino Card In Teaching Past Tense," *e-journal unisda* 6, No 1, Jun (2021): 32.

⁴ *Ibid.*

grow and succeed. Games offer numerous benefits for both teachers and students. When students engage in games, they learn the target language while having fun without realizing it. Additionally, teachers are pleased with the pleasant atmosphere created during the language learning activity, making it more effective.⁵ Other advantages of incorporating games into grammar lessons include: (1) games provide motivation and entertainment for students, (2) they offer a new and unique experience within the foreign language, (3) a comfortable learning environment that promotes faster and better retention, and (4) a great way to practice the language.⁶ The domino card game is a straightforward and entertaining game designed for students learning English as an additional language to practice present tense verbs. The domino card game is played by 4 students and has been around for many years. This competitive game encourages all participants to compete with each other to win. The domino card game has several benefits and be used as a tool to aid in teaching tenses.

In this study, the use of domino games was explored as a method for teaching the present tense in English. Historically, English teachers have not used games as a teaching tool for the present tense. The domino cards were used as a teaching tool in the game, providing a fun and engaging way to teach children the correct use of the simple present tense. As a result, the researcher concluded that domino games be effectively used as a strategy for teaching and learning the present tense. Therefore, the researcher submit title “*The Use of DOTEN (Domino Tenses) Media to Increase Students’ Mastery in Present Tense at 7th Grade*”.

⁵ *Ibid.*

⁶ *Ibid.*

B. Research Question

The researchers submit one research question, “Is the use of Domino Tenses game effective in facilitating students' understanding and ability to use the simple present tense?”

C. Purpose of Study

The study explored to identify the effectiveness of the use domino tense game in facilitating students' understanding and ability to use the present tense in writing.

D. Significances of Study

1. Theoretically

This research is expected to contribute scientifically to the ways of improving students' understanding of the present tense using the DOTEN (*Domino Tenses*) media.

2. Practically

a. For students'

Improving student understanding of the present tense: The study aims to assess the effectiveness of the Domino Tense game in facilitating students' understanding and ability to use the present tense in writing. it incorporated into teaching methods, leading to a better understanding of the present tense by students, and encouraging students to participate in English lessons: Incorporating games into English lessons create a fun and engaging environment, encouraging students to participate and enjoy the

learning process. The study demonstrated the effectiveness of using games in English lessons and encouraging teachers to use them more frequently and improving students' scores in English Lesson.

b. For teacher

The study provided valuable insights into the use of games as a teaching tool in English language classes, specifically for teaching tenses. The findings of this study could be used to improve teaching and learning strategies for the English language. Providing a unique learning experience: The use of the Domino Tense game provides a unique and creative approach to teaching the present tense, which be a refreshing change from traditional teaching methods. The results of this study could encourage teachers to consider new and innovative teaching strategies.

E. Terminology

1. Domino Tenses media (DOTEN)

Domino Tenses (DOTEN) is a learning media in the form of cards, which contain a question at the bottom section and an answer at the top section. It is creatively designed with text related to the material on formulas and sentences in the simple present tense. This domino tense learning media is an educational tool and has the characteristic of applying teaching and learning activities through play. As a result, students become more motivated to participate in ongoing lessons.

2. Simple Present Tense

The Simple Present Tense is used to describe, define, and state general truths. According to Azar, it is used to express events, perceptions, feelings, or states that consistently happen, usually occur, or are habitual. These actions exist in the present, have existed in the past, and are likely to continue in the future. Aitken explains that the simple present tense is useful for expressing actions that are always true, happen repeatedly, or are generally true. It also describe actions happening at the moment of speaking, without reference to the past or future.⁷ The simple present tense is formed by using the base form of the verb (the infinitive without "to") in most cases. However, the third-person singular form (he/she/it) requires the addition of an "s" or "es" at the end of the verb.

Some key points to remember about the simple present tense:

1. Forming the simple present tense:

(+) Subject + Verb 1 (+ s/es) + O/ C

(-) Subject + Do/Does Not + verb 1 + O/C

(?) Do/does + subject + verb 1 + O/ C ? ⁸

2. Usage:

To express habitual actions or routines: I go to the gym every day.

To state general truths and facts: The Earth revolves around the sun.

