

**IMPLEMENTING BLINDFOLD GAME AS A DEVICE TO ENHANCE
STUDENTS VOCABULARY MASTERY AT THE TENTH GRADE
STUDENTS OF MA ABU DARRIN BOJONEGORO**

Miftakhul Jannah, Meiga Ratih Tirtanawati¹⁾, Siti Ermawati²⁾

Program Studi Pendidikan Bahasa Inggris

Fakultas Pendidikan Bahasa dan Seni

IKIP PGRI Bojonegoro

Miftatanjung14@gmail.com

ABSTRACT

This final project discussed implementing blindfold game as a device to enhance students vocabulary mastery. The basic problem the writer wanted to discuss in this final project was can the use of blindfold game enhance students vocabulary and how is the class situation when blindfold game implementation at tenth grade in the classroom. The research was aimed at whether or not the use of blindfold game can enhance students vocabulary and to find out how the class situation is when blindfold game is implemented in the classroom. This research was conducted by using Classroom Action Research, the subject used the students of Class XI of MA Abu Darrin Dander Bojonegoro. They are 37 students totally. This research was used pre-test and post-test data, interview sheet, observation checklist, questionnaire and field note. The findings describe the result of teaching and learning vocabulary mastery implementing blindfold game.

INTRODUCTION

Language is a system that consist of the development, acquisition, maintenance and use of complex system of communication, particularly the human ability to do. So indirectly, Automatically the next generation must be able to communicate in English. But in fact

it is still difficult to apply the English language in the everyday environment for example a school environment. It is because a lot of reasons, one of them is lack of the mastery vocabulary and knowing the meaning of the word. In addition, the

teaching and learning strategy also includes factors that influence it.

Teaching and learning is a process the opportunity given to the students to make a change and obtained from an experienced teacher. The main purpose of teaching and learning is focused on achieving skills. Skills achievement of the purpose the achievement learning such as English learning. In English learning focus on some skills that must be achieved, they are listening, speaking, reading and writing. In order to master those skills the students have to understand some elements of language, like grammar, vocabulary, pronunciation etc. Of some elements, one element that should have a student in learning English is the mastery of vocabulary.

According to Red Jhon (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, adictionary – tape definition, or an equivalent word in their own language.

Harmon et all (2009) (in Bintz, 2011: 1) said that “Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts. John Dewey (1910) (in Bintz, 2011:1) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which it expresses. In studying vocabulary, we will at one learn the elements of the other. For example spelling, grammar, pronunciation and it is included in the elements of the language.

From the explanations above, it can be known that there are many experts explained their theory about the importance of mastering vocabulary for language learner. The importance of vocabulary does not make students have good spirit and motivation in learning it. These kinds of problem happen to many students.

This problem happened to the tenth grade students in MA Abu Darrin especially class X.2. Based on the preliminary study, the

researcher found that the students get difficulty in understanding the questions and also difficult to deliver their answer because they didn't have enough vocabulary to express their idea. Besides that, there are only some of them that can translate and comprehend the text. Based on these problems, one solution that can be done is to provide a method of learning by using games. According to Hornby, (1995:486), game is an activity that makes some fun. With the game a student will feel fun, not boring, can more creative thinking and easy thanks. As stated by Wright *et.al* (1984) "Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or

METHOD

In this study, Classroom Action Research is used. It is conducted to see the improvement of students' vocabulary mastery in the learning process. According to Eileen (2000: 49) action research is a process which participants examine their own

have written, and they must speak or write in order to express their own point of view or give information". Blindfold game is one of the game education that can enhance the vocabulary mastery. Because in this game need concentration is high in the observe, remember and working together. So that the students can be more interested and enjoy in English learning process.

Based on the reason above, the researcher is inspired to make a classroom action research, because the researcher wants to know how far blindfold game media can improve students' vocabulary. So, the researcher makes a classroom action research with the title **"Implementing Blindfold Game As a Device to Enhance Students' Vocabulary Mastery."**

educational practice systematically and carefully, using the techniques of research. The method of conducting this final project was an action research which took place in the classroom. It focused on the Blindfold Game. Action research

was a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. However, it is different to the professional development practice by the teachers. It is in order to come to some decisions about what the future practice should be. The subject used by the researcher is the students of Class XI of MA Abu Darrin Dander Bojonegoro.

In search of data source here researcher use five element that is interview, test, questionnaire, observation checklist and field note. The interview is a method to inquire,

FINDINGS AND DISCUSSION

In doing the research, The data is analyzed as quantitative data (pre test and post test) and qualitative data (interview, field note, questionnaire and observation checklist) in the preliminary research and research implementation.

