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The Effectiveness of Using Blindfold Games to Improve Students' Vocabulary

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Abstract

The main aim of the study is to examine the effectiveness of blindfold game to improve the students' vocabulary mastery. The writer used random sampling technique to take the samples and total number of the sample were 20 students. The instrument of the study was vocabulary test. The result of the study reveals that there is a significant different between the students' vocabulary mastery before and after using blindfold game. In the pre-test, there are 2 or 10% students get very poor, 7 or 35% students get poor, 8 or 55% students get fair and also 3 or 55% students get average classification. While in the post test, there are 8 or 40% students get average score, 11 or 55% students get good score, and only 1 or 15% students who get very good classification. The means score of the post-test is greater than pre-test ($56.25 < 75.90$). The standard deviation of pre - test is 15.18 and post-test is 9.19. While P- Value = 0,000, (α) = 0,05. It means that the t - test is smaller than (α).

Introduction

In learning as foreign language, vocabulary plays an important role. It is one of the elements of English that contributes to the four language skills in a more general way. As a result, it cannot exist independently of a language. It serves to convey meaning and to enhance the development of both productive (speaking and writing) and receptive (listening and reading) skills (Maskor & Baharudin, 2016). It is challenging for pupils to learn all of the language abilities without a large vocabulary (Laufer, 2009; Snow & Matthews, 2016). Students with limited vocabulary, particularly throughout the teaching and learning process, will find it difficult to comprehend English-language information, such as reading a text or following a book's instructions, among other things Silverman & Hines (2009). Students should have a solid quality vocabulary in order to develop good English (Prince, 1996; Lai et al., 2015).

From the explanation above, Teachers need to learn a successful method for teaching vocabulary based on the information provided above. The instructor may instruct the students through a game. Students can have fun and enjoy the learning process by employing games to

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help them (Iten & Petko, 2016; Liu et al., 2021). One of the English games that teachers can use to teach vocabulary is the blindfold game. One of the media that helps kids' vocabulary is the game where you play while wearing blinders (Mustafa et al., 2022). Games that use blindfolds as a communication tool are a useful verbal communication practice (Bawawa, 2022; de Alda et al., 2021). This game was meant to instruct players on how to make instructions and how to use numbers (Bakker et al., 2015). In addition, playing this game can teach students how important it is to observe other people's facial expressions when guiding others (Barrett et al., 2019). Team members may be motivated to cooperate more closely by wearing blindfolds (Gordon et al., 2015).

According Yuliesri & Halim (2021) the game of blindfolds might help pupils' language skills. Playing games while wearing a blindfold is a useful practice in verbal communication. It can be used in a variety of ways. Due to its eye-catching nature and motivational nature, the blindfold game helps students find the teaching and learning process less monotonous. The game of blindfolds might help pupils' language skills (Harpia, 2020). Playing games while wearing a blindfold is a useful practice in verbal communication (Lutterman-Aguilar, 2003). It can be used in a variety of ways. Due to its eye-catching nature and motivational nature, the blindfold game helps students find the teaching and learning process less monotonous. The problem faced by the students at SMP Negeri 3 Lamasi motivate the writer to find a good game to enhance the students' vocabulary mastery. Therefore, in conducting this study the topic will be focused on vocabulary mastery and game. The title will be "The Effectiveness of Using Blindfold Game to Improve the Students' Vocabulary Mastery at SMP Negeri 3 Lamasi".

Methods

The pre-experimental study method was applied in this study. There were a number of students involved. Prior to and following therapy, tests were administered: pre-test and post-test. The purpose of this study was to determine whether playing a blindfold game may help SMP Negeri 3 Lamasi students learn more vocabulary. While performing their assignments, students in class VIII B at SMPN 1 Kolaka Utara studied the curriculum. The population of this study is the Eighth Grade students of SMP Negeri 3 Lamasi. The total number of population in this study is 134 students which consist of 5 classes. Those classes are VIIIA, VIIIB, VIIC, VIID, and VIIE. To determine the sample of this study, the writer will use cluster random sampling technique. The writer chose one class as a sample randomly. The instrument that was used in this study was vocabulary test. The vocabulary test consisted of 30 question. The vocabulary test was used to find out the students' vocabulary mastery. The test consisted of 3 aspects that contained 10 antonym words, 10 synonym words, and 10 translation tests. In collecting the data, there were three steps that were conducted by the writer.

Pre - test

Before starting treatment, a pre-test was administered to determine the pupils' prior knowledge. The writer began by introducing herself to the students and outlining her objectives before entering the classroom. The writer distributed the vocabulary exam after giving instructions on how to complete it. She then informed the students that they had 65 minutes to finish the test.

