



**THE IMPLEMENTATION OF BLINDFOLD GAME IN TEACHING  
VOCABULARIES TO IMPROVE STUDENTS' ACHIEVEMENT AT  
EIGHTH GRADE MTS GUPPI PANGKATAN**

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of  
North Sumatera Medan as a Partial Fulfillment of Requirements for the Degree of Sarjana

Pendidikan

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FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2019**



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Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa

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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqsyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara, Medan

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb.

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IN TEACHING VOCABULARIES TO IMPROVE  
STUDENTS’ ACHIEVEMENT AT EIGHTH GRADE  
MTS GUPPI PANGKATAN”**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh institut batal saya terima.

Medan, April 2019

Yang Membuat Pernyataan

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## ABSTRACT

### **Kumayasari Harahap (34143094). The Implementation of Blindfold Game In Teaching Vocabularies to Improve Students' Achievement at Eighth Grade MTs Guppi Pangkatan.**

Skripsi, Medan: Departement of English Education, Faculty of Tarbiyah Science and teacher Training, State Islamic University of North Sumatera, Medan 2018, Dr. H. Amiruddin, MS, MA, MBA, Ph.D, Deasy Yunita Siregar, M.Pd.

Vocabulary is an important in language. The students have done studied in elementary school but their vocabulary mastery was low. So, the students cannot express their ideas without learning vocabulary. This research was aimed to find out the implementation of blindfold game in teaching vocabularies to improve students achievement. The subject of this research is eighth grade of MTs Guppi Pangkatan. It consists of 30 students as informants. This research uses a classroom action research. Two kinds of data are collect; quantitative and qualitative data. The technique of analyzing data of this research was using qualitative and quantitative data. The qualitative data were gained from observation sheet, interview, dairy notes and photography evidence. The quantitative data were taken from the tests such as: pre-test and post-tests. The result of the research showed that there was the increasing score of students in vocabulary mastery by using blindfold game. The result of the analysis showed that the mean of the pretest was 63,66 (13,33%). The mean of the post-test in the first cycle was 78,33 (76,66%). Then the mean of the post-test in the second cycle was 83,33 (90%). Otherwise, the total increasing percentage from the pre-test to the post-test in the cycle two was 76.67%. It showed that the implementation of blindfold game could improve students' vocabularies and could affect on students' achievement. It can be concluded that the implementation of blindfold game was effective to improve the students' interest in following the learning teaching process.

**Keywords: Blindfold Game, Implementation, Vocabulary**

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Finally, the writer realized that this thesis is not perfect. There are also some mistakes in content, grammar and punctuation. