THE IMPLEMENTATION OF BLINDFOLD GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY

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Abstract.
In studying English, the first component that has to learn is vocabulary. Someone who wants to master 4 language skills, he has to master a few words even everything. When learning listening, needs vocabulary, reading needs vocabulary, especially when learning to write, all needs vocabulary. That is the reason why the students have to master the vocabulary in learning English. This research was aimed to see the improvement of vocabulary mastery of students before and after learning process through blindfold game. The results of the research are useful for the teacher and students. The teacher should aware that it is important to supplied before teaching make the students more active in learning process. The researcher was conducted at MTs DDI Lil Banat Parepare, the sample of this research were the students of VIII.C class which is consisted 19 students. This research was used pre-test and post-test data. The result of this research showed that there was improving of students' vocabulary mastery. Based on the analysis, the researcher found that Blindfold game is able to improve the vocabulary mastery. The students' vocabulary mastery was improved significantly by mean score of the pre-test was 46.05 and the mean score of posttests was 78.57, they showed that the mean score in post-test was better that the mean score in pre-test. Thus, alternative hypothesis (H_a) stating that Blindfold game could improve the students' vocabulary mastery and could make the classroom be active.

Keyword: *Blindfold Game, Vocabulary Mastery, Vocabulary.*

Introduction

A vocabulary is the basic unit of language form. Without sufficient vocabulary, someone cannot communicate effectively or express ideas. If a learner does not know how to expand their vocabulary, they gradually lose interest in learning. Besides, the words come into two forms like oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing.

There are many perceptions about the concept of vocabulary. According to Hatch & Brown vocabulary is a list of words that speaker of a language use. Persuade to Longman dictionary, vocabulary is all word that someone uses or knows. Vocabulary is the focal point to the learning and teaching of L2 to all forms of oral and written communication.

Mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, etc. talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, writing. The proficiency of someone's speaking is influenced by his or her vocabulary. To clarify that, let us look at the importance of vocabulary relating to language skills. (1) In speaking, vocabulary is used to express our ideas or feelings to the other orally. The words we have influence how effective the communication runs. (2) Listening, vocabulary is used to understand someone's speech or what someone says. It's very hard for us to catch what someone says if we just know the construction of a sentence without knowing the words. (3) Reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the mean of words used in the passage. (4) Writing, the writer uses vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her ideas. Without knowing much vocabulary. We cannot develop our writing because we are limited in vocabulary mastering.

Students often find difficulties in using a foreign language because they lack vocabulary and they often forget easily new vocabulary after they get the meaning from dictionary or a list of vocabulary. Sometimes in speaking classes, students cannot speak fluently because they lack vocabulary. They say only a few sentences because they cannot find the appropriate vocabulary to be used in expressing their ideas. As well as the eighth-grade students at MTs DDI Lil Banat, some students are

afraid or ashamed to use English in communication because they lack vocabulary and they have made it difficult for them to communicate. Based on the reason above, the researcher interested in how is the students' vocabulary mastery before and after using the Blindfold Game. The researcher wants all of the students to be able to participate in the learning process and enjoy in English learning process.

Talking about vocabulary is one of the second problems to be successes full in the implementation of communication the acquisition and the learning vocabulary is fundamental requirement and through vocabulary we can communicate our ideas, emotions, and our knowledge. Vocabulary is most important thing to understand and know of thing and action. Many kinds of media can be used in teaching vocabulary; one of them is blindfold game. The blindfold games is a game free movement and exploration of a virtual space that allows simple interaction with key elements and assets, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience.

The Blindfold is one of the media that can improve students' vocabulary. The Blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assets, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience (2019:20-24).

The Blindfold Game is one of the media that can improve students' vocabulary. The Blindfold game is a practical exercise in verbal communication that used blindfold in the games. This game used to teach directions, numbers, and making instructions. Besides that, this game can bring the students that they need to study the expressions of others to direct a person. The Blindfold can push team members into working together more closely and blindfold can be fun. So that the students can be more interested and enjoy in English learning process. According to Marty's,there are several types of blindfold game that can be used in this game.