Treatment

The treatment was applied by referring to blindfold game and the writer conducted the treatment in five meetings. The writer gave the material about vocabulary. The indicator of each meeting was the students could know the meaning and forms of the words, pronouncing and know how to use the words (Mahdi, 2018). Here below some activities in teaching learning process by referring to some theories related to blindfold game: the writer acknowledged the students' prior knowledge as being active and it inspired the students (Poulter & Cook, 2022). After that, the writer explained the activity's purpose to the pupils. Then, the writer made the mastery really obvious. The writer then goes through each word, stating its spelling, pronunciation, and meaning one at a time. Next step the writer created a game, a blindfold game, to ascertain the students' comprehension of the material. Then, the writer served as the teacher, outlining the game's rules and invited the class to form groups, and each group was given questions, word scrambles, and blindfolds to complete. Following that, assign a blindfold user to each group. After that, the student begins to respond to the questions they have when the teacher starts the game. The last is the students are required to display their completed answer on the paper after five seconds to indicate that they are done. The writer then went through each student's answers and checked them individually. If a student had given a false answer, they were instructed to leave the playing area.

Post – test

The writer gave vocabulary test to find out the students' vocabulary achievement. The process of this part is the same with pre-test where the writer explained how to do the test and distribute vocabulary test and the writer told the students that they just have 65 minutes to complete the test.

Technique of Analyzing Data

In this research, the researcher used pre - experimental research method. It involved a group of the student. The pre-test was hold before the treatment and post-test after treatment. This research aimed to find out the effectiveness of blindfold game to improve the students' vocabulary mastery at SMP Negeri 3 Lamasi. The design of the research is as follows:

O1	X	O2
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Where: O1: Pre-Test

X : Treatment

O2 : Post-Test

Source: Gay (in Indar sari, 2019: 19)

The writer analyzed the data using some formula as follows:

Scoring students' answer

$$Score = \frac{\text{Number of correct answer}}{\text{Total items}} \times 100$$

To analyze the data into percentage, the writer used the formula as follow:

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

Classifying out the level of the students' scores, by using the following classification:

Table 1. The students' scoring the components of vocabulary mastery

No	Classification	Score
1	Excellent	96 – 100
2	Very Good	86 – 95
3	Good	76 – 85
4	Average	66 – 75
5	Fair	56 – 65
6	Poor	46 – 55
7	Very Poor	0 – 45

The writer calculated the mean score of the students' answer to find out the mean score, standard deviation, T-test between the pre-test and post-test of pre- experimental by using statistical package for social science (SPSS) version 20 program.

Results and Discussion

The purpose of the current study was to determine whether playing a blindfold game at SMP Negeri 3 Lamasi would increase the students' vocabulary proficiency. Although there were only 20 kids at the school, the writer nonetheless took 25 samples. The results of the pre-test and post-test were used to gather the data. To determine the vocabulary proficiency of their present students, a pre-test was given to the samples. Additionally, a post-test was given to determine the pupils' vocabulary proficiency following the writer's lesson using the blindfold game.

The Data of the Pre-Test

Table 2. The Students' Score of Pre-Test

No	Respondent	Right Answer	Wrong Answer	Total Score	Classification
1	R1	13	17	43	Very Poor
2	R2	19	11	63	Fair
3	R3	19	11	63	Fair
4	R4	17	13	57	Fair
5	R5	18	12	60	Fair
6	R6	17	13	57	Fair
7	R7	19	11	63	Fair
8	R8	16	14	53	Poor
9	R9	15	15	50	Poor
10	R10	16	14	53	Poor
11	R11	19	11	63	Fair
12	R12	13	17	43	Poor
13	R13	12	18	40	Very Poor
14	R14	22	8	73	Average
15	R15	14	16	47	Poor
16	R16	16	14	53	Poor

17	R17	14	16	47	Poor
18	R18	18	12	60	Fair
19	R19	21	9	70	Average
20	R20	20	10	67	Average
Total		338	262	1125	

The table 2 visualizes that the students' score in doing the pretest that was given by the writer. It can be seen clearly that the highest or maximum score was got by respondent number 14. The score is 73. The lowest scores were got by the respondent number 13. The score is 40. The score in the pretest reveals that the students are confused to answer the question. The result of the pretest supports the fact that the students really had problems with their vocabulary mastery. In addition, it is essential to find a fun way to teach the students in improving the mastery in vocabulary.

