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### THE IMPLEMENTATION OF BLINDFOLD GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT MTS PERCONTOHAN TEBING TINGGI

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#### Abstract

This research was aimed to improve the students' vocabulary mastery by using blindfold games. The subjects of this study were 25 students at 10th grade in MTs Percontohan Tebing Tinggi in academic year 2019/2020. This research was conducted by using classroom action research that consist of two cycle. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used the technique by Miles and Huberman. The result of this research showed that the mean of the students score was 41.04 in which there were 2 or 8 % from 25 students who passed the standard minimum score or KKM. In the post test I there were 10 or 40 % who improve and the score mean was 68.48. Meanwhile in posttest II the mean score was 80.32. There were 23 students or 88% passed the standard minimum score. It indicated that blindfold game could improve the students' vocabulary. This result is strength by the observation and the interview result that students were more active in the class and enjoy the learning process.

**Keywords:** Vocabulary Mastery, Blindfold Game

#### INTRODUCTION

The objective of teaching English for students of Junior High School is that they should have communicative competence in English including language skill namely speaking, writing, reading and listening. To master the four skills, the students should have sufficient vocabulary. According to Huebener in Setiawan (2010: 18), the sufficient vocabulary that the students should achieve is 750-800 words.

In fact, the objective above is not achieved yet. This can be proven from the researcher experience when teaching at Mts Percontohan Tebing Tinggi that the students'

pronounce the word incorrectly, do not understand the meaning of the words, and cannot use the word in appropriate context.

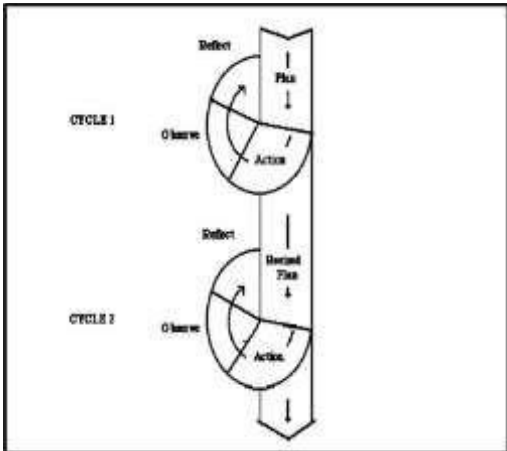
There are some factors that can influence the low mastery of the students' vocabulary, namely internal and external factors. The internal ones are students' motivation, interest, IQ, and etc. The external ones are material, parents, teaching strategy, others, including media in teaching.

Media in teaching plays an important role to improve the vocabulary mastery because it is fun and the children like to play them. By using media, the teacher not only can facilitate the students with information they need, but also can give so me new vocabularies to them. There are many kinds of media, they are poster, card, picture, video as well as games. Games can improve the vocabulary mastery because it can make the students perform their experiment, discover, and interact with their environment.

There are many games of English teaching vocabulary such as monopoly game, riddle game, bingo game, including blindfold game. In this case, the researcher use a blindfold game to improve vocabulary because this media has some advantages, one of them is to help the students in learning vocabulary because while playing this game, the students are able to spell, understand, and use the words.

**RESEARCH METHODOLOGY**

This study subjects are students of the 8th grade of the Islamic Junior School of Tebing Tinggi MTs Percontohan. The school's location is on Imam Bonjol street No. 16 A, Padang Hilir, Tinggi Tebing, Sumatra North. The sample for this study consists of 25 students. This research is classroom action research. The researcher used the class action research of Kemmis and Mc Taggart, which consists of 4 steps: planning, action, observation and reflection. It is shown in the diagram below:



Data are collected for this study using quantitative and qualitative data. Quantitative data was obtained using a vocabulary test. Qualitative data was obtained by observation, interviews and documentation. The researcher would provide the observation sheet. The researcher did a structured interview. Documentation is done in the form of videos and photos during the teaching process. In cycle, data was collected for the pre-test, post-test, and post-test. The vocabulary test would be analyzed using quantitative data. There were 2 types of tests that the researchers gave to the students. It's pretest and posttest. The researcher was in one class with 25 students. It has been completed in two cycles. The first cycle consisted of three meetings. The second cycle consisted of two meetings. Tests were given to students in the pre-test in the first cycle and post- test in the second cycle.

## **RESULT AND DISCUSSION**

In the preliminary study, the researchers conducted the vocabulary test to see the students' ability to use the Blindfold games. The school's minimum passing grade was 70. The number of students who took the test was 25.

### **The Quantitative Data**

#### **The Students' Pre-Test Score**

The pre-test result was 1,026 for the students' total score and 41,04 for the students' mean score. The quantitative data above indicated that the vocabulary of the students is still low. It could be seen from the mean student score of 41.04, and the percentage of the student test score was 8 %, or only 2 students who were successful or got up to 70. On the other hand, 23 students have been unsuccessful or have not got up to 70. It could be found that the ability of students to master vocabulary at an early stage was low. The interview was done before the first cycle. The interview also showed that students' vocabulary skills were still low.