⁷ Tira Nur Fitria, "Errors in Students' Writing Composition in Simple Present Tense 'My Daily Activity,'" *Edulangue* 2, no. 1 (2019): 4.

⁸ Tira Nur Fitria, "A Review of Machine Translation Tools: The Translation's Ability," *Language Circle: Journal of Language and Literature* 16, no. 1 (2021): 5.

To talk about permanent situations: She lives in New York.

To describe feelings and emotions: I love chocolate.

To give instructions and directions: Mix the ingredients in a bowl.

3. Adverbs of frequency:

Adverbs like "always," "often," "usually," "sometimes," and "never" are commonly used with the simple present tense to indicate how often an action occurs. For example: He always arrives on time.

4. Signal words:

Signal words like "every day," "sometimes," "on weekends," "usually," and "in general" are often used with the simple present tense. They provide context and indicate the present-time reference.

Here are a few examples of sentences in the simple present tense:

1. (+) They speak English fluently.

(-) They don't speak English fluently

(?) Do they speak English fluently?

CHAPTER IV

FINDING AND DISSCUSSION

A. Research Finding

The use of domino tenses media to enhance students' proficiency in the simple present tense in class VII.A at SMPN 1 Langsa, which consists of 25 students, is being explored. Initially, a pre-test was conducted by the researcher to gain a clearer understanding of how students individually comprehend the simple present tense. After completing the pre-test and obtaining significantly below-average results, the researcher became more confident in utilizing domino tenses media to improve students' understanding of the simple present tense.

Following the pre-test results, the researcher implemented the learning process using domino tenses media for multiple cycles. Cycle I consisted of two sessions.

a. Pre – test

In the beginning, a pre-test was administered by the researcher to the students of class VII.A at SMPN 1 Langsa on Monday, March 13, 2023, with the goal of assessing their proficiency in using the simple present tense in daily situations. The majority of students relied on memorizing formulas from the student textbook, resulting in a sense of monotony from only reading and memorizing. Furthermore, there were a few students who were not even familiar with the formula for the simple present tense.

In this study, the researcher utilized cycles to assess students' understanding of the simple present tense. If the researcher does not achieve

the expected results in Cycle I, they will proceed to Cycle II until the desired outcomes are obtained.

Table 4.1 score of Pre-test

No	Students' Name	The weight of the aspects assessed				Total
		excellent	good	Fair	unacceptable	
		72 - 100	56-71	40-55	10-40	
1	AA		√			61
2	DRS				√	30
3	BL	√				72
4	CZM				√	27
5	DR				√	32
6	DNP				√	20
7	DK				√	36
8	FD				√	38
9	KZ	√				72
10	GNI				√	30
11	HA				√	22
12	IKA	√				82
13	KA				√	36
14	MFS				√	11
15	MZA		√			58

16	MRS		√			63
17	NJ				√	16
18	QNF	√				80
19	RDP		√			60
20	RKA			√		47
21	RDS				√	20
22	SAZ				√	22
23	ZS			√		50
24	QA	√				72
25	MFAP		√			56
	Total score					1.113
	Average					44,52
	Classical score					20 %

The weight of the aspects assessed

72-100 : Excellent

56-71 : Good

40-55 : Fair

<40 : Inacceptable

4.2 Recapitulation of pretest results

No	Description	Result
1	Number of students in the pre-test	25
2	Average score on the pre-test	44,52
3	Number of students who understand the simple present tense	5
4	Number of students who do not understand the simple present tense	20
5	Percentage of students who have achieved proficiency	20%
6	Percentage of students who have not achieved proficiency	80%

b. Cycle I

1. Planning

There are several steps that the researcher will take in this Cycle I, as follows:

- a. Creating a lesson plan that aligns with the material on the simple present tense and domino tenses.