The Data of the Post-Test

The writer gave vocabulary test to find out the students' vocabulary achievement. The writer distributed vocabulary test and the writer told the students that they just have 65 minutes to complete the test.

Table 3. The Students' Score of Post-Test

No	Respondent	Right Answer	Wrong Answer	Total Score	Classification
1	R1	23	7	77	Good
2	R2	25	5	83	Good
3	R3	21	9	70	Average
4	R4	24	6	80	Good
5	R5	20	10	67	Average
6	R6	22	8	73	Average
7	R7	22	8	73	Average
8	R8	23	7	77	Good
9	R9	23	7	77	Good
10	R10	24	6	80	Good
11	R11	21	9	70	Average
12	R12	21	9	70	Average
13	R13	23	7	77	Good
14	R14	25	5	83	Good
15	R15	21	9	70	Average
16	R16	20	10	67	Average
17	R17	24	6	80	Good
18	R18	23	7	77	Good
19	R19	24	6	80	Good
20	R20	26	4	87	Very good
Total		455	145	1518	

Table 3 also visualize that the students' score in doing the post-test that was given by the writer. It can be seen that the highest score is 87. It was got by some respondent number is 20. The lowest score is 67. It was got by the respondent number 5 and 16. Another thing also can be seen that all the respondent got the changing score significantly (Coppock & McClellan, 2019). The result of the post-test supports the fact using blindfold game is able to help the students to improve their vocabulary mastery.

Frequency and Percentage of the Students' Score

For more information about the score of pre-test and post-test, the writer describes the rate percentage and frequency of the pre - test and post – test score in the following table:

Table 4. The students' Score Classification of Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	P (%)	F	P (%)
1	Excellent	96 – 100	0	0	0	0
2	Very Good	86 – 95	0	0	1	15
3	Good	76 – 85	0	0	11	55
4	Average	66 – 75	3	15	8	40
5	Fair	56 – 65	8	40	0	0
6	Poor	46 – 55	7	35	0	0
7	Very Poor	0 – 45	2	10	0	0
Total			20	100	25	100

The table visualizes that in the pre - test, there are 2 or 10% students get very poor, 7 or 35% students get poor, 8 or 55% students get fair and also 3 or 55% students get average classification. While in the post test, there are 8 or 40% students get average score, 11 or 55% students get good score, and only 1 or 15% students who get very good classification. The data of the frequency and the percentage reveals that there is significant difference between the students' vocabulary mastery in the pre and posttest. The students have better score after conducting treatment. By referring to the data, the writer can conclude that blindfold game is effective in improving the students' vocabulary mastery at SMP Negeri 3 Lamasi.

The Mean Score and Standard Deviation

In order to revealed the students' vocabulary knowledge of based on vocabulary test used, the writer would like describe the means score and standard deviation. The mean score, the standard deviation, and standard error means of the study are got by using statistical package for social science (SPSS) version 24.

Table 5. The Mean Score and Standard Deviation

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre –Test	20	56.2500	15.18932	3.16719
Post –Test	20	75.9000	9.19701	1.91771

Table 4 informs that the total number of the mean score and standard deviation of pretest and posttest is different. It means that there is significant difference between the result of the pretest and posttest. The mean score of the pretest 56.25 and posttest is 75. 90. It means that means score of the posttest is greater than pretest. Another data is found out. The standard deviation of the pretest is 15. 18 and posttest is 9. 19. The standard error mean of pretest is 3.16 and posttest is 1. 91. Lastly, writer would like to answer hypothesis to know more about the effectiveness of using blindfold game in improving the students' vocabulary mastery. The hypothesis of the study are:

Null Hypothesis (H0): There is no significant difference in students' vocabulary mastery before and after conducting treatment by using blind fold game.

Alternative hypothesis (H1): There is significant difference in students' vocabulary mastery before and after conducting treatment by using blind fold game. While the criteria of

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acceptance or rejection of hypothesis are: $\alpha < \text{sig. (2-tailed)}$ = H_0 is accepted and H_1 is rejected.
 $\alpha > \text{sig. (2-tailed)}$ = H_1 is accepted and H_0 is rejected.

The Students' vocabulary improved

The majority of the students' scored poorly on the pretest. The mean score demonstrates it. The post-mean test's score is higher than the pretest's (56.25 75.90). It demonstrates the difficulty the pupils have in responding to the pretest questions. When the blindfold game was introduced, the kids who had been having trouble figuring out the proper answers quickly figured it out (Mangiron, 2021). Due of their limited language, the students become perplexed. However, almost all of the pupils' language skills improve when the blindfold game is introduced. According Kurt & Yavuz (2018) the blindfold game is one instructional strategy that can help students' vocabulary. A useful verbal communication exercise used to teach directions, numbers, and other concepts is the blindfold game.