#### **The Students' Score in Cycle I**

In post-test I, the researcher gave test after applying the blindfold game. In the post-test of the first cycle, the study found improvement in the student score. In the first cycle, the students who successfully completed the test were 10 from the Post-test table, and the number of students who did not achieve success was 15. The students' total score was 1712, and the number of students who took the test was

25, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1712}{25}$$

$$X = 68.48$$

From the above data analysis, the vocabulary of the students was still low in Post Test I. It indicates that the score has not been categorized as success. By applying the following formula, the percentage of students who succeeded in the vocabulary test was calculated:

$$P = \frac{R}{T} \times 100\%$$

$T$

$$P1 = \frac{10}{25} \times 100\%$$

$$= 40\%$$

$$P2 = \frac{15}{25} \times 100\%$$

$$= 60\%$$

$$= 60\%$$

Table 1

The Percentage of Students Score in Post-Test of the First Cycle

	Criteria	Total Students	Percentage
P1	Success	10	40%
P2	Unsuccess	15	60%
Total		25	100%

#### The Students' Score in Cycle II

From the post-test data in the second cycle, the students who passed the test were 22, and the number of students who failed was 3. The total student score was 2008, and the number of students taking the exam was 25, so the average student score was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2008}{25}$$

$$X = 80,32$$

From the above study results, the students' vocabulary in posttest II increased. It could be shown that the average student score was 80.32. It indicates that the score was categorized as a success. The percentage of students who were good in the vocabulary test was determined using the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{22}{25} \times 100\% \\ = 88\%$$

$$P2 = \frac{3}{25} \times 100\% \\ = 12\%$$

Table 2  
The Percentage of Students Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Success	22	88%
P2	Unsuccess	3	12%
TOTAL		25	100%

From a table analysis in Post Test II, the researcher concluded that the students' vocabulary skills increased. It could be seen from the average student score of 80.32. The percentage of the student score was 22 or 88% of the students. On the other side, 3 students had an unsuccessful score or 12 %. It can be assumed that students' post-test vocabulary skills in the second cycle have been identified as successful and improved. So in this cycle was finished.

Table III  
tudents' score from Pre-Test, Post Test I, and Post-Test II

NO	Initial Name	Pre-Test	Post Test I	Post Test II
1	ARPS	24	60	78
2	AJ	32	64	80
3	AD	40	70	92
4	DA	70	80	96
5	DA	60	74	82
6	DAP	28	60	78
7	FAL	60	74	82
8	HAD	32	64	68

9	HS	24	64	74
10	IF	40	68	78
11	JT	28	62	82
12	KNL	36	60	66
13	MAP	28	68	78
14	MI	20	64	80
15	MH	36	60	66
16	MRA	40	70	78
17	NRP	56	80	96
18	NM	36	68	78
19	PFY	40	72	80
20	RSP	44	68	74
21	UA	40	72	80
22	WR	60	78	86
23	YN	40	60	68
24	ZFL	70	84	92
25	ZF	42	68	86
TOTAL		$\sum X = 1026$ $X = 41.04$	$\sum X = 1712$ $X = 68.48$	$\sum X = 2008$ $X = 80.32$

The average student score in the cycle II post-test was the highest, so it could be said that student vocabulary mastery improved from 68.48 to 80.32. The average student score in the cycle II post-test was the highest, so it could be said that student vocabulary mastery improved from 68.48 to 80.32.

Table 5  
The Percentage of Students' Vocabulary Ability

Cycle		The Competent Students	Percentage
Cycle I	Pre-Test	2	8%
	Post Test I	10	40%
Cycle II	Post Test II	22	88%

From the table above, the result shows an improvement in student scores from pre-test to post-test cycle I, post-test cycle I, and post-test cycle II. In the first test (pre-test), the students who had achieved 70 were 2 students of 25 students (8 %.). In the second test (post-test cycle I), the students who achieved 70 were 10 of 25 students (40 %). In the third test (post-test cycle II), the students who got 70 were 22 of 25 students (88 %.). The improvement in pre-test and post-test of cycle I was approximately 32%, and the improvement in post-test of cycle I and post-test of cycle II was approximately 48%.

### **The Qualitative Data**

The qualitative data was gathered from the interview sheet, documentation, and observation sheet. They have been done in two cycles. Four meetings have been finished. The researcher was conducted in two cycles, with two meetings for each cycle.

#### **1. Observation Sheet**

The observation sheet was used to describe the situation of the teaching and learning process. From the observation sheet resultt in the cycle, I could see that the students participated and paid attention to the teacher's explanation. All of the observation sheets were classified good. The students memorized the vocabulary by implementing blindfold game. Students asked the teacher some questions about memorizing vocabulary taught with blindfold game, and students memorized vocabulary. So, the researcher would be continued cycle II.

The skill of students was improved in Cycle II. It can be shown that students are classified as good on their ability to listen and pay attention to the teacher's explanation and guidance, ask and answer the teacher's question, understand the teacher's explanation and guidance, and control their manner.

#### **2. Interview Sheet**

The interview was conducted before doing the first cycle. The researche interviewed both the teacher and the students. This interview was also done after the game was implemented. In

cycle II, the skill of the learners was improved. From the teacher's answer in the interview, it was said that the teacher said she tried all her best to help improve the vocabulary of students before using this game. The teacher felt that the students who do not have a spirit or have a negative view of English were getting better after using this game. Based on the opinion of the student who has less motivation of English, they said that they have problems with English vocabulary before using this game, they lack vocabulary. Their teacher never before introduces them to this game. They felt happier and easier in learning vocabulary through Blindfold game.

The interview was also conducted after using the blindfold game to improve the vocabulary of students in the class, it was found that the teacher agreed to use this game.

### **3. Documentation**

The photo was taken when the teacher is teaching the students in front of the classroom. It was taken when the students did the test during teaching-learning process in the classroom. The photo shows that the students were involved and focused during the teaching-learning process. Most of the students were concentrating during the teaching and learning process. The researcher also knows from the documentation that most students felt interested in the blindfold game implemented in the class by the researcher.

#### **The Activity of the First Cycle**

Two meetings for the students were conducted in the first cycle. The first meeting was to give the students a pre-test. The test was given at the end of the learning process for teaching. These are the steps:

##### **a. Planning**

Before doing research, the plan was organized such as prepare the lesson plan, the observation sheet, the interview sheet, the noun material, the media, the photo camera, and the test as the data collection instrument.

##### **b. Action**

- The researcher gave the students the pre-test.
- The researcher asked the students about things in the classroom, the house, and the other.
- The researcher asked the students to be divided into two groups, and the researchers explained to the students about Blindfolding to each student who would apply this game.

##### **c. Observation**

The researcher recorded every action, comment, and behavior of the students during the classroom teaching process through documentation and photos. There are many things the researcher has observed as follows:

- Some of the students were very low to master vocabulary.



- Students are very excited about studying vocabulary through a blindfold game.
- Some of the students were very active during the teaching and learning process

d. Reflection

The students were asked about their problems to master some vocabulary. The assessment of two meetings was a reflection for the researcher to organize for Cycle II. From the data collected, the researcher decided to continue with Cycle II in order to achieve better improvement. The result of the first cycle post-test showed that the average student score was 1712. The number of students who passed the test was 10 of 25. From the last result, the mean post-test of students was 68.48. Based on the data, it can be seen that the student score has improved. The percentage of the students who got 70 was 40%. Based on the result in post-test I, it can be categorized as successful.

In this case, data from the teaching learning process was gathered from the observation. As result of the observation and test, the researcher could be concluded as follows:

- The researcher could improve the mastery of students' vocabulary by implementing a blindfold gam Based on the observation sheet that increased each cycle.
- The score of students also improved. It was based on the percentage of the students' score in the pre-test was 8 percent, and in the first cycle I was 40 % after the test. Moreover, at cycle two, the total improvement of the student score in post- test II was 88 percent.

Table 5

The Percentage of Students Who Got a Score Up to 70

Competence test	percentage
Pretest	8%
Post-test I	40%
Posttest II	88 %

In the pre-test, the students who got 70 or more were 2 of 25 students (8 %). In the first cycle post-test, students with 70 more were 10 of 25 students (40 %). In the second

cycle post-test, students with 70 or more were 23 of 25 students (88 %). In the first test, 8 % (2 students) had a score of 70 or more. In the second test, 40 % (10 students) had a score of 70 or more. In the third test, 88% (23 students) had a score of 70 or more. Most of the student scores improved from the first test to the third test.

The implementation of classroom action research was suitable for mastering vocabulary based on the results of the data. Besides, the objective was to know how to improve students in the implementation of blindfold games. It can be assumed that the planning to reflection that the researcher and the collaborator have done could work well and successfully.

## CONCLUSION

It can be concluded from the results and discussion on improving vocabulary mastery of the students through the implementation of the blindfold game that:

1. Before implementing blindfold game in learning activities, the learners' vocabulary mastery is still low. From the pre-test results, it can be shown that the mean student score was 41.04 or just 2 students passed the test.
2. The students responded very well during the teaching and learning process. Most of the students were interested in using the blindfold game and got good feedback from the student. It can be shown from the observation sheet that the students answered the researcher's question and instruction.
3. The vocabulary mastery of the students in the learning process has increased after implementing the blindfold game. From the post-test I result, it can be shown that the mean student score was 68.48 and 10 students passed the test. Meanwhile, the mean score was 80.32 in post-test II, and 23 students passed the test. It concluded from chapter 4 that the vocabulary mastery of the students could be improved by using blindfold game.

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