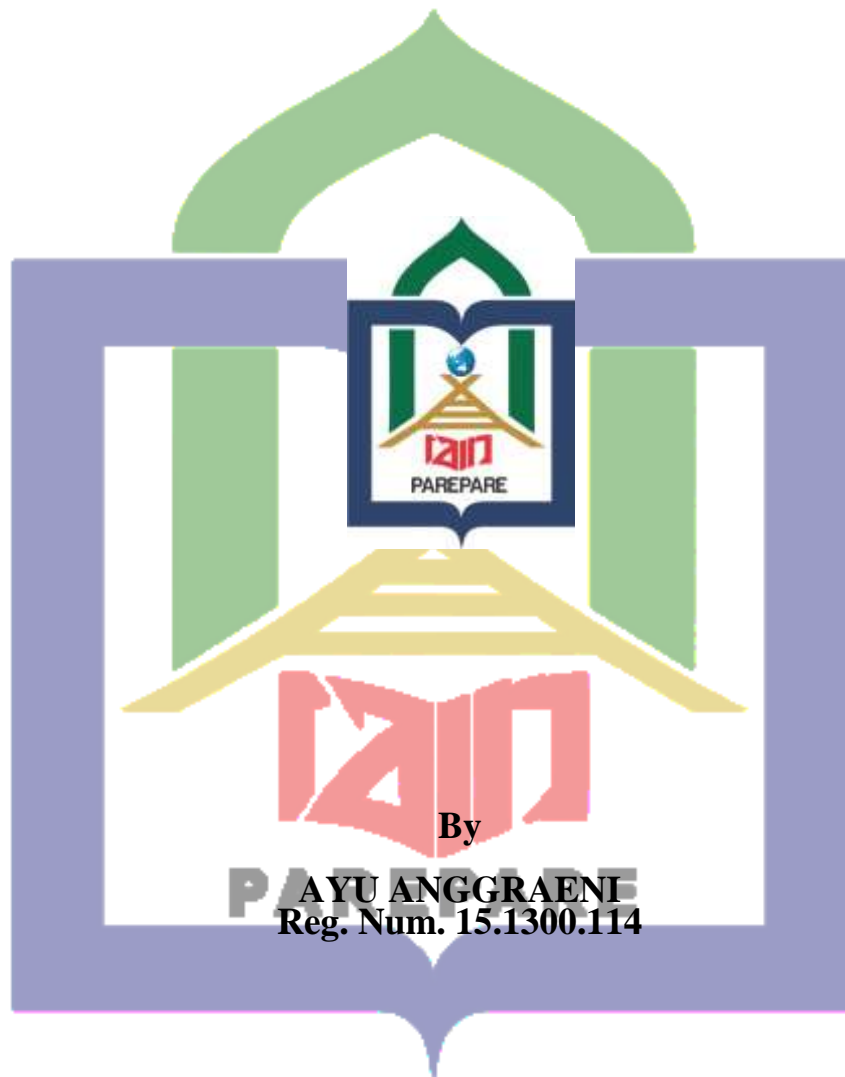


SKRIPSI

**THE IMPLEMENTATION OF BLINDFOLD GAME TO
IMPROVE THE STUDENTS' VOCABULARY
MASTERY AT THE SECOND GRADE OF
SMPN 2 LEMBANG KAB. PINRANG**

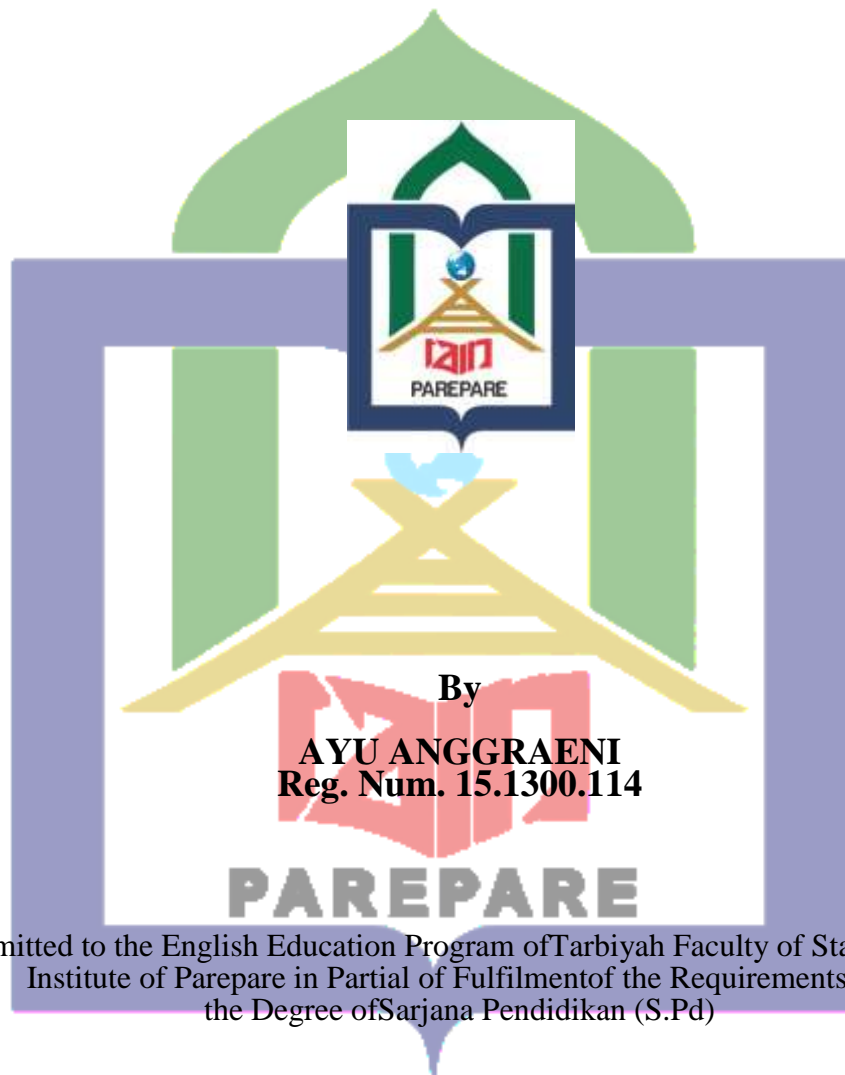


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

SKRIPSI

**THE IMPLEMENTATION OF BLINDFOLD GAME TO
IMPROVE THE STUDENTS' VOCABULARY
MASTERY AT THE SECOND GRADE OF
SMPN 2 LEMBANG KAB. PINRANG**



By
AYU ANGGRAENI
Reg. Num. 15.1300.114

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd)

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PAREPARE

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
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2020

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SKRIPSI

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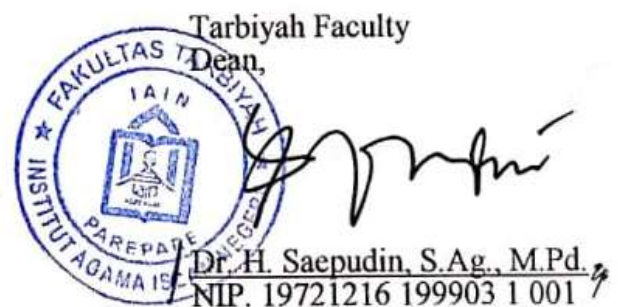
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In the name of Allah, the Beneficent the Merciful

Alhamdulillah Rabbil Alamin. There is no beautiful sentence to say except prayer and thanks into our God Allah swt, for His blessing, mercies, and enjoyment so that the writer could finish this skripsi completely. May shalawat and salam always be given to our prophet Muhammad saw. as the big leader in this world, who has guided us from the stupidity to cleverness.

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Finally, the writer realized that this skripsi still has many weaknesses and far from perfection. Therefore, the researcher would highly appreciate all constructive suggestions and criticisms.

May the Almighty Allah swt. always blesses us now and forever, amin.