The Class Situation Became Fun

In giving the treatment, the teacher started the class by greeting the students and checking students' attendance. Then the teacher began the teaching learning process by giving the apperception to active the students' prior knowledge, motivated the students and explain the students goal of the activity (Shih & Tsai, 2017). In addition, the writer explained the mastery clearly. After that the writer mentions one by one the pronunciation of the words, the spell of the word and the mention the meaning (Liu, 2015). The next step conducting by the writer is repeated her reading so that the students follow her again in the same time and made a game to know the students' understanding with the mastery, the writer made a game, namely blindfold game.

The writer served as the teacher, outlining the game's rules. The teacher instructed the pupils to form groups, and each group was given questions, word puzzles, and blindfold exercises. The usage of blindfolds should then be assigned to each group (dos Santos et al., 2021). The writer initiated the game, and the students are now beginning to respond to their queries. The pupils have five seconds to complete the response before raising their paper to indicate completion. The teacher then went over each student's answers one at a time, asking those who gave incorrect answers to leave the playing area while allowing those who gave correct answers to play the remaining rounds of the game. In teaching – learning process, the writer found out that the students could study English relax. They did not seem bored in joining English lesson. They seemed more active in teaching and learning process. The data proved that using blindfold game in teaching vocabulary mastery can make the students SMP Negeri 3 Lamasi enjoy class situation because using the blindfold game also provides opportunities for students to study in a group and discuss various things related to vocabulary mastery. According to Márquez Segura et al. (2021) playing a blindfold game might encourage teammates to work together more closely. According to Ginting et al (2020) wearing a blindfold can also make some team-building exercises more memorable. so that the kids will be more enthusiastic about and enjoy the process of learning English.

The Students Motivation Increased

At SMP Negeri 3 Lamasi, using a blindfold game to improve vocabulary proficiency is a successful way to engage kids. The author notices that the children appear excited about the learning process. They appear ready to act with confidence. The author concludes that the

students are engaged in the teaching and learning process based on the circumstances of treatment. According to Fair & Delaplane (2015) the ability to learn while having fun makes studying enjoyable and comfortable for the pupils. Haegele et al (2017) claims that using blind games for learning can encourage pupils to be more active and sporty. Additionally, it was discovered that the kids were more keen and engaged in learning English, particularly with the introduction of the blindfold game in the class (Hickmann, 2017).

Based on the explanation above, it is evident that playing the blindfold game in class is one of the methods or strategies used to teach English, particularly when acquiring vocabulary (Bendo, 2019). With the aid of this tactic, teachers can assist pupils become more motivated, relaxed, and enjoyable while they expand their vocabulary (Lestari & Hardiyanti, 2020). The author claims that using a blindfold game to teach vocabulary is particularly effective. According to da Silva (2020) the instructor of the blindfold game makes it simple, enjoyable, and comfortable for the pupils to learn terminology in the following discussion. Additionally, the teacher might use the blindfold game to teach vocabulary in English classes. Because the instructor needs to be able to make the learning environment more engaging and interesting. Menbet (2018) discovered that dyslexic children's command of the Malay language, at least as far as research vocabulary and essay structure are concerned, may be enhanced by using mind mapping. As the researcher observed, the substance of essays has significantly improved, even if the outcomes have not reached an excellent level. Participants in the research who played the Chinese mime game reported feeling more inspired to come up with new words to add to the essay's substance (Cheung & Ng, 2021). Thus, the amounts of their vocabulary were increase and sentence construction process in the essay.

Conclusion

The results of the research and the comments in the preceding chapter lead the author to the conclusion that the blindfold game helps students at SMP Negeri 3 Lamasi learn new words and improve their existing vocabulary skills. This theory is backed by the statistically substantial improvement in students' vocabulary knowledge between the pre- and post-tests. Two pupils, or 10%, earn a very low score on the pretest; seven, or 35%, get a bad rating; eight, or 55%, get a fair rating; and three, or 15%, get an average rating. Only one in every fifteen pupils (15%) is classified as having performed very well on the post-test, whereas eight (40%) get an ordinary score. A higher mean score on the posttest than on the pretest (56.25 75.90) is shown. Before the intervention, the standard deviation was 15.18; after the intervention, it was 9.19. In the event when P-Value = 0.0001, then (α)= 0.05. As a result, the t-test is less than (α). It indicates that the students' language knowledge is significantly improved after playing the blindfold game.

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