Here are the steps and procedures taken by researchers in creating Lesson Plans (RPP):

1. **Analyzing Competency Standards and Basic Competencies:** Researchers begin by analyzing the competency standards and basic competencies listed in the applicable curriculum. They also have a good understanding of what students should achieve at a specific level of learning.
2. **Determining Learning Objectives:** Based on the competency standards and basic competencies, researchers establish the learning objectives they want to achieve in the Lesson Plans. The learning objectives should be clear, measurable, and appropriate to the students' developmental level.
3. **Identifying Learning Materials:** Researchers identify the learning materials that will be taught to the students. They select learning objectives that are suitable for the students' needs.
4. **Planning Learning Activities:** Researchers plan the learning activities that will take place in the classroom. Based on the learning objectives, they determine the teaching methods, instructional strategies, and activities that will actively engage the students. They also consider the allocation of time for each activity.
5. **Determining Media and Learning Resources:** Researchers select appropriate learning media to support the learning process.
6. **Planning Assessment of Learning:** Researchers plan the forms of assessment that will be used to measure the achievement of the learning objectives. They specify the types of assessment, such as

written tests, projects, or observations, as well as clear and objective assessment criteria.

7. Evaluation and Revision: After using the Lesson Plans in teaching, evaluate its effectiveness. Pay attention to whether the learning objectives were achieved, whether the learning activities were effective, and whether the assessments reflect the students' achievements.
- b. Creating an observation sheet to monitor the researcher's activities and the students' activities during the learning process.

The researcher provide the observation sheet to take a note about process of teaching learning process by domino tenses

- c. Preparing the domino tenses media to be used.

The steps taken by researchers in creating the Domino Tenses media are as follows:

1. Prepare the necessary materials such as cardboard, sticky notes, pens, scissors, glue.
2. Cut the cardboard and the prepared sticky notes, then write the formulas and desired sentences on the domino cards.
3. The cards are ready to be used.
- d. Preparing the assessment for Cycle I.

The researcher writes 5 questions in the form of simple present tense that will be distributed to students for the final test in Cycle I.

2. Acting

Cycle I was conducted for 90 minutes, lasting for 1.5 hours per session, and was carried out over 2 sessions. The detailed implementation is as follows:

- a. The first cycle session took place on Monday, April 3, 2023. There were 25 students present. During the implementation of the action, the researcher played the role of a teacher, while peer colleagues and English teachers at SMPN 1 Langsa acted as observers. The researcher executed the teaching and learning activities according to the lesson plan. The learning process began with the researcher greeting the students, preparing them both physically and mentally. Attendance was then taken, followed by the researcher providing a brief introduction to the simple present tense.

Afterwards, the researcher provided an overview of the simple present tense and motivated the students to ignite their enthusiasm in the learning process. The researcher asked a few questions about the material on the simple present tense, but most of the students remained silent. As a result, the researcher individually asked each student to identify the areas of difficulty. Subsequently, the researcher mentioned several examples of the usage of the simple present tense and instructed the students to try orally replicating the example sentences given by the researcher. It was discovered that many of them were unable to do so. In this initial meeting, almost half of the

students had not yet grasped the concept of the simple present tense and were not accustomed to applying it in their daily activities.

- b. The next meeting (second meeting) took place on Monday, April 10, 2023. During this meeting, the researcher utilized the domino tenses media (DOTEN) to enhance the understanding of class VII.A students on the topic of the simple present tense. There were 25 students present in this meeting. The students were given another opportunity to state the formulas of the simple present tense and provide examples of its correct usage in sentences. The researcher asked several students to come forward and write the formulas and example sentences for the simple present tense without referring to any guidebooks or notes. If there were any mistakes in their writing, the researcher would correct them. After the students finished coming forward, they returned to their seats.

Then, the researcher divided the students into groups. There were a total of 6 groups, with each group consisting of 4 members, except for one group with 5 members. After that, the researcher showed the students a new way to learn simple present tenses using a domino game. They explained how to use the dominoes step by step. Since the students were already in groups, then they started playing the domino game, trying to win against each other. The group that completed the arrangement of the simple present tense sentences first was declared the winner. After that, the researcher conducted a

written evaluation test to assess the improvement of the students in class VII.A at SMPN 1 Langsa.

The results of utilizing domino tenses media to improve students' understanding of the simple present tense will be analyzed using the following formula:

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

Explanation:

F = Number of students who passed / did not pass

N = Total number of students

100 = Constant number

3. Observing

In this first cycle phase, observation is carried out simultaneously with the implementation of actions. The researcher acts as a teacher, while the teacher and peers act to conduct observation activities. In this cycle I , the researcher obtained field notes by monitoring students' activities in this action. The researcher observed that many students still have difficulty remembering the formula of the present tense and struggle to construct proper and correct sentences based on the formula. Additionally, in this meeting, there are still some students who do not understand how to play the domino tenses media, resulting in taking a long time, and the class environment is a bit noisy during the domino

tenses game. Furthermore, there are two groups of students who were unable to complete the game on time. Therefore, to determine the improvement of students' mastery of the simple present tense, the researcher analyzed using a test.