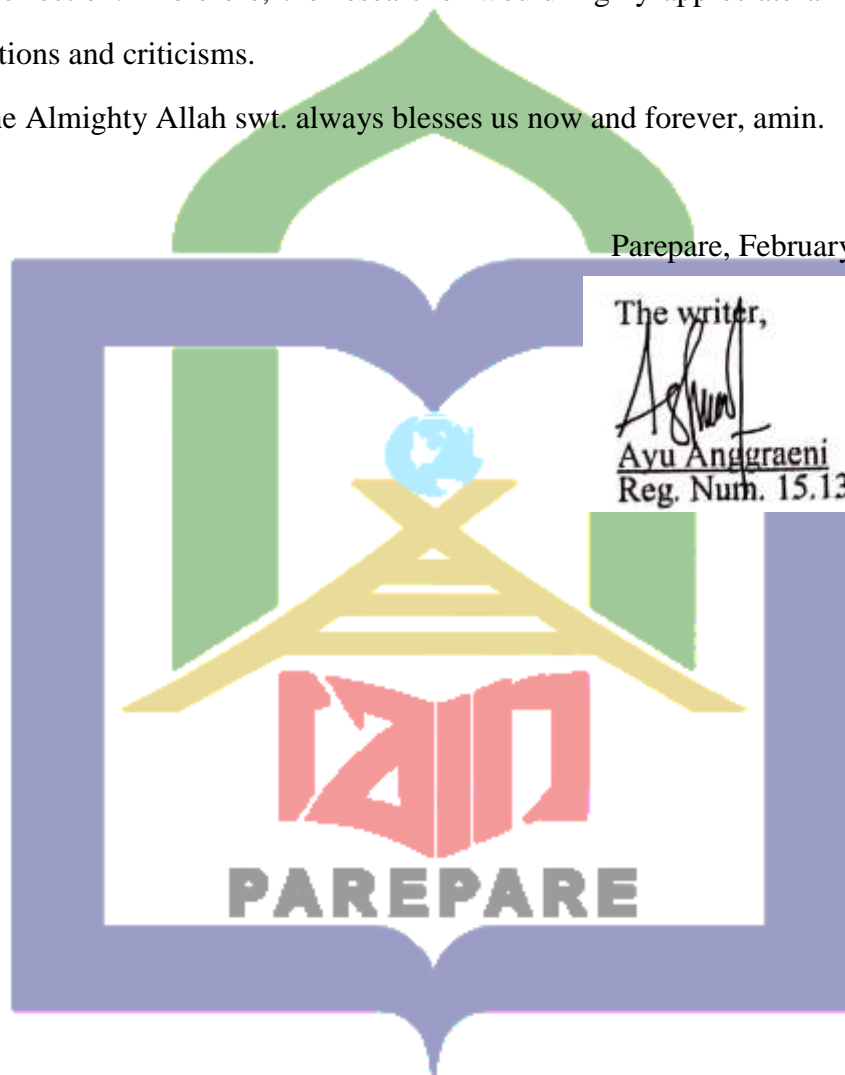
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

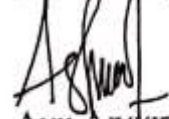
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the Second Grade of SMPN 2 Lembang Kab.
Pinrang

Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complicated by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, February 21st, 2020

The writer,



Ayu Anggraeni
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ABSTRACT

Ayu Anggraeni. *The Implementation of Blindfold Game to Improve the Students' Vocabulary Mastery at the Second Grade of SMPN 2 Lembang Kab. Pinrang.* (Survived by Hj. Nurhamdah and Hj. Nanning).

This research was aimed to see the improvement of vocabulary mastery students before and after giving treatment by using blindfold game at the second grade of SMPN 2 Lembang Kab. Pinrang. This result of the research was expected for the English teacher and the students. The teacher should aware that it is important to supplied the strategy before teaching, and for the the students also to help them learning English easily.

This research used pre-experimental design with one group pre-test and post-test. There were two variables, they were independent variable the use of Blindfold Game the dependent variable was the students' vocabulary mastery. The researcher took 30 respondents as the sample in VIII.A by using classroom purposive sampling. In this research the students pre-test was given before treatment and for the post-test was given after treatment. Then criteria of this research was the vocabulary mastery students focus on noun that consist of two points are memorize and pronounce. It aimed to know whether using blindfold game. was effective to improve vocabulary students.

The result of this research show that the post-test (91.04) was greater than pre-test (54.46). For the level significant (p) 5% and the value of the table was 1.699, while the value of the t-test was (4.96). It means that, the t-test was greater than t-table ($4.96 \geq 1.699$). It showed the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Based on the result above, the researcher concluded that using blindfold game was able to improvement the students' vocabulary mastery at the second grade of SMPN 2 Lembang.

Key Word: Vocabulary mastery and Blindfold Game

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CHAPTER I INTRODUCTION

1.1 Background

Language is a part of human and communication facility that has been existing since people also need express themselves to communicate each other. Language also means a system of communication used within a particular social group. In Oxford dictionary language is a system of communication in speech and writing used by people of a particular country.¹ There is no society neither human nor animal can exist without communication. Human can communicate orally or written and can obtain information well. So people need to learn about language.

Learning a language is to be able to communicate in the target language. In this condition, the target language is English. Thus, the teaching and learning of English should be emphasized at helping students to be able to communicate in English, both in written and spoken form. English has become one of the compulsory subjects which should be taught to the students in schools now. The ability of having some skills in English is much needed nowadays. English teaching and learning should be focused on four major skills that have to be mastered by the students. They are listening, speaking, reading, and writing.

Vocabulary is one of the most important elements in learning skills that could be learned and taught. Learning vocabulary for learners is fundamental. This is because without mastering and understanding certain numbers of vocabularies, it will be the hard to mastery language especially English. It can be seen in real situation in our life for example in speaking English. The English students cannot speak English

¹ Oxford University Press, *Oxford Learner's Pocket Dictionary Fourth Edition* (China: Oxford University Press, 2008), p. 247.

well because they have limited vocabularies. In reading and listening skills, the English students do not comprehend and understand what they read and listen. Mofareh Al-Qahtani says that vocabulary is not only limited to the meaning of words, but also depends on how the vocabulary is shared: how students use and store vocabulary and how they learn word and relationship between words, phrase, categories of words and phrases. It means that the vocabulary is controlled by learners must be know that the vocabulary covers the various categories of the words and how to use the vocabulary. The students get difficulty in mastering English because of their lack of vocabulary. It is important for the students especially for those who realize that they need to learn the vocabulary. It has a good supply to make sentence which is used to communicate by the students. The effect that could happen if the vocabularies are not taught to them is that they will get difficulty to communicate or express what they have in their mind.²

Vocabulary is the tool of illustrating thought self expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role. The prominent linguist, Wilkins said that people could describe few things without grammar, but they could express nothing without vocabulary.³ So in learning process, the first thing that the students need is mastering vocabulary.

A vocabulary is the basic unit of language form. Without sufficient vocabulary, someone can't communicate effectively or express ideas. If a learner doesn't 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

²Mofareh Alqahtani, *The Important Of Vocabulary in Language Learning. How To Be Taught* (International Journal of teaching and education, vol. III. No 3, 2015), p. 22.

³A. Kaharuddin Bahar, *The Communicate Competence Based English Language Teaching* (Trush Media, 2013), p. 49.

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.

Vocabulary should be taught. There are very strong reasons for a systematic and principle approach to vocabulary by both the teacher and the learners. First, because of the considerable research on vocabulary have good information about what to do about vocabulary and about what vocabulary to focus on. This means that vocabulary work can be directed toward useful words can give learners practice in useful skills. Second, one of the aims to show that there is a wide variety of ways for dealing with vocabulary in foreign or second language learning. The third reason for having a systematic and principled approach to vocabulary is that both learners and researchers see vocabulary without as being a very important, if not the most important, element in language learning.⁴

Lack of vocabulary is caused by many factors. The first, the students may not know enough vocabulary. The second the students may know enough vocabulary but they are unable to put the vocabulary to productive use.⁵ Most of them are lack of designing technique and strategies in teaching and learning process. The students sometimes feel boring in the class when the teacher cannot interest their students with the teacher's explanation. Sometimes students will get the new vocabulary during teaching and learning process and it is saved in their memory, but in a few days it will be forgotten because the students never practice it anymore. Therefore, it is necessary for teacher of English to have a good method in presenting the materials in the classroom.

⁴I. S. P Nation, *Teaching & Learning Vocabulary* (Boston: Heinle & Heinle Publisher, 1990), p. 1.

⁵Heinle, *Teaching and Learning Vocabulary* (United States, Heinle Publisher, 1990), p. 94.

The researcher choose SMPN 2 Lembang as an objective of the research because the researcher did observation and she found that the students had lack of vocabularies so that they faced difficulties in learning English. Sometimes they wanted to be active in learning process but they couldn't be active because they had lack of vocabularies. This was equivalent with the English teacher's statement, she stated that students were still low in vocabularies. Besides, they also felt bored when studying vocabulary because they had not change learning habits, such as writing words on paper or learning passively through the teacher explanation. Furthermore, vocabulary plays an important role. It is one element that links the four skills of English. In English curriculum in 1994 described English teaching purpose is students are able to communicate in English language with vocabulary mastery for junior school 1000 and 2500 for senior high school. Afterwards, English curriculum in 2004 is expressly not listed the amount of vocabulary that should be mastered for any level of education students.⁶

Therefore, the researcher would use blindfold game as one of way in teaching vocabulary, like the first meeting 30 words about place, the second meeting 30 words about things in the school, the third meeting 30 words about parts of body, the fourth meeting 30 words about family and relative, the fifth meeting 30 words about animal, and the sixth meeting 30 words about people. Then in each meeting, the researcher gave vocabulary as many as 180 of the second grade at SMPN 2 Lembang Kab. Pinrang.

