Increasing Students' Mastery in Tense by Using DOTEN Media

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ABSTRACT

This Classroom Action Research (CAR) investigated the effectiveness of Domino Tenses Learning Media (DOTEN) in enhancing students' mastery of the simple present tense in English. The study involved 25 seventh graders (15 females, 10 male) from class VII.A at SMPN 1 Langsa, Indonesia. A two-cycle CAR design was employed, with each cycle consisting of two meetings. Data collection methods included observation, document analysis, and pre- and post-tests. Jean McNiff's CAR framework guided the research process, encompassing planning, implementation, observation, and reflection. The findings demonstrated a significant improvement in students' understanding and application of the simple present tense after utilizing DOTEN media. The minimum mastery criterion (KKM) for this study was set at 72. The average score in cycle I was 50.96, rising to 73.3 in cycle II. This increase suggested that DOTEN media effectively facilitated learning. Additionally, observations revealed a positive shift in student attitudes towards learning the simple present tense. Students displayed increased engagement, characterized by smiles, laughter, and active participation during DOTEN activities. These observations suggested that the game-based nature of DOTEN media fostered enjoyment and motivation, ultimately contributing to improved learning outcomes. In conclusion, this study provided evidence that DOTEN media is valuable tool for enhancing students' mastery of the simple present tense. The research findings offered valuable insights for English language educators seeking to integrate engaging and effective instructional strategies into their classrooms.

Keywords: *Simple Present Tense; Domino Tenses; Learning Media.*

INTRODUCTION

Mastering a foreign language, particularly English, presents a multitude of challenges for Indonesian students. A significant hurdle lies in comprehending grammatical rules. Studies reveal that a strong foundation in vocabulary, grammar, and pronunciation is essential for English language learners Afna, 2023; Souisa & Yanuarius, (2020). Grammar, the cornerstone of any language, underpins our ability to communicate effectively across speaking, writing, reading, and listening Sharma & Mili, (2020); Zacharias, (2011). The complexities arise due to the inherent differences in grammatical structures between languages, as highlighted by Dalil (2013). Dalil

emphasizes that grammar rules not only vary significantly between languages but also exhibit individual variations Hashim et al., (2019); Kumayas & Lengkoan, (2023). Understanding these rules is crucial for deciphering the intended meaning and appreciating the beauty of language. Without a grasp of grammar, a language can become a confusing jumble of words, losing its intended message and rendering communication ineffective.

While mastering grammatical patterns is a core learning objective in junior high school, research suggests that students often struggle with grammar, particularly tenses Aniuranti et al., (2023). This difficulty manifest in several ways. The students may exhibit an inability to apply grammatical rules when constructing sentences or struggle to effectively memorize tense patterns despite strong memorization skills in other areas. These challenges can lead to decreased motivation in learning English and pose difficulties for educators seeking effective teaching methods. Observations conducted at SMPN 1 Langsa during this study support these existing concerns. Students demonstrated weak grammar skills, particularly with the present tense, frequently encountering difficulties and making errors in using positive, negative, and interrogative tense patterns. This reflects the need for improved English language learning methods, as evidenced by the prevalence of errors in students' present tense sentence construction. Traditional textbook-based learning approaches have been criticized for being monotonous and failing to engage students Kurniawan, (2020); Zacharias, (2011). Accordingly, it leads to rote memorization of formulas that students quickly forget, further diminishing their motivation. Innovative and engaging learning media offer a potential solution. However, a gap exists in the research on utilizing game-based learning specifically for mastering the present tense. While dominoes have been explored as a general teaching tool in English classrooms Rahayu & Bandjarjani, (2021); Souisa & Yanuarius, (2020), research on their effectiveness in teaching the present tense structure remains limited. This study aims to address this gap by investigating the efficacy of Domino Tenses Learning Media (DOTEN) in enhancing students' mastery of the present tense

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 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.

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 can be effectively used as a strategy for teaching and learning the present tense. Therefore, the researcher addressed this research question "*Does the implementation of DOTEN (Domino Tenses) media lead to a significant improvement in 7th-graders' mastery of the present tense in English language learning?*"

Definition of DOTEN (Domino Tenses)

Domino is any of a set of small rectangular tiles marked, in two halves, with varying numbers of spots, used in the game of dominoes. Ledova believes that Domino is a useful, simple, and entertaining game that can be used to practice any vocabulary Halim et al., (2021); Kumayas & Lengkoan, (2023). However, the researcher chose to use this game to teach students about the present tense. Domino is played in pairs or groups, and it's a new way to use playing cards as a tool to help students learn English. This particular type of Domino game does not use dots or numbers, but instead, the cards are split into two sections Acquah & Katz, (2020). One section has pieces of formulas or vocabulary words, and the next card has the answer to a learning question Yang & Li, (2024). Playing this game is similar to regular dominoes, but students need to arrange the words into correct sentences Jailani et al., (2018). The use of DOTEN media, which includes the DOTEN game, is based on the principles of multimedia learning theory. According to this theory, using different forms of media such as audio, visual, and interactive media enhance learning by engaging multiple senses and cognitive processes Pitura, (2022); Rasyid et al., (2022). This is particularly relevant for language learning, where students need to develop multiple language skills such as listening, speaking, reading, and writing Astuti et al., (2021); Pitura, (2022).

The DOTEN game is designed to provide an interactive and enjoyable learning experience for students. The game involves matching sentence fragments with the correct verb tense, which helps students practice and reinforce their understanding of the present tense Ylinen et al., (2021). The game also provides instant feedback, which can help students correct their mistakes and reinforce correct usage. Additionally, the use of games in language learning is based on the principles of experiential learning theory Acquah & Katz, (2020); Hashim et al., (2019). According to this theory, learning is a process of concrete experience, reflective observation, abstract conceptualization, and active experimentation Acquah & Katz, (2020). The games provide a safe and low-stress environment for students to experiment and practice language skills without fear of making mistakes Yawan, (2019; Ylinen et al., (2021). it

increases students' motivation, participation, and engagement in the learning process. By integrating the DOTEN game into language teaching and learning, this research aims to provide an effective and enjoyable way for 7th-grade junior high school students to improve their mastery of the present tense Hashim et al., (2019); Yang & Li, (2024). The game provides an interactive and engaging learning experience, which can enhance students' motivation and encourage practice and repetition. Therefore, this approach aligns with the principles of multimedia and experiential learning theories, which suggest that using media and games in language learning can enhance students' language acquisition and improve their language skills.

Advantage and Disadvantages of DOTEN (Domino Tense)

This DOTEN media has advantages and disadvantages. The advantages are as follows:

1. Easy to carry, featuring with a compact size, it possibly stored in a bag or pocket, so it does not require much space and use anywhere, in or outside the classroom.
2. Practical - In terms of how it's made and used, this media is very practical. Teachers don't need special skills to use this media, and it doesn't require electricity. If we want to use it, we just need to arrange it according to our wishes. And when it's done being used, it can be stored again by tying it up or using a special box so it doesn't scatter.
3. Easy to remember - Presenting short messages on each card, this presentation of short messages will make it easier for students to remember them.
4. Fun - It possibly to be taken as through games. Students can compete to find the one that matches the command.
5. The colors are attractive to students and easy to use. - The weaknesses of DOTEN (Domino Tenses) are as follows: Easily torn
6. Not durable, and if students use it incorrectly for non-learning purposes, it can cause loss due to misuse.
7. The quantity is limited, making it less effective for teaching large groups.

The Use of DOTEN (Domino Tenses) Media

The use of DOTEN (Domino Tenses) media is to train students' memory in learning English, especially in present tenses. The way to use it is as follows:

1. In the initial stage of using DOTEN card learning media, the teacher (writer) explains the material to be conveyed. After that, the teacher explains the rules of the DOTEN card game until the students really understand how to play, so the DOTEN game can begin.
2. In the DOTEN card game, it is played in each group consisting of 2-4 people.
3. Each group is given shuffled cards and distributed fairly and evenly to each member of the group, and 1 card as the opening card which is labeled at the top "START," a sign to start the game.

4. Students who get the card labeled "START" have the right to stick the first card on the whiteboard.
5. After the card labeled "START" is affixed, the student searches for the answer by matching the statement with the available answer.

The player whose DOTEN card is finished first is declared the winner, while the player with more remaining DOTEN cards is declared the loser.

METHOD

This study adopted a Classroom Action Research (CAR) approach to investigate the effectiveness of Domino Tenses Learning Media (DOTEN) in enhancing students' mastery of the simple present tense. CAR is a cyclical, qualitative research method ideal for educators to explore and refine their teaching practices within their own classrooms Donoahue, (2020); Glenn et al., (2023). The research was conducted in a single seventh-grade class at SMPN 1 Langsa, Indonesia, which consist of 25 students. The CAR design consisted of four cycles, each encompassing planning, implementation (action), observation, and reflection Donoahue, (2020). During the planning phase, the researcher developed detailed lesson plans incorporating DOTEN activities to teach the simple present tense.

The action phase involved implementing the planned lessons using DOTEN media. Observations throughout the action phase focused on student engagement, participation, and understanding of the target grammar point. Additionally, data was collected through pre- and post-tests on the simple present tense, as well as document analysis of student work produced during DOTEN activities Creswell & Creswell, (2018); Weyant, (2022). This multi-pronged approach aimed to comprehensively evaluate the effectiveness of DOTEN media in improving students' grasp of the present tense. The research also sought to identify any challenges or benefits associated with using this learning tool in the classroom I Made Laut Mertha Jaya, (2020); Mulyadi, (2023). Ultimately, the collaborative nature of CAR allowed the researcher, as the teacher, to systematically address the identified issue of students' mastery of the present tense. By employing DOTEN intervention and analyzing the results, the study aimed to contribute to enhanced teaching and learning outcomes in the classroom.

The procedure of Data analysis

Data analysis is the process of systematically examining and interpreting data in order to draw conclusions or make decisions. It involves using various methods and techniques to identify patterns, trends, relationships, and other meaningful insights from the data Astalin, (2013); Donoahue, (2020). Data analysis was performed using both quantitative and qualitative methods, depending on the nature of the data and the research question being addressed. According to Jean McNiff, the implementation of classroom action research involves a dynamic and interrelated process that comprises four crucial phases: planning, action, observation, and reflection Astalin, (2013). These four phases are commonly referred to as the stages of implementing classroom action

research, and they constitute a single cycle of the research process Chu, PH. and Chang, (2017). The study employs the action research model, developed by JeanMcNiff, which includes four elements Glenn et al., (2023):

1. Planning. Create a strategy for taking informed and analytical steps to enhance the current situation. A set of steps were devised for a certain plan. These steps included:
   a. Selecting the material which would be taught during the research.
   b. Creating a plan for teaching or designing a teaching scenario.
   c. Preparing media.
   d. Getting ready observation sheets for both the teacher and the student.
   e. Creating the exam that will be administered to the students after each round.
2. Action. Taking action involves carrying out the plan. In the action phase of the classroom research, the lesson plan was put into Glenn et al., (2023). During this stage, the cooperating teacher would use the provided media, such as DOTEN (Domino Tenses), to enhance the students' grasp of the Present Tense. An assessment would be conducted at the conclusion of each action to gauge the pupils' proficiency in the Present Tense.
3. Observation. The purpose is to witness the consequences of an action that is guided by critical thinking within its specific environment. Observation takes place concurrently with the action. "Observation has the function of documenting the effect of critically informed action. It looks forward, providing the basis of reflection now, but more so in the immediately future as present cycle run its course" Glenn et al., (2023). The observation would be done to observe students' activity in the class.
4. Reflection. The purpose is to contemplate on these outcomes as the foundation for future planning, subsequent critically informed actions, and so on. During this stage, the evaluation of the observation's findings would be conducted and reflected upon to assess the students' mastery of the Present Tense using DOTEN (Domino Tense) Myatt & Johnson, (2011). The conclusions drawn from this reflection would be taken into account for the next cycle.

In this study, the researcher used procedure of data analysis based on Miles and Huberman which is involving three steps;

1. Data reduction. Data reduction involves the act of choosing, concentrating on, simplifying, and modifying the "raw " data found in recorded field notes.
2. Data display. Data display, the second primary step in the analysis process, involves presenting data in an organized manner. We define a 'display' as a structured presentation of information that enables drawing conclusions and taking action. Examining displays aids in comprehending the current situation and determining the next steps to be taken based on that understanding.

3. Conclusion drawing /verification. The third phase of analytical activity involves drawing and verifying conclusions. Starting from the initial data collection stage, the researchers in classroom research start to interpret the meaning of things, identify regularities, patterns, explanations, possible configurations, causal relationships, and propositions. Competent researchers approach these conclusions with a degree of flexibility, maintaining an attitude of openness and skepticism. Initially, the conclusions may be vague and undeveloped, but over time they become more explicit and well-founded (2014: 16).