4. Reflecting

At the end of the research, reflection is carried out in accordance with the observations made regarding the problems that occurred. After analyzing the results of the actions in the cycle I, which consisted of two meetings, the researcher concluded that:

1. There are some students who are still unfamiliar with the formula and how to use the simple present tense..
2. There are still some students who appear to be inactive in utilizing the domino tenses media to improve students' understanding of the simple present tense.
3. The motivation of the students in class VII.A to utilize the domino tenses media is still low.
4. Based on the obtained results, there are some students who have not met the success criteria, which is 50.96, while the expected percentage is 72.
5. There is still a lack of assistance from the local teacher to solidify mastery of the simple present tense material.
6. The classroom atmosphere could be well-conditioned.

After conducting all the activities, the researcher concludes the results of the first cycle as follows:

Table 4.1 score of Cycle I

No	Students' Name	The weight of the aspects assessed				Total
		excellent	good	fair	unacceptable	
		72 - 100	56-71	40-55	10-40	
1	AA	√				72,5
2	DRS				√	37,5
3	BL	√				77,5
4	CZM				√	38,7
5	DR			√		41
6	DNP				√	20
7	DK			√		48,7
8	FD			√		43
9	KZ	√				77,5
10	GNI				√	36
11	HA				√	22
12	IKA	√				85
13	KA			√		46,2
14	MFS				√	11
15	MZA	√				75

16	MRS	√				72,5
17	NJ				√	25
18	QNF	√				82
19	RDP	√				76,2
20	RKA	√				73,7
21	RDS				√	20
22	SAZ				√	35
23	ZS	√				75
24	QA	√				76,2
25	MFAP	√				77,5
	Total score					1.274
	Mean/average					50,96
	Classical criteria					48 %

From the written test results mentioned above, which using the domino tenses media, the average score obtained from the practice was 50.96. The percentage of students who achieved proficiency was 48%, which is equivalent to 12 students who passed.

Below is a summary of the written test results for the simple present tense using the domino tenses media.

1.2 Recapitulation of cycle I results

No	Description	Result
1	Number of students	25
2	Average score for Cycle I	50,96
3	Number of students who understand the simple present tense	12
4	Number of students who do not understand the simple present tense	13
5	Percentage of students who have achieved proficiency	48 %
6	Percentage of students who have not achieved proficiency	52%

Based on the table above, it was observed that out of the 25 students who participated in Cycle I, 12 students have achieved the Minimum Mastery Criterion (KKM), which corresponds to a percentage of 48%. On the other hand, 52% of the students have not yet reached the set proficiency threshold. This indicates that the results of using domino tenses to enhance students' understanding of the simple present tense in Cycle I still require further improvement.

b. Cycle II

1. Planning

Before conducting the research, the researcher gets ready for the study by creating the research tools, exist:

1. Prepare the Lesson plan.

The lesson plan serves as a guide for teachers during classroom activities, enabling them to maintain control over the teaching and learning process.

2. Preparing the material on simple present tense to be explained again to the students of class VII.A.
3. Preparing the domino tenses media and preparing double tips that will be attached to the back of the domino cards.
4. Preparing observation sheets. They will be used to obtain data related to learning using the domino tenses media.
5. Preparing test sheets for Cycle II. The researcher will administer this test at the end of the lesson after students have played with the domino tenses media. Through this test, the researcher assessed the outcomes of using the domino tenses learning media.

2. Acting

- a. Cycle II meeting was held on Monday, May 8, 2023. The number of students present was 25. In the implementation of the Action in this Cycle II, the researcher played the role of the teacher, while colleagues and English teachers at SMPN 1 Langsa acted as observers. The researcher conducted the learning process according to the lesson plan. The lesson began with the researcher greeting the students and preparing them both physically and mentally. The

researcher then took attendance of the students present, followed by reviewing the lesson related to the simple present tense.

After that, the researcher provided an overview of the simple present tense and motivated the students to ignite their enthusiasm in the learning process. The researcher asked a few questions to the students about the material on the simple present tense, and some students answered that "the simple present tense is used to explain daily activities." The researcher then individually asked each student to understand their comprehension of the simple present tense, and some students were able to answer it. Afterwards, the researcher mentioned several examples of using the simple present tense and instructed the students to try to continue the example sentences spoken by the researcher orally, and some students were able to do it to some extent.

- b. The next meeting (second meeting) took place on Monday, May 15, 2023. During this meeting, the researcher utilized the domino tenses media (DOTEN) to enhance the understanding of class VII.A students on the topic of the simple present tense. There were 25 students present in this meeting. The students were given another opportunity to state the formulas of the simple present tense and provide examples of its correct usage in sentences. The researcher asked several students to come forward and write the formulas and example sentences for the simple present tense without referring to any guidebooks or notes. If there were any mistakes in their writing, the researcher would correct

them. After the students finished coming forward, they returned to their seats.

Then, the researcher divided the students into groups. There were a total of 6 groups, with each group consisting of 4 members, except for one group with 5 members. After that, the researcher showed the students a new way to learn simple present tenses using a domino game. They explained how to use the dominoes step by step. Since the students were already in groups, then they started playing the domino game, trying to win against each other. The group that completed the arrangement of the simple present tense sentences first was declared the winner. After that, the researcher conducted a written evaluation test to assess the improvement of the students in class VII.A at SMPN 1 Langsa.

3. Observing

In the first meeting of cycle II, it remains the same, which is the simultaneous observation and implementation of the Action. The researcher acts as the teacher, while the teacher and peers act as observers.

In the first meeting of the cycle II, the researcher obtained field notes by monitoring student activities during this Action. The researcher observed that the students were able to recall the formula for the present tense. Then, when the researcher asked about present tense sentences in

everyday conversations, 17 students were able to answer the questions correctly, including positive, negative, and interrogative sentences. Furthermore, the students were able to minimize errors in constructing proper sentences based on the formula of the simple present tense.

And for the second meeting in cycle II, the students fully understood how to play the domino tenses game, so it didn't take long for them to play. In this meeting, the classroom conditions were peaceful without any disturbances because the students were focused on observing how to play the game.

Finally, all the student groups were able to complete the game on time. To assess the extent of improvement in students' understanding of the simple present tense using the domino tenses media from Cycle I to Cycle II, the researcher will analyze it using a written test that will be given at the end of the game.

4. Reflecting

At the end of the research, reflection is conducted based on the observations of the issues that occurred. After analyzing the results of the Action in Cycle II, which consisted of 2 meetings, the researcher concluded that:

1. The students were able to recognize the formula and how to use the simple present tense in proper and correct sentences.
2. All students actively participated in the game using the domino tense media to improve their understanding of the simple present tense.

3. The motivation of the students in class VII.A has increased in utilizing the domino tenses media.
4. Based on the results obtained, the students who met the success criteria scored 73.2, which means they have achieved the maximum expectation, surpassing the target of 72.
5. The teachers in the school actively participated in using the instructional media.
6. The classroom atmosphere was well-conditioned.

After analyzing the results of the actions in Cycle II, which consisted of 2 meetings, the researcher concluded that the students' understanding of the simple present tense had improved. This is demonstrated by several students who obtained scores above the Minimum Mastery Criteria (KKM) set at 72.

After conducting all the activities, the researcher concludes the results of the first cycle as follows:

Table 4.1 score of Cycle II

No	Students' Name	The weight of the aspects assessed				Total
		excellent	good	fair	unacceptable	
		72 - 100	56-71	40-55	10-40	
1	AA	√				86,2
2	DRS	√				80

3	BL	√				85
4	CZM		√			56
5	DR	√				76,2
6	DNP			√		46,2
7	DK	√				78,7
8	FD	√				76,2
9	KZ	√				93,7
10	GNI	√				78,7
11	HA			√		48,7
12	IKA	√				92,5
13	KA	√				72,5
14	MFS			√		43,7
15	MZA	√				81,2
16	MRS	√				77,5
17	NJ			√		50
18	QNF	√				82
19	RDP	√				76,2
20	RKA	√				76,2
21	RDS			√		52,5
22	SAZ	√				81,2
23	ZS	√				77,5

24	QA	√				78,7
25	MFAP	√				90
	Total score					1.837
	Mean/average					73,3
	Classical criteria					76 %

From the written test results mentioned above, which using the domino tenses media, the average score obtained from the practice was 73,3. The percentage of students who achieved proficiency was 76%, which is equivalent to 19 students who passed.