The blindfold game is one of media that can improve students' vocabulary. Blindfold games are practical exercise in verbal communication that used blindfold in the games. This game used to teach direction, numbers, and making instructions.

⁶Aswir Astaman , Menulis Bersama Aswir.

Besides, this game can bring the students that they need to study the expressions of others to direct a person. Blindfold can impel team members into working together more closely and blindfolds can make some team building activities more memorable and wearing blindfolds can be fun. So that the students can be more interested and enjoy in English learning process.⁷ Rini Indriyani says that in her research, blindfold game Media can improve the students' vocabulary mastery. The result of her research showed that there was improving of students' vocabulary mastery. it was showed from the percentage of pre-test was 0%, post-test in the first cycle was 26% and post-test in the second cycle was 88.09%. There was improvement in every cycle. additionally, it can be seen from the hypothesis data. Rini Indriyani uses t-test formula. From the formula, Rini Indriyani found that $t\text{-test} > t\text{-table}$ or in the coefficient of t-test $(10.21) > t\text{-table} (2.02)$, with the level $\alpha=0.05$ and the number of the students are 42. Thus, alternative hypothesis (H_a) could be accepted and stating that the students' vocabulary could be improved through the implementation of blindfold game as media.⁸

Based on the explanation above, the researcher decide to conduct a research with a title "The Implementation of Blindfold Game to Improve the Students' Vocabulary Mastery at the Second Grade of SMPN 2 Lembang Kab. Pinrang.

1.2 Problem Statement

Based on the problem statement above, there is problem that will be investigate through this study. Is there any improvement of the students' vocabulary

⁷ *Blindfold Game* (<http://www.theteambuildingactivitiesshop.co.uk/blindfoldgames.htm>), accessed on August 10, 2019, 10:00 A.

⁸ Rini Indriyani, "Implementation Of Blindfold Game Media To Improve Students' Vocabulary Mastery Of The Second Grade At Mts Nurul Huda Tanjung Pura"(Skripsi Medan: UIN Medan, 2017), p. 69.

mastery by the implementation of the Blindfold game to improve the students' vocabulary mastery at the second grade of SMPN 2 Lembang Kab. Pinrang?

1.3 Objective of the Research

Based on the problem state above, the objective of the research is. To find out is there any improvement of the students' vocabulary mastery by the implementation of Blindfold game to improve the students' vocabulary mastery at SPMN 2 Lembang Kab. Pinrang.

1.4 Significance of the Research

The findings of this study are supposed to be useful for:

1. The researcher, this research is used to improve the research in teaching vocabulary.
2. The students', this research is an input for the students to improve their English vocabulary.
3. The teachers, it is used to improve the teacher to practice words using blindfold game in teaching vocabulary.
4. The writer and reader, it can be used as a reference for further study on vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research Finding

Some researchers who had conducted research by using games and technique. They are follow:

1. Rini Indriyani in her research about the implementation of blindfold game media to improve students' vocabulary mastery at the second grade of Mts Nurul Huda Tanjung Pura. She found that by using blindfold game could improve the students' vocabulary mastery and could make the classroom activities alive and active.⁹
2. Yanuri in her research about the use of blindfold game to improve students' vocabulary mastery at the second grade of SMP TerteK Tulung Agung. She found that by using blindfold game could help they student and they can express their idea, it can make the students able to express their opinions using English.¹⁰
3. Osa Fandilah in his research about the use of blindfold game to improve students' vocabulary mastery of SMP 3 Kudus in academic year 2016/2017. She found that the teacher should be able to created in teaching learning process more interesting, innovative and enjoyable. The teacher can use Blindfold game

⁹ Rini Indriyani, "Implementation Of Blindfold Game Media To Improve Students' Vocabulary Mastery of the second grade At Mts Nurul Huda Tanjung Pura" (Skripsi Medan: UIN Medan, 2017), p. 33.

¹⁰ Yanuri, "The Use Of Blindfold Game to Improve The Vocabulary Mastery of The First Grade Students At SMP TerteK Tulung Agung" (Skripsi Tulung Agung: STKIP PGRI Tulung agung, 2016), p. 30.

in teaching vocabulary because Blindfold game is an effective game to teach vocabulary.¹¹

Based on the previous finding above, it can be summed up that there are several methods that are used to improve students' vocabulary mastery in this case, the researcher use blindfold game is hoped can improve the students' vocabulary.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Vocabulary

2.2.1.1 Definitions of Vocabulary

In Oxford Dictionary vocabulary is all the words in a language.¹² Vocabulary can be defined, roughly, as the words we teach in the foreign language.¹³ Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed. This is how linguist David Wilkins summed up the importance of vocabulary learning.

Therefore, most of second and foreign language teachers now consider vocabulary as the crucial point to mastery the language. Schmitt has support this opinion: "One of the keys in learning a foreign language is mastery the second language's vocabulary".¹⁴

Another opinion comes from Crystal who states that vocabulary is the Everest of language because a person who wants to be able to communicate in a certain

¹¹Osa Fandilah, "The English vocabulary mastery of first grade students of SMPN 3 Bacin Academic Year 2016/2017 by using blindfold game" (Skripsi Kudus: Universitas Muria Kudus, 2017), p. 38.

¹²Oxford, *Oxford Learner's Pocket Dictionary* (Oxford University Press, 2008), p. 495.

¹³Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1991), p. 60.

¹⁴Norbert Schmitt, *Vocabulary in Learning Teaching* (New York: Cambridge University Press. 2000), p. 19.

language has to master the vocabulary of that language for the first time.¹⁵ The following opinion straight comes from Gazal which insist vocabulary a central of language and it is of great significance to language learners where words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning.¹⁶ However, McCarty argues that is not enough just to know the meaning of word. Students also need to know what words it is usually associated with, whether it has any particular grammatical characteristic and how to pronounce it.¹⁷

Based on the explanation above, researcher conclude that vocabulary is an important role in learning language. By mastering the vocabulary, the students are able to understand and communicate easily especially in English. In relation to give the students' vocabulary knowledge, the teachers should present the new vocabulary within some interesting learning activities, so that they can motivate and enhance the students. So vocabulary is an importance role because without knowing and understanding the vocabulary, basic skill in English cannot be used at all.

2.2.1.2 Types of Vocabulary

There are 4 types of vocabulary, they are listening, speaking, reading, and writing. The first two constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language

¹⁵ David Crystal, *The Cambridge Encyclopedia of the English Language* (Australia: Cambridge University Press, 1995), p. 116.

¹⁶ Lotfi Gazal, Novitas-ROYAL: *Learning Vocabulary in EFL Context Through Vocabulary Learning Strategies* (Ankara: Novitas-ROYAL, 2007), p. 84.

¹⁷ Michael McCarthy dan Felicity O'Dell, *English Vocabulary in Use (Upper-Intermediate and Advance)* (Jakarta: Erlangga, 2001), p. 2.

forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

a. Listening vocabulary

The words we hear and understand. Starting in the womb, fetuses detect sound as early as 16 weeks. Furthermore, babies are listening during all their waking hours-and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary.

b. Reading vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader, you cannot “grow” your vocabulary. In reading we don’t really understand what we read, when we lack vocabulary.

c. Speaking vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use. So, it is necessary to add vocabulary. Especially for students who are in the category of adolescents, because previously it has been discussed how much vocabulary is used by adults. Whereas, students today still need to add their vocabulary.

d. Writing vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.¹⁸ So, it is necessary to master vocabulary. Because, the main thing that is mastered to master English is vocabulary mastery. Nation has divided vocabulary in the specific reference, such a word:

1. Receptive vocabulary: knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word from sounds right or look right.
2. Productive vocabulary: knowing a word involves being able to pronounce the word, how to write and to spell it, how to use in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and bing to think of suitable for the word if there any.¹⁹

2.2.1.3 The Importance of a Vocabulary

Vocabulary is one of the components of language that need to be taught and recognized by the student. Without extensive vocabulary, learners will get problems

¹⁸ Judy K, *Montgomery's: The Bridge of Vocabulary: Evidence Based Activities for Academic Success* (NCS Perarson Inc, 2007), p. 1-2.