The data analysis process in this research starts by examining all the collected data from various sources, namely: observations, tests, and documentation that have been written in field notes, specifically related to this research. Meanwhile the calculate the result of test used percentage correction using the following formula Sugiono: (2016):

Calculating the mean

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

Explanation:
F = Total percentage score in each students/ empirical score
N = Total number of students3
100 = Constant number

In determining the assessment criteria for the evaluation results, the grouping is carried out into four assessment criteria: Excellent, Good, fair and Inacceptable Astalin, (2013). The criteria used to determine the level of student activity in this research are as follows:

72-100   : Excellent
56-71   : Good
40-55   : Fair
<40   : Inacceptable

FINDINGS AND DISCUSSION

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.

RESULT FINDING
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 1. The Score of Pre-test

No	Students' Name	The weight of the aspects assessed				Total
		excellent 72 - 100	good 56-71	Fair 40-55	Unacceptable 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

No	Name					Score
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

Table 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%

Cycle I
Planning

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

1. 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):

   a. 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.

   b. 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.

   c. 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.

   d. 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.

e. Determining Media and Learning Resources: Researchers select appropriate learning media to support the learning process.

f. 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.

g. 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.

2. 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

3. Preparing the domino tenses media to be used. The steps taken by researchers in creating the Domino Tenses media are as follows:

   a. Prepare the necessary materials such as cardboard, sticky notes, pens, scissors, glue.

   b. Cut the cardboard and the prepared sticky notes, then write the formulas and desired sentences on the domino cards.

   c. The cards are ready to be used.

4. 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.

Observing

The initial cycle of this classroom action research revealed challenges in students' mastery of the present tense. While implementing DOTEN (Domino Tenses) media alongside regular teaching, the researcher observed that many students still struggled with memorizing the present tense formula and forming correct sentences. Additionally, some students initially faced difficulty understanding the domino game mechanics, leading to extended playtime and a noisy classroom environment. Two groups even failed to finish the game within the allotted time. These observations suggest the need for further refinement of the DOTEN media or instructional approach to enhance student comprehension and engagement in the following cycles. Analyzing student performance through a test will be crucial to assess the effectiveness of the intervention in improving their mastery of the simple present tense.

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 3. score of Cycle I

No	Students' Name	The weight of the aspects assessed				Total
		excellent 72 - 100	good 56-71	fair 40-55	inaccaptable 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

No						
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.

Table 4. 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 can be 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.

Cycle II
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 can assess the outcomes of using the domino tenses learning media.

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.

The second cycle of the classroom action research witnessed encouraging progress. During simultaneous observation and implementation of the DOTEN (Domino Tenses) media, the researcher noted a significant improvement in students' grasp of the present tense. Compared to the initial cycle, they demonstrated better recall of the present tense formula. When questioned about incorporating the tense into everyday conversations, 17 students accurately constructed positive, negative, and interrogative sentences. Additionally, they made fewer errors when forming grammatically correct sentences based on the formula. Notably, students in Cycle II displayed a full understanding of the domino game mechanics, leading to quicker gameplay and a focused classroom environment without disruptions. All groups successfully completed the game within the allocated time, highlighting increased efficiency. To quantify this advancement in understanding the simple present tense through DOTEN media, a written test will be administered at the conclusion of the game, allowing the researcher to analyze and measure the effectiveness of the intervention across Cycles I and II.

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 mean they have achieved the maximum expectation, surpassing the target of 72.
5. he teachers in the school actively participated in using the instructional media.
6. The classroom atmosphere can be 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 5. score of Cycle II

| No | Students' Name | The weight of the aspects assessed | | | | Total |
		excellent 72 - 100	good 56-71	fair 40-55	inaccaptable 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.

Table 6. 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 can be seen 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.

DISCUSSION

This classroom action research (CAR) investigated the effectiveness of DOTEN (Domino Tenses) media in enhancing 7th-grade students' mastery of the present tense in English language learning. The research employed a cyclical approach, with observations and data collection occurring concurrently with the implementation of the DOTEN intervention. This discussion section delves into the key findings from

Cycle I and Cycle II, highlighting the challenges encountered initially and the subsequent improvements observed.

Cycle I: Unveiling Challenges and Refining Strategies

The first cycle revealed some initial hurdles related to student comprehension and engagement. Many students struggled to remember the present tense formula and translate that knowledge into constructing grammatically correct sentences. This highlights the potential limitations of relying solely on rote memorization. Additionally, some students faced difficulty understanding the mechanics of the domino game used in the DOTEN media. This resulted in extended playtime and a noisy classroom environment, hindering overall effectiveness. Importantly, two student groups were unable to complete the game within the allotted time, suggesting a need to adjust the complexity or provide additional support.