Preliminary research is research conducted to obtain data before special treatment is given by researchers. In obtaining the data, researchers used several sessions,

to ask questions of the students, and to listen to colleagues, supervisors, mentor-teachers, and others connected with the research. Test is a set of question that is used to assess the skills, knowledge, intelligence, and talent of an individual or a group. Observation aims to analyze each student's behavior in classroom during teaching learning process. Questionnaire is a form containing a set of questions and submitted to people to gain statistical information. From the field note, it was found that the students were active and enthusiastic during the teaching learning process.

interviews of teacher, field note, questionnaires, provide pre-test and observation. This activity was conducted on April^{14th}, 2018.

Based on the qualitative data in the preliminary research the students vocabulary mastery is low. It can be seems on the result of observation checklist in the responsibility during the learning activity Most of the students were passive. In the questionnaire the students seems they

still find it difficult to learn English. In the field note when researchers interact with students using English, some students are seen answering and some students are silent. That is because the vocabulary they have is still low. The students have a well developed vocabulary mastery with the game. And finally in the pre test from the average of students' pre-test result was 42,30. The result was low. Only one students got score 75. It means that only one students assessed in the pre-test. Meanwhile, the students are considered could assess the lesson if they had score more or equal to minimum of criterion assessment was 75. therefore the researcher would do a treatment in the research implementation.

Research implementation is Research implementation is applying special treatment in research conducted by researchers in classroom action research after preliminary research activities are carried out in the second meeting. In research implementation activities Researchers obtained data from post test in cycle I and cycle II. In the each cycle consist five instrument. It

is interview, observation checklist, questionnaire and post test.

In cycle one, there was 2 meetings. In each meeting there was 4 stages, they are planning, acting, observing, and reflecting. The first step was planning. Before the action, the researcher made planning to do teaching learning activity. In this session, the researcher choosing direction as the theme. The researcher also made the lesson plan, and giving multiple choice test. The first meeting was held on saturday, April^{14th}, 2018. Before the researcher begins the teaching learning process, the researcher opened the class by giving greeting, praying, checking the students' attendance. And then, researcher begins the activity of teaching and learning process by giving the multiple choice too.

In this meeting the researcher also gave post test of cycle one to measure the development of the students about their vocabulary mastery. In this session, the student had difficulties to answer the question, because they didn't know about the translation. So the researcher gave translation about the material to make easy when they

answer the question. And after that, the students had finished their exercise, the researcher asked the students to submit their work. The researcher closed the class by saying goodbye to the students.

Based on the result of this cycle, the researcher concludes that

Table 4.7 the students' score in the first cycle (Post-Test I)

No	The initial of students name	Test	
		Post test I	Criteria of succes ≥ 75
1	ANR	80	sukses
2	AH	80	sukses
3	ASN	70	Failed

In cycle II, was held on Saturday, April^{24th}, 2018. The researcher opened the activities by giving greeting, checked the students' attendance, and asked about the last material. After that, the researcher applied the blindfold game technique. The researcher gave explanation of using blindfold game

the teaching learning process in this cycle was failed. It can be proved from the students' score of post test in this cycle. The teaching learning process was continued to the cycle two.

in vocabulary test. Then the researcher explanation about the material by changed strategy. The researcher ask the students to practice about direction by instructions researcher. After practice the game, the researcher gave question in post test II.

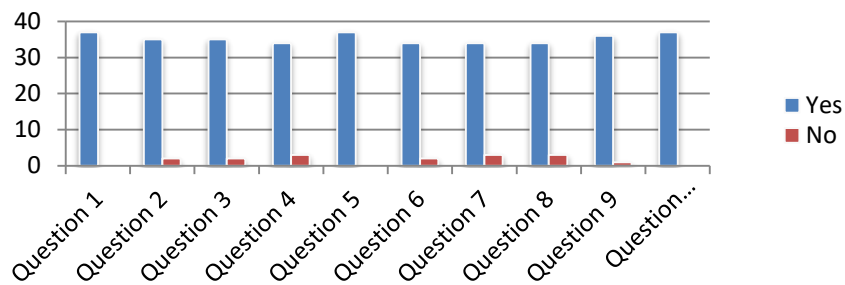
Table 4.8 the students' score in the Cycle II (Post-Test II)

No	The initial of students name	Test	
		Post test II	Criteria of succes ≥ 75
1	ANR	100	Sukses
2	AH	89	Sukses
3	ASN	79	Sukses

In the end of this meeting, the researcher gave questionnaire to the students. The researcher asked students to give checklist sign in the

column based on their own answered.

The researcher also explained that this questionnaire not influence about their score. Then, the researcher closed the class by saying goodbye.



Graph 4.2 post questionnaire

- a. Do you like the “Blindfold game” given?