Below is a summary of the written test results for the simple present tense using the domino tenses media.

1.3 Recapitulation of cycle II results

No	Description	Result
1	Number of students	25
2	Average score for Cycle I	73,3
3	Number of students who understand the simple present tense	19
4	Number of students who do not understand the simple present tense	6

5	Percentage of students who have achieved proficiency	76 %
6	Percentage of students who have not achieved proficiency	24 %

Based on the table above, it projected that out of the 25 students who participated in Cycle I, 19 students have achieved the Minimum Mastery Criteria (KKM) with a percentage of 76%, while 24% have not reached the established proficiency threshold. This indicates that there is an improvement in using domino tenses to enhance students' understanding of the simple present tense in Cycle II.

B. Discussion

The theory by Schwartz, published in Paris, stated that individuals who play games experience an increase in positive emotions, it overviewed the observation data, the students' feel happy, and their motivation and enthusiasm increase when playing the tense domino game. When students' interest increases, it developed a positive attitude towards their learning of the simple present tense. Then leading to a more enjoyable and fun learning process, it observed from their joyful facial expressions, such as smiling, sparkling eyes, and radiant faces. They appear enthusiastic about the tense domino game. Their energy and activity also increase when playing the tense domino game. They seem eager to engage in learning activities using the tense domino media, and students always ask when the time to

play the tense domino arrives. They laugh and collaborate happily in group activities.

The incorporation of DOTEN (Domino Tenses) Media in teaching methods enhances students' understanding and mastery of the present tense, resulting in improved writing skills. In the context of junior high school students' descriptive paragraph writing, DOTEN Media proves to be a valuable tool. By utilizing this media, students are able to grasp the nuances of the present tense more effectively, enabling them to construct coherent and well-structured paragraphs. Through the use of domino cards representing various present tense forms, students visually connected and matched sentences, ensuring a seamless flow of ideas within their writing. This process facilitates the development of their descriptive writing skills, as they learn to employ appropriate present tense forms in describing people, objects, and events. The interactive nature of DOTEN Media not only enhances their understanding of how sentences were linked together but also cultivates their creativity in constructing descriptive narratives. As a result, students' writing skills are significantly improved, enabling them to express their ideas more confidently and eloquently.

The implementation of the Domino Tense game effectively engages students and encourages active participation in English lessons, leading to a deeper comprehension of the present tense. The Domino Tense game serves as an interactive and enjoyable classroom activity that captures students' attention and motivates them to actively participate in their English lessons. By incorporating this game into the curriculum, students are presented with a stimulating and

engaging learning experience. For instance, in one classroom activity, students are divided into small groups and given a set of domino cards with different present tense forms. Each group takes turns connecting the cards based on the matching tenses. As they link the cards, students must explain the grammatical rules and usage of the present tense, promoting a deeper understanding of the topic. This activity not only encourages collaborative learning but also instills a sense of friendly competition among students, as they strive to form valid sentence structures using the domino cards. Through this interactive game, students actively engage with the present tense concepts and reinforce their knowledge in a dynamic and enjoyable manner. As a result, their comprehension of the present tense is significantly enhanced, leading to improved language proficiency and a greater ability to express themselves effectively in English.