1. **Blindfold Word Games**

Blindfold word game is a fully accessible word game for both sighted and visually impaired people, designed for rapid audio play. Word games includes the game word ladder, word flick, hangman, unscramble and 7 small word. (1) The Game Word Ladder: the objective of blindfold word ladder is to convert one word into another word by changing only one letter time for example, to change the word 'COLD' to 'WARM', you can first change the third letter of COLD from 'L' to 'R', making the word CORD. Then change the second 'CORD' so the new word is 'CARD', then the fourth letter of 'CARD', so the new word is 'WARD'. Finally change the last letter of 'WARD', so the new word is 'WARM'. (2) Word Flick : you have a 16 randomly chosen letters arranged in a 4 by 4 grid. You build as many words as possible using adjacent letters. The longer the word, the higher you score. For example, if the top line has the letters C,A,T,S , and the second line has the letters O,L,D,X, you could from CATS from the first line and COLD using the C from the first line, and the O,L,D from the second line. (3) Unscramble: you must unscramble the word. The letters L,E,H,O,L unscramble to become the word HELLO. (4) Hangman: you must discover the word before using up your moves. In seven small words, you must combine word fragments into a word that matches the definition you are given.

2. **Blindfold Cat and Mouse**

Blindfold Cat and Mouse is a fully accessible card game inspired by the kipbo card game, for both sighted and visually impaired people, designed for rapid audio play. The objective of the game is to be the first one to empty your stock pile. You have a stock pile with 30 cards, 4 discard piles, and your hand of 5 cards. Your opponent has the same. The deck consists of cards from 1 to 12.The game starts by playing a 1 card from your hand onto a build pile. Then if you have a 2 card, you play it, then a 3 card and so on, until you play a 12. The build pile is cleared off, and you start again. If you cannot play a card, you discard a card, and your opponent goes. There are other rules, but that's quick summary of the game.

3. Blindfold Bingo

Blindfold Bingo is a fully accessible audio game where you play bingo by yourself, or against several computer players. In bingo, numbers are announced, and you press to dab your card on that number. You can choose how many other computer players are playing, and how many cards they can buy. If you get a bingo, you win 50% of the coins that were used to purchase cards by you and the other players. Blindfold Bingo comes with over 16 patterns of play, and lets you both explore a pattern and then play that pattern, such as a clover leaf, or the letter X, or an inside diamond. You can record yourself saying bingo, and blindfold bingo will play it back to you when you get a bingo. You can also select from other people's voices, and share you voice with the people who play blindfold bingo.

4. Blindfold War

Blindfold War is a fully accessible classic card war game for both sighted and visually impaired people, designed for rapid audio play. Blindfold War tells the cards you and the computer played, and the number of total cards in your hand. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken. The way of blindfold war is each player starts with a deck of 26 cards. The game takes place through a series of battles in which each player reveals one card. The player with the highest card wins both cards. If both players reveal a card of the same rank, a war ensues, giving each player a chance to win many of their opponent's cards. The cards are not visible; instead, you play by listening. Tap the screen to play your next card, and the computer plays its next card too.

5. Blindfold Wildcard

Blindfold Wildcard is a fully accessible card game that is a variant of the game "UNO" for both sighted and visually impaired people, designed for rapid audio play. Blindfold Wildcard tells you if a card can be played. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken. Blindfold Wildcard includes several modes of play, such as discard or draw, and discard or draw until you can discard. Since there are many rules choices for the

game, you can customize it for many of those rules. You play against the computer. The cards are not visible; instead, you play by listening. You can flick up or down to hear the cards, and tap to play a card or draw from the deck. A complete guide to the gestures is included in the help. So, based on the types of blindfold game above, the researcher used blindfold word game in her research especially in unscramble. In unscramble, the students must arrange the unscramble word to become the right word.