¹⁹ I.S.P Nation, *Teaching and Learning; language* (New York: New Burry House, 1990), p. 29.

in learning English as speaking, reading, listening, and writing. Teaching vocabulary is very important to improve the students skill, because vocabulary is one of the language components and as a base of language.²⁰ Rivers has also argued that the acquisition of the adequate vocabulary is essential for successful second language use because, without an extensive, we will be unable to use the structures and functions we may have learned for comprehensible communication.²¹ The importance of a vocabulary are:

- a. An extensive vocabulary aids expressions and communication.
- b. Vocabulary size has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary
- d. A person may be judged by others based on his or her vocabulary

Based on the explanation above, the researcher assumes that vocabulary is one of the most important aspect in learning English, because we cannot speak, read and write without have a lot of vocabulary and also unable to use the structure without an extensive vocabulary.

2.2.1.4 Approach in Teaching and Learning Vocabulary

Hunt and Beglar discuss three approaches to vocabulary teaching and learning

- a. Incidental learning

The incidental learning of vocabulary requires that teacher provide opportunities for extensive reading and listening.

²⁰ <http://ejournal.umpwr.ac.id/index.php/scripta/article/view/186/http://ejournal.umpwr.ac.id/index.php/scripta/article/vie/186/187>, Accessed on August 2019.

²¹ Nunan David, *Language Teaching methodology: A Textbook For Teacher* (New York: Prentice Hall, 1995), p. 117.

b. Explicit instruction

Explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words.

c. Independent strategy

Independent strategy development involves practicing guessing from context and training learners to use dictionaries.²²

Although all these approaches and principle have a role to play in vocabulary instruction, the learners' proficiency level and learning situation should be considered when deciding the relative emphasis to be placed on each approach. In general, emphasizing explicit instruction is probably best for beginning and intermediate students who have limited vocabularies. On the other hand, extensive reading and listening might receive more attention for more proficient intermediate and advanced students.²³

Based on the explanation above, the researcher can conclude that vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. Vocabulary mastery means the students having ability in understanding and using the vocabulary.

²²Jack C. Richard, Willy A. Renandya, *Methodology In Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 258.

²³Jack C. Richard, Willy A. Renandya, *Methodology In Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 258.

2.2.1.5 Technique in Teaching Vocabulary

There are many techniques in teaching vocabulary can be used to explain the meaning of word and the way in teaching vocabulary will depend on individual characteristic. However, several ways have been recommended as follows:

1. Say the word clearly and write it on the board
2. Get the class to repeat the word in chorus
3. Translate the word into the students own language
4. Ask the students to translate the word
5. Draw a picture to show what the words mean
6. Give an English example to show how the word is used
7. Ask question using the new word²⁴

According to Jeremy Harmer, there are seven techniques in presenting vocabulary:

- 1) Realia: One way of presenting word is to bring the things they represent into the classroom by ringing “Realia” into the room.
- 2) Picture: Picture can be board drawing, wall picture and charts, flashcard, magazine, picture and any other non-technical visual.
- 3) Mime, action and gesture: It is impossible to explain the meaning words and grammar either through the use of realia or picture.
- 4) Contrast: We saw how words exist because of their sense relations and this can be used to teach meaning.
- 5) Enumeration: We can use this to present meaning
- 6) Explanation

²⁴Andrian doff, *Teaching English a Training course for Teacher's work book* (New York: Cambridge University Press, 1988), p. 1.

- 7) Translation: Translation is a quick and easy way to present the meaning of word but it is not without problem.²⁵

Based on the explanation above, the researcher can conclude that techniques in teaching learning is very importance and the teacher should use appropriate techniques to teach vocabulary, in order to motivate and help the students in learning process.

2.2.1.6 Aspect of Vocabulary

According to Harmer, aspects of vocabulary divided into four as follow:

1. Meaning

The first thing to realize about vocabulary items is that they frequently have one more than one meaning. For example, the word “book” has at least twelve different meanings when used in context. It has eight meanings as a noun, two meanings as a verb and three different meanings when used with prepositions as phrase verbs. Therefore, we have to say that the word “book” sometimes means the kind of thing you read from, but it can also mean a number of other things.²⁶

There are other facts about meaning. Sometimes words have meanings in relation to other words. Synonym and antonym is a part of meaning. Synonym is word with similar meaning and antonym is word with opposite meaning.

2. Word use

Harmer divides word use into three parts as follows:

²⁵Jeremy Harmer. *The Practice of English Language Teaching* (New Edition London: Longman, 1991), p. 161-162.

²⁶Jeremy Harmer. *The Practice of English Language Teaching* (New Edition London: Longman, 1991), p. 156.

a. Metaphor and idiom

Word meaning is frequently stretched through the use metaphor and idiom. For example the word “hiss” describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“don’t move or you’re dead,” she hissed). That is metaphorical use. At the same time we can talk about treacherous people as snakes (“He’s a real snake in the grass”). ‘Snake in the grass’ is a fixed phrase that has become an idiom like countless other phrase such as ‘raining cats and dogs’, ‘putting the cat among the pigeons’, ‘straight from the horse’s mouth’.

b. Collocation

Word meaning is governed by collocation that is which words go with each other. On order to know how to use the word ‘sprained’ we need to know that whereas we can say ‘sprained ankle’, ‘sprained wrist’, we cannot say ‘sprained thigh’ or ‘sprained rib’.

c. Style and register

We use words only in certain social context and topic. What we say in accordance with the style of language or style of speech, as well as if you tell someone that you are angry (I’m angry) you will convey it very carefully and convey it in a formal (I’m really pissed off) or polite manner by not using high intonation.

Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand what stylistic and topical contexts words and expression occur in.

d. Word Formation

Words can change their shape and their grammatical. Students need to know facts about word formation and how to twist words to fit different grammatical

context. For example, verb “run” has the participles “running” and “ran”. The present participle “running” can be used as an adjective and “run” can be a noun.

Students need to know how words are spelt and how they sound. Indeed the way words are stressed (and the way that stress can change when their grammatical function is different as with nouns and verbs) is vital if students are to be able to understand and use words in speech. Part of learning a word is learning its written and spoken form.

e. Word Grammar

Just as words change according to their grammatical meaning, so the use of the certain words can trigger the use of certain grammatical patterns. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say ‘one chair’ or ‘two chairs. There are also nouns that are neither countable nor uncountable but which have a fixed form and the fore collocate only with singular or plural verbs, for example people, the news, and mathematics.

Verbs trigger certain grammar too, for example “tell” and “ask” are followed by an object + to + infinitive. Knowing modal verbs like can or must means also knowing that these verbs followed by a bare infinitive without “to”. When the students do not have this kind of knowledge they come up with erroneous sentences, which all teachers instantly recognize, for example “He said me to come” or “I must to go”.²⁷

²⁷ Jeremy Harmer. *The Practice of English Language Teaching* (New Edition London: Longman, 1991), p. 156-157.

2.3 The Concept of Game

2.3.1 The Definition of Game

In the Oxford Advanced Learner's Dictionary stated that game is an activity or a sport with rules in which people or teams compete against each other: card games, board games, a game of chance / skill, ball games.²⁸

Game are learning situation with an element of competition and cooperation, it can stimulate and involve learners when they interact with other students and/or the game.²⁹ In increasing the vocabulary, we need media to be used. One of them is game. The definition of game is *an activity that you do have some fun*.³⁰ Games can make the students more focus in learning, because they do not feel that they are forced to learn.

Byrne stated that games might be defined as a form of play governed by certain rules or conventions. They are meant to be enjoyed wherever they are played. In the language classroom, however, games are not just a diversion, a break from routine activities. They must also contribute to language proficiency in some way by getting the learners to use language in the course of the game.³¹

Based on the explanations above the researcher concludes that game is an activity or sports that conclude a skill in learning process especially in English so that the students easy to understand the lesson.

²⁸A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 2005) p. 553.

²⁹Ian Reece and Stephen Walker, *Teaching, Training and Learning a Practical Guide*, Business Education Publisher, 1997, p. 159.

³⁰A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 2005), p. 486.

³¹Donn. Byrne. *Teaching Oral English* (London: Longman, 1989), p. 100.

2.3.2 Advantages of Games

According to Ghadasari that games have proven to have advantages and effectiveness in learning vocabulary in various ways:

1. Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
2. Games usually involve friendly competition and they keep learners interested.
3. Vocabulary games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.
4. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
5. Games add diversion to the regular classroom activities, "break the ice", but they are also used to introduce new ideas.³²

There are many advantages of using games in the classroom:

- 1) Games are motivating and challenging
- 2) Learning a language requires a great deal effort. Games help students to make and sustain the effort of learning.
- 3) Games provide language practice in the various skills, speaking, writing, listening and reading
- 4) Games encourage students to interest and communicate
- 5) Games can help students to learn and hang on to new words more easily.³³

³²Ghadasari, *iUsingiGameiIniTeachingiVocabulary* (Ghada, vol. III, 2018), p. 16.