The use of DOTEN (Domino Tenses) Media creates a dynamic and enjoyable learning environment for junior high school students, fostering their motivation and enthusiasm towards English language learning. By integrating DOTEN Media into the classroom, teachers created a vibrant and interactive atmosphere that appeals to students' curiosity and eagerness to learn. The visual and hands-on nature of the game sparks students' interest and captivates their attention. As students engage in the game, they experience a sense of excitement and enjoyment, making the learning process more memorable and stimulating. The incorporation of DOTEN Media not only provides a break from traditional instructional methods but also encourages active participation and collaboration among students. This dynamic learning environment promotes a sense of

camaraderie and friendly competition, motivating students to actively engage with the present tense concepts and strive for improvement. Additionally, the element of gamification inherent in DOTEN Media appeals to the natural inclination of students to seek challenges and achieve goals. The game-like nature of the media instills a sense of achievement and accomplishment when students successfully match the domino cards and construct grammatically correct sentences. This positive reinforcement fosters a strong sense of motivation and enthusiasm towards English language learning, as students are encouraged to continuously enhance their skills and knowledge. Ultimately, the use of DOTEN Media creates an environment that nurtures students' intrinsic motivation, leading to their increased engagement, active participation, and a genuine passion for learning English.

Based on the data provided in the table above, there has been an improvement observed in the utilization of domino tenses. It started from the pre-test, where only 6 students were able to comprehend the simple present tense but did not meet the Minimum Mastery Criteria (KKM), resulting in a cumulative score of 44. However, in Cycle I, an improvement was found, with 12 students meeting the Minimum Mastery Criteria (KKM) and achieving a cumulative score of 50.96. Furthermore, in Cycle II, a better improvement was identified, as 19 students met the Minimum Mastery criteria (KKM) and obtained a cumulative score of 73.3.

The finding illustrated the use of tense dominoes creates a positive classroom atmosphere. As the classroom atmosphere improves, students' understanding of the simple present tense increases when using the learning tool of tense dominoes.

The use of domino tenses as a learning media has successfully improved students' understanding and ability to use the simple present tense. the discussion highlights the positive impact of incorporating DOTEN (Domino Tenses) Media in teaching methods for junior high school students' mastery of the present tense. The use of DOTEN Media enhances students' understanding and mastery of the present tense, leading to improved writing skills and a deeper comprehension of the language. Moreover, the implementation of the Domino Tense game effectively engages students and fosters active participation in English lessons, creating a dynamic and enjoyable learning environment. This, in turn, fuels students' motivation and enthusiasm towards English language learning. The findings of this research suggest that the use of DOTEN Media holds significant potential for enhancing students' present tense proficiency and fostering a love for English language learning among junior high school students.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the conducted research to enhance students' comprehension of using the simple present tense through the utilization of domino tenses as a learning medium in class VII.A at SMP N 1 Langsa, it was discovered that the effective implementation of domino tenses positively impacted students' understanding of the simple present tense. Additionally, the classroom environment during the teaching and learning process proved to be engaging. The research findings are summarized as follows:

Students have acquired the ability to memorize all the formulas of the simple present tense, including positive, negative, and interrogative sentence structures. Students' have demonstrated proficiency in constructing grammatically correct sentences based on the formulas of the simple present tense. Students have successfully applied the simple present tense in written form with ease. The students' understanding of the simple present tense exhibited gradual improvement, surpassing their previous performance prior to the implementation of domino tenses as a learning medium. Notably, the Minimum Mastery Criteria (KKM) for students in the pre-test was recorded at 44.52. Subsequently, it increased to 50.96 in Cycle I and further advanced to 73.3 in Cycle II.

In conclusion, the domino tenses card media was employed to facilitate the teaching and learning process. It provides advantages in students' English

language learning. Domino tenses yield better results for students and enhance their mastery of the simple present tense in class VII.A at SMPN 1 Langsa.

B. Suggestion

Based on the above conclusions, the researcher provides several suggestions regarding the teaching of the simple present tense as mentioned below:

1. For teachers:

It is expected that the findings of this research contribute to the teaching and learning process, and teachers effectively utilize these research results. It is recommended to use instructional media such as domino tenses as one of the techniques in teaching English, as it enhances students' understanding and mastery of the material, specifically the simple present tense. This approach will also encourage students to be more active during the learning process. They play and learn simultaneously without any worries. Therefore, English teachers choose the best techniques and methods to teach and address students' difficulties in learning the simple present tense.

1. For students:

Students are encouraged to find it easier to learn and master the simple present tense and to have high motivation in learning English by using domino tenses as a learning tool. Moreover, this technique proves to be one of the best approaches for learning tenses, especially the simple present tense.

2. For schools:

Institutions are advised to provide comprehensive facilities to support the teaching and learning process to maximize its effectiveness.