Almost of the students answered “yes”. The percentage of students who gave checklist in “yes” graph was 100% and students who gave checklist in “no” column was 0%. It showed that almost of them liked English and important to them.

- b. Is the “blindfold game” given to help you mastery the words in English?
35 (94%) students gave “yes” and 2 (6%) students gave “no” in the

questionnaire, can be concluded some of them get new vocabulary.

- c. Can learning with games increase your enthusiasm in learning English?

35 (94%) students gave “yes” and 2 (6%) students gave “no” in the questionnaire.

- d. Are the words that you have often used and needed in daily activities?

The percentage was 34 (91%) students who answered “yes” in this question and 3 (8%) answered “No”.

e. Do you ever get blind fold game before?

Here 100% of students answered “No”, meaning they not get the treatment before.

f. Do you feel happy remember english vocabulary have done use blindfold game?

It meant that 37 students who answered “yes” were happy with using blindfold game in learning English.

g. Do you still find it difficult to remember new vocabulary after using blindfold game?

The students vocabulary mastery improved after students got blindfold game in the learning process. It was proved from their answers in this question. 34 (91%) students answered “No” and 3 (8%) students answered “Yes” in the questionnaire.

h. Do you feel interested in learning english by using blindfold game?

From the analysis above, the average of the students’ post test was 80.86. The score was higher than the pre-test that was only 41,48. From this fact, the researcher concluded that the students’ achievement in

In this question, 36 (91%) students were interest when using blindfold game in the learning English. 1 (3%) students answered “no” in the questionnaire.

i. Do you hope you teachers use another method in the learning?

36 (91% students were like and hope the teacher use another method to learn English. Blindfold game made them learning English enthusiastically. It was obtained from their answer “yes” in the questionnaire.

j. Do you take motivation in learning with blindfold game?

All of students gave “yes” for this question. It showed that blindfold game was motivated for the students in learning English. The percentage was 100%.

implementing blindfold game to enhance vocabulary mastery improved. The students’ marks increasend from the pre-test, treatment in the firts cycle and the second cycle. It could be said that blindfold

game was effective to help the students in improving their vocabulary mastery.

FINDINGS AND DISCUSSION

By analyzing students score in preliminary study, the researcher found that the student scores were low. The mean or the average score of students' vocabulary mastery in the pre-assessment was 41.48. It improved to 73.24 in the first cycle in post-test I and The students also got better result in post-test II in the second cycle it was 80.86.

Based on the report of interview, observation checklist, field note and questionnaire. The researcher found that the students were highly motivated and enthusiastic in learning vocabulary through games. In addition, they looked enjoy the teaching and learning process. It was showed by the large numbers of students who tried to answer the question. Besides that, the students had improvemen in their activeness when the researcher implemented games in teaching vocabulary mastery. They were not nervous and confident in saying English sentences. These statements

were based on the students' braveness in answering questions and giving clues to their friends.

In addition, teaching vocabulary mastery created the students interest in learning English because they felt fun in doing these activities. The activity also made a competitive atmosphere which made students have motivation to do the activity during teaching and learning process. In addition, by implementing this game they learnt about the importance of the teamwork in a group.

Suggestion to Teacher, based on the findings, the use of games as a technique in teaching English vocabulary mastery had improved the students' ability in mastering vocabulary. Therefore, the teachers were recommended to use games in teaching English especially in teaching vocabulary to their students. The teachers were suggested to use the games based on the procedures in this research but they were suggested to be more creative and realistic in implementing the games in their class in order to get better result and achievement.

For the readers who will conduct an action research with the same topic as this study, the writer hopes it can be one of the references. The readers can explore any other media and combine with various techniques to be applied in English class. They are also able to do further research on this topic.

BIBLIOGRAPHY

Efendi, Erfan (2013), *the use of games to improve vocabulary mastery of the seventh grade students of SMPN 5 Malang 2012/2013*. FKIP UNISMA 2013. (Online) http://Article.journalErfan_Efendi_2013.ac.id, accessed on 11 December 2017.

PDF, *Blindfold-An Audio-only Adventure Game*, (vj2013.dei.uc.pt), accessed on December 12th, 2017, 08:54 P.M

Novi Mistiani, dkk (2016). *The Effectiveness Of Blind Fold Game In Teaching Speaking At Seventh Grade Students Of Smp Negeri 2 Besuki In Academic Year 2015/2016*, journal. STKIP PGRI Tulungagung 2016.

Yanuri (2016). *The Use Of Blindfold Game To Improve The Vocabulary Mastery Of The Fifth Grade Students At Sdn Terteke Tulungagung*, Journal. STKIP PGRI Tulungagung.