³³Erna Sinrang, "Teaching English Vocabulary by Using Shiritori Game to Increase the Vocabulary Mastery of the Second Year Student of SMPN 2 Baranti" (Skripsi Parepare: STAIN Parepare, 2010), p. 14.

2.3.3 The disadvantages of game

1. Applying games in teaching learning process is by attracting student's interest to games, all of them are active and make noisy. Sometimes they too much moved and speak. That condition make the teacher difficult to control them.
2. Applying some games in teaching learning process is by doing games, the teacher only had a little e to explain the materials and give some new vocabulary. So there is no longer time to teacher to explain more and help them to memorize all the new vocabulary.³⁴

2.4 Concept of Blindfold Game

2.4.1 Definition of Blindfold Game

The Blindfold game is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assests, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience.³⁵

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, this game can bring the students that they need to study the expressions of other to direct a person. The Blindfold can impel team members into working together more closely and blindfold can make some team building activities

³⁴Nova Pravita Rus Diana, "The Advantages and Disadvantages of Using Games in Teaching Vocabulary to the Third Graders of the Top School" (Surakarta: Sebelas Maret University, 2012), p. 36.

³⁵PDF, *Blindfold-An Audio-only Adventure Game* (vj2013.dei.uc.pt), accessed on February 7th, 2017.

more memorable and wearing blindfold can be fun. So that the students can be more interested and enjoy in English learning process.³⁶

2.4.2 Types of Blindfold Games

There are some types of blindfold game, they are:

1) 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 you 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.

2) Blindfold Bingo

Blindfold Bingo is an 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 coison that were used to purchase cards by you and the others players.

³⁶ *Blindfold Game*, (<http://www.theteambuildingactivitiesshop.co.uk/blindfoldgames.htm>), accessed on February 20, 2017.

Blindfold Bingo comes with over 16 patterns of play, and lets you both explore a pattern and then play that pattern, such a clover leaf, or 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.

3) Blindfold Word Game

Blindfold Word Games are a fully accessible word game for both sighted and visually impaired people, designed for rapid audio play. Word games includes the games word ladder, word flick, hangman, unscramble and 7 small words.

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 players starts with a deck of 26 cards. The game takes place through series of battles in which each player reveals one card. The player with the highest card wins both cards. If both players reveare 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 card, and tap to play a card or draw from the deck. A complete guide to the gestures is included in the help.³⁷

So, based on the types of blindfold game above, the researcher used blindfold Word Game in her research., because this game can make the students more active, creative, responsible and also know how to communicate between students. So as not to bored the student in the study.

2.4.3 The Concept of Blindfold Word Game

Blindfold word games is a group of word games, for both sighted and visually impaired people, designed for rapid audio play. Word games includes the games word ladder, word Flick, hangman, unscramble and 7 small words. In unscramble, you must unscramble the word.

1. 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 letters of COLD from “L” to “R”, making the word CORD. Then change the second letter of “CORD”, so the new word is “CARD”, then the fourth letter of “WARD” so the new word is “WARD”. Finally change the last letter of “WARD”, so the new word is “WARM”.

³⁷Marty's Blindfolds Game, (<https://blindfoldgames.org/>), accessed on February 10, 2017.

2. Word Flick

You have a 16 random 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 form 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. In Hangman

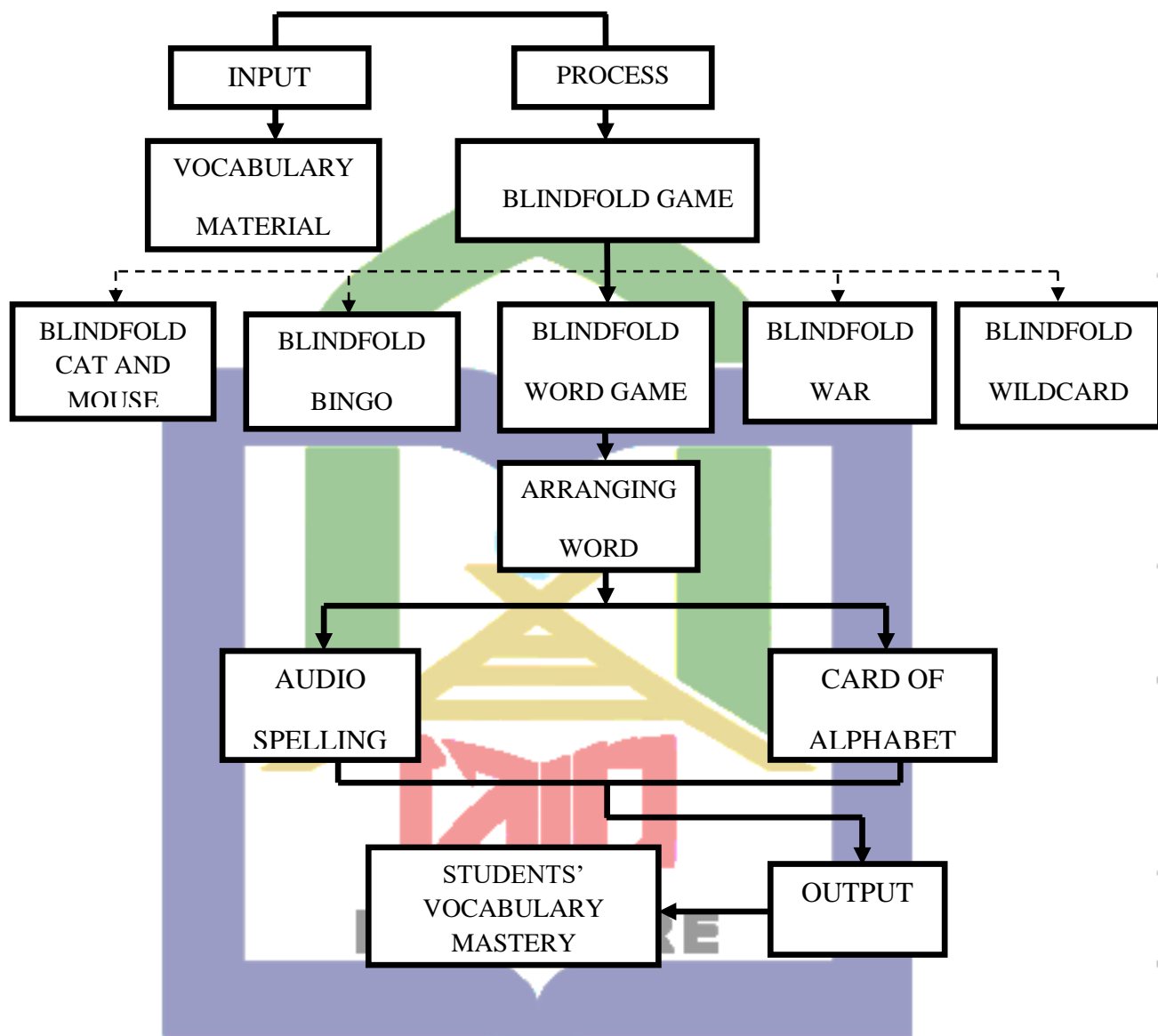
You must discover the word before using up your moves. In seven small words, you must combine word fragments into a word that matches the definition you are given.³⁸

2.5 Conceptual Framework

The main focus of this research is the implementation of blindfold game to improve students' vocabulary mastery which is expected to help students in mastering vocabulary.

³⁸Marty's Blindfolds Game, (<https://blindfoldgames.org/>), accessed on February 10, 2017, 10:00 A.M.

At this point, the researcher draws the theoretical framework as follow:



In diagram above, the three components of the research are stated below:

1. Input: It refers to the material applied in the classroom.
2. Process: It refers to teaching and learning vocabulary materials through blindfold games.
3. Output: It refers the result of the students' vocabulary mastery.

2.6 Hypothesis

Based on the conceptual framework above, the researcher formulates hypothesis as follow:

1. Null Hypothesis (H_0) : The implementation of blindfold game is not able to improve students' vocabulary mastery at the second grade of SMPN 2 Lembang Kab. Pinrang.
2. Alternative Hypothesis (H_1) : The implementation of blindfold game is able to improve the students' vocabulary mastery at the second grade of SMPN 2 Lembang Kab. Pinrang.

2.7 Variable and Operational Definition of Variable

2.7.1 Variable

In this research there are two variable, namely:

1. Dependent variable is the students' vocabulary mastery.
2. Independent variable is blindfold game of variable.

2.7.2 Operational Definition of Variable

1. Blindfold game is one of strategy to teach vocabulary, it can help the teachers and students in teaching and learning English especially vocabulary, so that the learning of vocabulary will be easier.
2. Vocabulary mastery is the ability of students to know about noun such as place, things in the classroom, family and relatives, parts of body, animals, profession and their meaning.