The Cycle I's findings underscored the importance of formative assessment in the CAR process. By meticulously observing student engagement and pinpointing areas of difficulty, the researcher was able to refine the DOTEN media and instructional approach for Cycle II. These refinements could encompass: scaffolded learning, where the present tense formula is broken down into smaller, more manageable steps, promoting easier memorization and application Hashim et al., (2019). Additionally, incorporating visual aids and real-life examples of the present tense in everyday conversations could significantly enhance understanding and retention Guler, (2013). Furthermore, adjusting the domino game's complexity or providing differentiated instruction could ensure successful participation and completion for students who might require additional support Fawcett & Pockett, (2021). These targeted adjustments aimed to address the challenges identified in Cycle I and pave the way for improved learning outcomes in Cycle II Suryani, (2016). These observations emphasize the crucial role of formative assessment within a CAR framework. By closely monitoring student activities and identifying areas of difficulty, the researcher was able to refine the DOTEN media and instructional approach for Cycle II.

Cycle II: *Witnessing Progress and Confirming Potential*

The second cycle brought promising results, showcasing the potential of DOTEN media to improve student learning. Compared to Cycle I, students demonstrated a significantly better grasp of the present tense formula. This suggests that the combined effect of instruction, practice through the domino game, and potential adjustments made after Cycle I fostered improved memorization Burns, (2005). Furthermore, a notable shift was observed in students' ability to apply the formula. More students (17) were able to accurately construct positive, negative, and interrogative sentences in the context of everyday conversations. This indicates a deeper understanding of the present tense's practical use beyond rote memorization.

The domino game itself also displayed positive changes in Cycle II. Students exhibited a clear understanding of the mechanics, leading to faster gameplay. The classroom environment became noticeably quieter as students focused on playing and

observing, indicating increased engagement Schurz & Coumel, (2023). Notably, all student groups successfully completed the game within the designated time, signifying improved efficiency Burgess & Etherington, (2002). These observations suggest that the initial challenges encountered in Cycle I were effectively addressed, leading to a more productive and positive learning experience in Cycle II. The findings from this CAR study provide valuable insights into the potential of DOTEN media as a tool to enhance student mastery of the present tense. While Cycle I highlighted initial challenges, Cycle II demonstrated significant improvement in student understanding, application, and engagement. To definitively assess the effectiveness of the intervention, the analysis of the written test administered at the end of Cycle II is crucial. This research also paves the way for further exploration. The impact of DOTEN media on other grammatical concepts could be investigated. Additionally, the study could be expanded to include a larger sample size or different grade levels to increase generalizability. Furthermore, exploring student feedback on the DOTEN media and their learning experience could provide valuable insights for further refinement.

In conclusion, this CAR study offered a glimpse into the effectiveness of DOTEN media in boosting 7th-graders' mastery of the present tense. The cyclical nature of the research allowed for identifying challenges and subsequently refining the intervention, leading to promising results in Cycle II. By incorporating the insights gained from this study and conducting further investigation, educators can leverage the potential of DOTEN media to create engaging and effective learning experiences that enhance students' grasp of grammatical concepts.

CONCLUSION

The study investigated the effectiveness of Domino Tenses Learning Media (DOTEN) in enhancing students' mastery of the simple present tense in seventh grade at SMPN 1 Langsa, Indonesia. The findings revealed a positive impact on student learning after implementing DOTEN media. Pre- and post-test scores demonstrated a significant improvement, with the average score rising from 44.52 in the pre-test to 73.3 in cycle II. Observations throughout the study indicated a more engaging classroom environment with increased student participation and enthusiasm. Students demonstrated improved abilities to memorize simple present tense formulas, construct grammatically correct sentences, and apply the tense in written tasks. These findings suggest that DOTEN media can be a valuable tool for English language educators seeking to enhance student understanding of the simple present tense. However, it is important to acknowledge the limitations of this study. The research was conducted in a single classroom with a relatively small sample size. Further research with a larger and more diverse population could provide a more generalizable understanding of DOTEN media's effectiveness. Additionally, the long-term retention of learning outcomes beyond the intervention period was not assessed. Future research could explore how well students retain their knowledge of the simple present tense after using DOTEN media. In conclusion, this study offers promising evidence that

DOTEN media can be a valuable tool for improving students' mastery of the simple present tense. The research findings provide valuable insights for English language educators seeking to integrate engaging and effective instructional strategies into their classrooms. Further research with a larger sample size and a focus on long-term retention could solidify these findings and broaden the application of DOTEN media in English language learning.

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