Method

The design of this research is quantitative research. This research would employ pre-experimental method that applied one group pre-test and post-test design. The researcher has conducted research in MTs DDI Lil Banat Kota Parepare and duration of this research was sixth meetings namely once in pre-test, 4 times in treatment and once in post-test. Population of this research took the eighth-grade students of MTs DDI LIL BANAT in school year 2018/2019 consist of 78 students. The researcher used purposive sampling technique which involves one class for use experimental class is VIII.C. It was recommendation of the English teacher. She stated that the students in the class have represented the population. The totals of sample were 19 students. The instrument of the research was vocabulary test. The test gave before and after doing treatment. The pre-test gave to check the prior vocabulary mastery of student.

Results

The findings of this research deal with the classification of the students' pre-test and post-test, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment and the result of the post-test of this research can answer the question of this research that aims to find out through blindfold game can be able to improve students' vocabulary mastery at the Eight Grade of MTs DDI Lil Banat.

1. The result of the students' pre-test

    The rate percentage was acquired by the students in pre-test vocabulary mastery. It has been mentioned in previous chapter that after that tabulation and analyzing the score into percentage.

2. The result of the students' post-test

    Based on the data, it showed that the rate percentage of the students' score achievement vocabulary in post-test is varied. Ten students got higher score and none of students got lowest score.

    According to data between the result of pre-test and post test it can be seen that before giving treatment about materials of vocabulary to improve the vocabulary of the students it still limited. Some of them got fair classification score but when the researcher gave treatment to the students and gave post-test, none of them got fair classification. It means that the students' vocabulary mastery was improved.

    This part of discussion describes that the implementation of the research finding of the previous evaluation result. It had given us illustrated that using blindfold game in improving students' vocabulary mastery at the second grade of MTs DDI Lil Banat Parepare was effected in learning English. The students already had their ability in vocabulary that which enables them to memorize the vocabulary that has been learned.

    It's drawn up by taking the students' progress with vocabulary mastery. The respondents who got poor classification in pre-test proved that the students were totally did not have good vocabulary mastery. It was shown in the previous finding at this chapter, especially in table 4.1. that the students' score percentage at the pre-test still low and most of them very poor and fair classification in experimental class. Based on the description of the data shown that the researcher's observation indicated that the students' vocabulary mastery still low before giving treatment.

    The low of the student's vocabulary mastery caused of some factors were the faced, they were:

1. The student difficulties to understand the material of English subject. The most of the students still difficult to understand their subject when in English class because they did not know what the meaning of their lesson.

2. The students' lack of vocabularies. The big reason why the students still difficult to answer the question in the blindfold game because they still lack of vocabularies and sometimes when the students want to mention the vocabulary in English and Indonesia they just keep silent and do nothing.

3. The students' lack of motivation in learning English. The students who squeeze themselves lacking in English lesson choose to avoid lesson not to more studying about it and also the students sometimes felt bored to study English when their teacher presented their material monotonically. So, the students had low motivation to study about English.

4. The students' lack of practice. Therefore, some of the students knew about English but they lack practice. They need vocabulary every day to build their vocabulary mastery.

5. The students felt scared in learning English because their opinion about English is difficulty.

Those problems, faced by the students had been overcame by teaching English using blindfold game in treatment segment. It provides by the percentage of the students' result score of post-tests was higher than the students' result score of pre-tests. The treatment was though in experimental class. That why the students' result score of experimental class were higher score. In experimental class the researcher treated the students by using blindfold game in improving students' vocabulary mastery. The use of blindfold game used to treat the students to write and memorize, because the focused of this research was the student's vocabulary mastery. And the treatment was conducted four meetings with different materials. The researcher gave different material in every meeting. The researcher introduces and explains the material about vocabulary and focus on Islam story, after that researcher gave some minutes for students to read and translate the text. The treatment that was given by

the researcher proved that the use of blindfold game was effectiveness in applying in the classroom to improve their vocabulary mastery. Because there are a lot of questions that are often encountered by students and it can be trained students learned vocabularies. It was shown in the table 4.5 and 4.7. The mean score of students' pre-test, that was promoted 46.05 to 78.57, mean score from poor classification up to good classification.

It showed that by using blindfold game for learning vocabulary able to improve the students' vocabulary mastery. It is related with the game about blindfold game which has mention in the second chapter, some researcher that use blindfold game state that by using blindfold game was better to improve students' motivation in learning process, they are : 1) Milda Biruhmah conclude in his research state that the use blindfold game can motivate students in learning speaking. 2) Osa Fandilah states that the use blindfold game was better to improve students' motivation in learning vocabulary. 3) Yanuri states that the students' vocabulary was good after being taught by using blindfold game. Blindfold game to the students can give a positive impact in motivating students. It gives a blindfold game to the students can provide an opportunity to the students to more knowing many vocabularies. And also uses blindfold game in teaching students to support a more creative approach to teach students. The result after researcher gave some treatment to the students using blindfold game are: 1) Azizah fauziah in pre-test, she got 30 and then after gave treatment increased become 80 at the post-test. 2) Nabila Dwi Safitri Anjas in pre-test, she got 45 and then after gave treatment increased become 85 at the post-test. 3) Rezky Amanda Putri in pre-test, she got 35 and the after gave treatment increased become 70 in post-test. 4) Nailah Fitri Hasan H. in pre-test, she got 50 and then after gave treatment increased become 70 in post-test. Overall, from the statement above, it can be seen that there was an improvement of students' vocabulary mastery.

After collecting and calculating the data, the researcher found that the post result score of the experimental class was improved from the pre-test result score of the students. It can be seen from the students result score in the table 4.4 it showed

that the mean score of post-test was improved 78.57 from the mean score of pre-test. The improvement of the students in experimental class cause by the question of pre-test was the same question. So, the students could make their vocabulary the post-test.

Based on the researcher observation from the experimental class showed that the improvement of the students in experimental class significant. Caused experimental class the improvement of the students suitable with their activeness learning process, they could ready and focused to the lesson.

The average mean score of the students' pre-test and post-test vocabulary experimental class were 46.05 and 78.57 the comparison between the mean score in pre-test and post-test showed improvement of students' result in vocabulary then before.

The analyzing is intended to know whether is there are differences between pre-test and post-test in the experimental class, and know is the hypothesis receipt between alternative hypothesis (H_a) and null hypothesis (H_0). For this purpose, the t-test method is used to analyze the score of this research. Then the analysis of t-test value in experimental class (11,06) was higher than t-table (1,734) with degree of freedom (df) N-1 (19-1). It means that the alternative hypothesis (H_a) concluded that implementation of blindfold game for teaching vocabulary able to improve students' vocabulary mastery was accepted while the null hypothesis (H_o) was rejected.Based on the data analyzing above, the researcher conclude the using blindfold game for teaching vocabulary able to improve students' vocabulary mastery at eight grade of MTs DDI Lil Banat Parepare.

Further, based on the test result in experimental class after the researcher activities, the researcher fond that the students had positive respond toward to use of blindfold game, the factor that influence the students' vocabulary mastery was the materials, supporting materials, and the activities of procedure blindfold game. All of the students got in high classification of had positive responses of the test result. It means that the use of blindfold game was influence the students to improve their

vocabulary mastery especially in vocabulary that has been learned. And based on the students answer in test, some of the students fell enjoy doing some activities in learning. They said using blindfold game in learning vocabulary can improve their vocabulary, interesting, and did not make them bored so they could enjoy their activities.

Conclusion

From the result of pre-test, it can be concluded that students' vocabulary was still low. The mean score of pre-test was 46.05, after that the researcher gave treatment by using blindfold game and the mean score of the post-test was 78.57. The data analysis result is t-test value (11.061) was greater than t-table value (1.734). by the result, it is concluded that is an improvement between the students' vocabulary before and after giving treatment by using blindfold game. It shows that the alternative hypothesis (H_a) is accept in the null hypothesis (H_o) is rejected. t-test result in which the value of the t-test was 11.06 than t-table 1.734 at the level significance and degree of freedom (df) was 18.

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