CHAPTER III

RESEARCH METHOD

In this chapter deals with the description of the research method, variables, and the operational definition of items, population and sample, instrument of the research, data collecting procedure, and technique of data analysis.

3.1 Research Design and Variables

In this section, Research design and variables one of the things that must be considered in research because research design and variables in a study are used as guidelines for researchers to conduct research.

3.1.1 Research Design

In this research, the researcher would like to collect; process; analyzes data to get conclusion of the research. This research is called quantitative research because it will used number of statistic. The researcher was apply pre-experimental method by pre-test and post-test design. The design is presented as follow:

O1 X O2

Where :

O1	: Pre-Test
X	: Treatment
O2	: Post-Test ³⁹

³⁹Gay, L.R, *Education Research Competencies For Analysis and Application* (second Edition (Colombus Ohio: Colombus, 1981), p. 228.

3.1.2 Variables

The design of research consist of two variables. One is independent variables. It is “Blindfold” game in learning, while the dependent variables is students’ vocabulary mastery at the second grade of SMPN 2 Lembang Kab. Pinrang.

3.2 Location and Duration of this Research

The location of this research at SMPN 2 Lembang Kab. Pinrang and focus on the second grade on that school. The duration of the research is about one month, because the researcher need to observe the environment, and the students that as object of this research.

3.3 Population and Sample

3.3.1 Population

The population of this research was the second grade students of SMPN 2 Lembang Kab. Pinrang in academic year 2019/2020. In this researcher took class VIII as the population. There was three classes which consisted 94 students.

Table 3.1 Population of the students of SMPN 2 Lembang

No	Class	Number of Students		Total
		Male	Female	
1	VIII A	13	17	30
2	VIII B	16	16	32
3	VIII C	17	15	32
Total Number		46	48	94

3.3.2 Sample

Sample is partly or representative of population.⁴⁰ The class which is used as sample is VIII A. By using purposive sampling. There is several reasons to pick this class as the sample, the varied of students ability might be the first reason. Besides,

⁴⁰Suharsimi Arikonto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 1997), p. 117.

the result of early observation and interview with the English teacher find out that this class is the most proper class to represent the all of population because of the varied students' ability in English and the difference in the level of "Blindfold word" game to learn English. Furthermore, it is recommendation of the English teacher. She stated that the students in the class had represented the population.

Table. 3.2 Number of sample

No	Class	Number Of Students		Total
		Male	Female	
1	VIII A	13	17	30
Total Sample				30

(Source: The Data Of Table 3.3.1)

3.4 Instrument of the Research

This research used objective test as the instrument in collecting of data, that the students provided consists of 25 number of question. The test was used in pre-test and post-test.

The pre-test gave before treatment to find out students prior vocabulary mastery and the post-test gave after treatment to find out weathers a different in the students' mastery of vocabulary before and after gave the treatment.

3.5 Procedure of Collecting Data

The procedure of collecting data was divided in three stages, namely:

3.5.1 Pre-test

Before continuing giving treatment, the researcher gave the students pre-test as an activity in the first meeting. It purposed to know how far the students vocabulary mastery before treatment. The following was procedure of pre-test:

3. The researcher gave greeting to the students.
4. The researcher explained what the students are going to do

5. The researcher allots the instrument sheets of pre-test to the students. Afterwards, the researcher explained the sheets of pre-test.
6. The researcher gave 10 minutes to the students to learn the instrument of pre-test.
7. The students answered the question in the instrument sheet.
8. The researcher collected the instrument sheet of pre-test from the students.

3.5.2 Treatment

After giving pre-test, the researcher gave treatment to the students in the classroom. The procedure of treatment was that researcher presented and introduced the materials to the class and explained what the students have to do. After that the researcher gave the students an activity through blindfold game.

1) The first meeting

The researcher asked the students to open the class and gave direction to pray before learning. After that the researcher greeted the students and checked the attendance list. After ten minutes the researcher introduced about vocabulary, and the importance of learning vocabulary. After that the researcher explained about blindfold game, and how to apply it. Then the researcher gave material about "place". The researcher mentioned any vocabularies and their meaning about the topic, and asked students to listen what did the researcher say. Before applying the blindfold game, the researcher divided the students into some groups. Then, researcher prepared a card of alphabet on the table and asked representatives of each group to take the card of alphabet with eyes closed, then students arranged the cards to form a vocabulary according to the topic given and the researcher also asked students to listen to audio spelling well, where in the audio mentioned and spelled letters or vocabulary according to the topic given, then the researcher asked students to write

vocabulary that has been heard on the paper that has been provided. After that, the researcher asked the group representatives to come forward to mentioned and spell the vocabulary they have compiled and then the researcher corrects the students' vocabulary pronunciation and told them how to pronounce the correct. The groups that found more words got the highest point. Finally the researcher rewrote the words and their meaning on the whiteboard, and asked for students to memorize the words.

2) The second meeting

the researcher asked the students the related of their condition. Researcher gave topic about "Things in the Classroom". The researcher mentioned any vocabularies and their meaning about the topic, and ask for students to listen what did the researcher say. After that, the researcher divided the students into some groups. After that researcher began playing the blindfold game. the researcher also asked students to listen to audio spelling well, where in the audio mention and spell letters or vocabulary according to the topic given, then the researcher ask students to write vocabulary that has been heard on the paper that has been provided. After that, the researcher asked the group representatives to come forward to mentioned and spell the vocabulary they have compiled and then the researcher corrects the students' vocabulary pronunciation and told them how to pronounce the correct. The groups that found more words got the highest point. Finally the researcher rewrote the words and their meaning on the whiteboard, and asked for students to memorize the words.

3) The third meeting

The researcher gave materials about "Family and Relatives". The researcher mentioned any vocabularies and their meaning about the topic, and asked for students to listen what did the researcher say. After that, the researcher divided the

students into some groups. After that researcher began playing the blindfold game. The procedure of the game is the same way with the first meeting.

4) The fourth meeting

The researcher gave material about “Parts of Body”. The researcher mentioned any vocabularies and their meaning about the topic, and ask for students to listen what did the researcher say. After that, the researcher divided the students into some groups. After that researcher began playing the blindfold game. The procedure of the game is the same way with the second meeting.

5) The fifth meeting

The researcher gave material about “Animal”. The researcher mentioned any vocabularies and their meaning about the topic, and ask for students to listen what did the researcher say. Before applied the blindfold game, the researcher divided the students into some groups. After that researcher began playing the blindfold game. The procedure of the game is the same way with the first meeting.

6) The sixth meeting

The researcher gave greeting and motivation to the students before teaching materials. The researcher reviews the students’ vocabulary mastery that they had learnt from third meeting until the fifth meeting. Than, the researcher turn back teaching the materials of vocabulary about “Profession”. The researcher mentioned any vocabularies and their meaning about the topic, and ask for students to listen what did the researcher say. Before applied the blindfold game, the researcher divided the students into some groups. After that researcher began playing the blindfold game. The procedure of the game is the same way with the second meeting.

3.5.3 Post-test

After giving the treatment, the researcher was gave the students post-test to find out the result of the treatment to measure the students' vocabulary by using blindfold game.

3.6 Technique of Data Analysis

The data in this research was analysis using quantitative analysis; the researcher used the analysis scoring to get score.

1. Scoring the students answer

To calculate the score the researcher used the formula as follows:⁴¹

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{the total items}} \times 100$$

2. Classified the students' score both pretest and post-test use the following five levels classifications:

To identify the students' classification vocabulary mastery, the researcher will use the formula:⁴²

3.3 The Classifying score

NO	SCORE	CLASSIFICATION
1	80 – 100	Excellent
2	69 – 79	Good
3	56 – 65	Fair
4	40 – 55	Poor
5	≤ 39	Very Poor

⁴¹ Depdiknas, *Langkah-langkah Penyusunan Soal, Pedoman Penskoran, dan Cara Perhitungan Nilai Akhir SMP/SMU/SMK* (Jakarta: Depdikbud), p. 28.

⁴² Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2012), p. 245.

3. Calculating the rate percentage of the students score:

To calculate the rate percentage of the students score by using the following formula:

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

Where: P = Percentage
F = Frequency
N = Total of number of sample

4. Finding out the mean score by using the following formula:⁴³

$$x = \frac{\sum x}{n}$$

Where: X = Means Score
 ΣX = The total number of the score
N = Total number of subjects

5. Finding out the difference of the mean score between pre-test and post-test to calculate the T-test value. The formula is as follow:⁴⁴

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t = test of significance
D = the difference of mean score
 ΣD = the sum of the total score
 ΣD^2 = the square of the sum score of difference
N = the total sample.

⁴³Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2005), p. 301.

⁴⁴Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: PT Bumi Aksara, 2011), p. 91.

6. Calculating the standard deviation of score by using the formula:⁴⁵

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N - 1}$$

Where: SD = Standard deviation
 $\sum x^2$ = The sum of score
 $(\sum x)^2$ = The square of the sum of score
 N = The total number of subject



⁴⁵Gay.L.R, *Educational Research: Competencies for Analysis and Application* (Eight Edition, Colombus Ohio: Colombus, 2006), p. 297-298.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test can be discussed in the section below.

4.1 Finding

The finding of this research is finding out the answer of the research question in the previous chapter. The researcher applied a test that was given twice, namely pre-test and post-test. A pre-test was given before the researcher giving treatment while post-test was given after the researcher apply treatment and the result of post-test of this research can answer the researcher question that aims to find out the using Blindfold game can improve the vocabulary mastery students at the second grade of SMPN 2 Lembang Kab. Pinrang. It can be shown through the result of pre-test and post-test as follow.

The data collected from the students' at VIII.A class before and after teaching the students using blindfold game in VIII.A classroom SMPN 2 Lembang Kab. Pinrang. The result of the pre-test and post-test can be describes as the following:

Table 4.1. The Student's Pre-Test Score

No.	Students	Pre-Test Score		(X_1^2)
		Correct Answer	Score (X_1)	
1.	Nurul Hidayah	11	44	1936
2.	Fajar	11	44	1936
3.	Muh. Saparuddin	14	58	3364
4.	Ardiansyah	13	52	2704
5.	Ahmad Hilal. B	21	84	7056
6.	Sapri	10	40	1600
7.	Athoya Ahmad. T	11	44	1936
8.	Nur Sakila	20	80	6400

9.	Nur Suryati	21	84	7056
10.	Nur Azizah	15	60	3600
11.	Salsabila	12	48	2304
12.	Farel Irsyandi	12	48	2304
13.	Rismawati	17	68	4624
14.	Alya Rohani	16	64	4096
15.	AsmiatiAgus	19	76	5776
16.	Nurmainna	13	52	2704
17.	Nasratul Annur	13	52	2704
18.	Riska	14	56	3136
19.	Nur Natasya	11	44	1936
20.	Nurul Pasila	10	40	1600
21.	Indrian illyas	22	88	7744
22.	M. Syaiful	18	72	5184
23.	Alia Sapitri	10	40	1600
24.	Ayu	10	40	1600
25.	A. Nadin	13	52	2704
26.	Hasbi	11	44	1936
27.	Aswar	10	40	1600
28.	Muh. Safaras. S	10	40	1600
29.	M. Ishaq	9	36	1296
30.	Arman	11	44	1936
	ΣX	30	1634	95972

(Data' source: the students' score of the pre-test)

Table 4.2. The Students' Classification Score in Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	80-100	4	13.33%
2.	Good	66-79	3	10%
3.	Fair	56-65	4	13.33%
4.	Poor	40-55	18	60%
5.	Very poor	≤ 39	1	3.33%

(Data' source: the rate percentage of the frequency of pre-test)

The data of the table above showed that the percentage of the pre-test. Majority of students got poor classification because above 60% got poor. the students' vocabulary mastery were in lack category.

1. Determining Mean Score of The Pre-Test

The following are the process of calculation to find put the mean score based on the calculation of students' score in pre-test table 4.2.

$$X = \frac{\sum X}{N} = \frac{1634}{30} = 54.46$$

So, the mean score (X_1) of the pre-test is 54.46.

Based on the result of the pre-test, it showed that the result is 54.46 and from that analyzing, it could be seen that almost of the students vocabulary mastery was still low or lack because of the low score. After determining the mean score (X_1) of pre test was 54.46 and standard deviation of the pre-test was 15.5. It had shown that the students' vocabulary mastery were in lack category.

Table 4.3. The Student's Post-Test Score

No.	Students	Post-Test Score		(X_1^2)
		Correct Answer	Score (X_1)	
1.	Nurul Hidayah	24	96	9216
2.	Fajar	24	96	9216
3.	Muh. Saparuddin	24	96	9216
4.	Ardiansyah	24	96	9216
5.	Ahmad Hilal. B	24	96	9216
6.	Sapri	22	88	7744

7.	Athoya Ahmad. T	24	96	9216
8.	Nur Sakila	24	96	9216
9.	Nur Suryati	24	96	9216
10.	Nur Azizah	21	84	7056
11.	Salsabila	24	96	9216
12.	Farel Irsyandi	18	72	5184
13.	Rismawati	22	88	7744
14.	Alya Rohani	24	96	9216
15.	Asmiati Agus	24	96	9216
16.	Nurmainna	24	96	9216
17.	Nasratul Annur	24	96	9216
18.	Riska	23	92	8464
19.	Nur Natasya	24	96	9216
20.	Nurul Pasila	23	92	8464
21.	Indriani Ilyas	22	88	7744
22.	M. Syaiful	24	96	9216
23.	Alia Sapitri	19	76	5776
24.	Ayu	19	76	5776
25.	A. Nadin	24	96	9216
26.	Hasbi	16	64	4624
27.	Aswar	23	92	8464
28.	Muh. Safaras. S	23	92	8464
29.	M. Ishaq	24	96	9216
30.	Arman	24	96	9216
	ΣX	30	2732	251392

(Data' source: the students' score of the post-test)

Table 4.4. The Students' Classification Score in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	80-100	26	86.66%
2.	Good	66-79	3	10%
3.	Fair	56-65	1	3.33%
4.	Poor	40-55	0	0
5.	Very poor	≤ 39	0	0

(Data' source: the rate percentage of the frequency of pre-test)

The table above showed the students' classification score and the rate percentage of frequency in post-test. Based on the data, is showed that implementing blindfold game is effective to improve vocabulary mastery students because most of them got excellent and good score.

2. Determining Mean Score of Post-Test

The following are the process of calculation to find out the mean score based on the calculation of students 'score in post-test table 4.4.

$$X = \frac{\sum X}{N} = \frac{2732}{30} = 91.04$$

So, the mean score (X_2) of the post-test is 91.04.

Based on the result of the post-test, it showed that the result is 91.04 and from that analyzing, it could be seen that almost the students got excellent score. It showed that blindfold game is effective to improve students vocabulary.

3. The result of the pre-test and pos-test

Table 4.5 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
------	------------	-------------------------

Pre-test	54.46	15.5
Post-test	91.04	29.92

(Data' source: The mean score and standard deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 54.46 (X_1) while the mean score of the post-test increased 91.04 (X_2). The standard deviation of pre-test was 15.5 while the standard deviation of post-test was 29.92.

As the result at this item, the mean score of the post-test was greater than the mean score in pre-test. It means that vocabulary mastery students have improvement after doing the learning process that used blindfold game.

4. Determining the Significance by Calculating the T-Test Value

The following was the table to find out the difference of the mean score between pre-test and post-test.

Table 4.6 The Worksheet of Calculation Score of Pre-test and Post-test

NO.	X1	X2	(X1) ²	(X2) ²	D(X ₂ -X ₁)	D ² (X ₂ -X ₁) ²
1	44	96	1936	9216	52	2704
2	44	96	1936	9216	52	2704
3	58	96	3364	9216	38	1444
4	52	96	2704	9216	44	1936
5	84	96	7056	9216	12	144
6	40	88	1600	7744	48	2304
7	44	96	1936	9216	52	2704
8	80	96	6400	9216	16	256
9	84	96	7056	9216	12	144
10	60	84	3600	7056	24	576
11	48	96	2304	9216	48	2304
12	48	72	2304	5184	24	576
13	68	88	4624	7744	20	400
14	64	96	4096	9216	32	1024
15	76	96	5776	9216	24	576

16	52	96	2704	9216	44	1936
17	52	96	2704	9216	44	1936
18	56	92	3136	8464	36	1296
19	44	96	1936	9216	52	2704
20	40	92	1600	8464	52	2704
21	88	88	7744	7744	0	0
22	72	96	5184	9216	24	576
23	40	76	1600	5776	36	1296
24	40	76	1600	5776	36	1296
25	52	96	2704	9216	44	1936
26	44	64	1936	4624	20	400
27	40	92	1600	8464	52	2704
28	40	92	1600	8464	52	2704
29	36	96	1296	9216	60	3600
30	44	96	1936	9216	52	2704
Total	$\sum X_1=163$ 4	$\sum X_2=273$ 2	$\sum X_1^2=9597$ 2	$\sum X_2^2=25139$ 2	$\sum D=110$ 2	$\sum D^2=4758$ 8

(Data' Source: Calculate Score of Pre-test and Post-test)

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{1102}{30} = 36.7$$

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1 \quad Df = 30 - 1 \quad Df = 29$$

Table 4.7 The Test of Significant

Variable	T-test	T-table value
Pre-test and post-test	4.96	1.699

After obtaining the degree of freedom, the t-table at the degree of freedom 30 in significant degrees of 0.05 (5%), the table is 1.699. The following table showed

that the t-test value was higher than t-table value ($4.96 \geq 1.699$). So, it indicated that there was significant difference between the students' pre-test and post-test result.

5. Hypothesis Testing

For the level significant (p) 5% and value of the table is 1.699, while the value of the t-test is 4.88. It means that t-test value is greater than t-table ($4.96 \geq 1.699$). Thus, it can be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It has been found that blindfold game is effective to improve vocabulary mastery students at the second grade of SMPN 2 Lembang Kab. Pinrang.

4.2 Discussion

In treatment, the researcher would use blindfold game as one of way in teaching vocabulary, like the first meeting 30 words about place, the second meeting 30 words about things in the school, the third meeting 30 words about parts of body, the fourth meeting 30 words about family and relative, the fifth meeting 30 words about animal, and the sixth meeting 30 words about people. Then in each meeting, the researcher gave vocabulary as many as 180 of the second grade at SMPN 2 Lembang Kab. Pinrang.

To know the improvement of students' vocabulary mastery using blindfold game, the researcher calculated the mean score students' vocabulary was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 54.46, and the mean score of post-test was 91.04 after treatment.

By looking at the test finding from the data provided in classification table based on the vocabulary. In pre-test, majority of students got poor classification because above 60% got poor. While in post-test none of student got poor

classification, and none of student got very poor classification. It means that, there was the improvement of students ability in vocabulary after treatment.

In addition, to know what was hypothesis received between null hypothesis (H_0), and alternative hypothesis (H_a), the researcher used t-test to know calculating result showed that on the t-test value 4.88 was greater than t-table value. Table (1.699) with degree freedom (df). It means alternative hypothesis (H_a) was received, it was concluded that there is any improvement of the students' vocabulary mastery by the implementation of the Blindfold game at the second grade of SMPN 2 Lembang Kab. Pinrang, while the null hypothesis (H_0) was rejected.

Based on the findings above, the researcher concluded that there is any improvement of the students' vocabulary mastery by the implementation of the blindfold game at the second grade of SMPN 2 Lembang Kab. Pinrang.

Blindfold game was one of game that could be used by the teacher in teaching English to improve the students' vocabulary mastery. The research that had been done by the researcher indicated that blindfold game was effective or could be used in teaching vocabulary. The increasing because the teacher knew how to control the class and created that active class. Besides that, the blindfold game helped the students to understand the subject easily because during the treatment were conducted, the researcher conducted many activities using blindfold games where the researcher asked students to arrange cards and listen to audio spelling. So that blindfold game made students more active, creative, and understanding the memorizing and understanding the vocabulary given at each meeting. As stated by Marty that the blindfold can impel team members into working together more closely and blindfold can make some team building activities more memorable and wearing

blindfold can be fun. So that the students can be more interested and enjoy in English learning process.⁴⁶

As for the other role of the blindfold game that is able to increase students' self confidence to move forward, answer and ask questions. In addition, blindfold games can make students more interested and motivated to improve vocabulary. So that students' vocabularies greatly increased at each meeting. In addition to students being able to improve their vocabulary, students can also improve other abilities because at each meeting researcher always gave questions about students' contention by means of students having to focus on listening to vocabulary that is mentioned audio or what is mentioned by researcher. Then, students fight to answer the question. In this case, students not only improve vocabulary but also improve their listening, speaking, reading, writing, and pronunciation. Therefore, blindfold games not only improve students' vocabulary but can also improve other abilities. As stated by Marty's that the blindfold game could help they students and they can express their idea, it can make the students able to express their opinion using English.⁴⁷

Based on the explanation above, researcher determine the implementation of blindfold game was very important in improving students vocabulary and was very useful for students because it can make students memorize faster and improve vocabulary. and also implementation of blindfold game changed classroom situation learning process. the students were motivated, interest, enjoy, and more active when learning process in class, it gave influence to students in improving their ability learning English specially vocabulary.

⁴⁶Marty's *Blindfold Game*, (<http://blindfoldgames.org/>), accessed on February 10, 2020.

⁴⁷ Marty's *Blindfold Game*, (<http://blindfoldgames.org/>), accessed on February 10, 2020.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: Conclusions and suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusion

Based on the result of data analysis and discussion of the result in previous chapter, the researcher concluded that there is a significant difference of students' vocabulary mastery before and after treatment and blindfold game is effective to improve the students' vocabulary mastery at the second grade of SMPN 2 LembangKab.Pinrang.

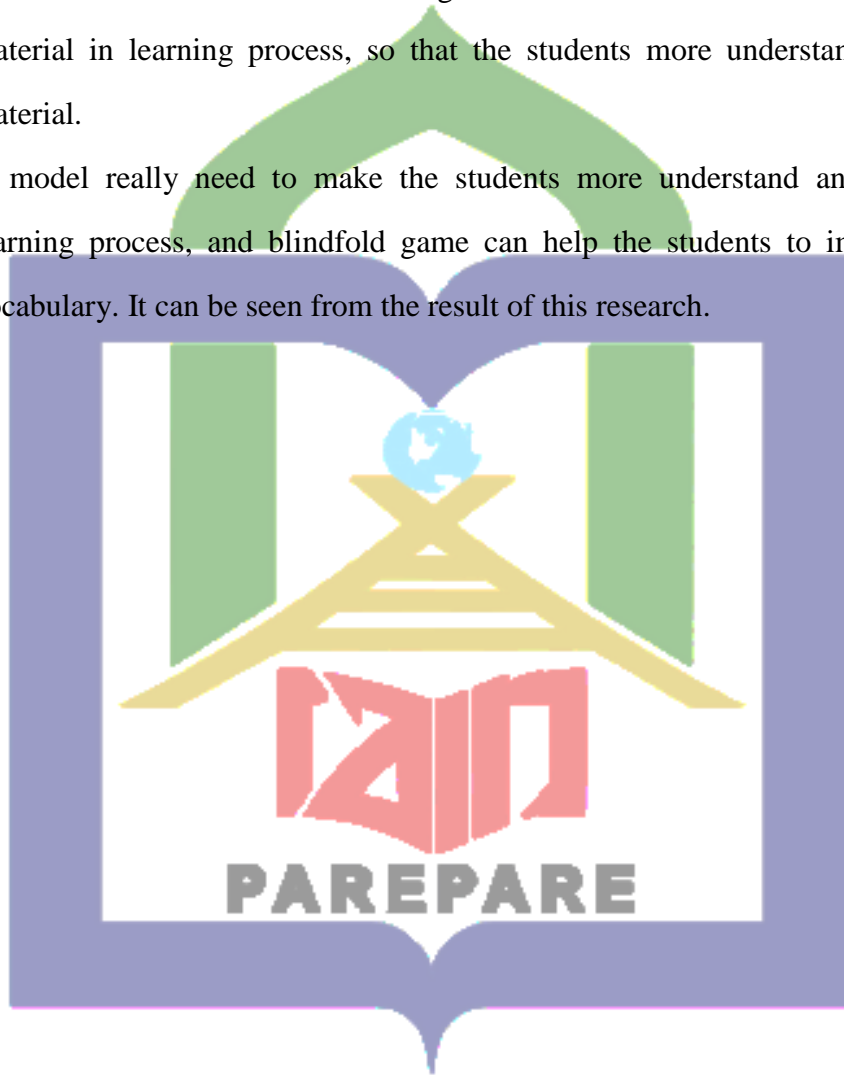
It can be seen in the mean score of pre-test (54.46) and the standard deviation (15.5), while in the post-test the mean score (91.04) and the standard deviation (29.92). While, t-test value 4.96, it was greater t-table was 1.699 at the level significance 5%.

Based on the data description above, it can be proved by looking the mean score in post-test was greater than pre-test, then t-test was greater than t-table. So, the researcher concluded that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

5.2iSugesstion

Based on the research, the researcher gives some suggestion as follow:

1. In teaching vocabulary, the teacher is hoped more creative and use model, strategy or method that suitable with the material and the students need. To make the learning process more effective and the students are not bored.
2. The teacher should be active and give the students chance to ask about the material in learning process, so that the students more understand about the material.
3. A model really need to make the students more understand and enjoy the learning process, and blindfold game can help the students to improve their vocabulary. It can be seen from the result of this research.



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CURRICULUM VITAE



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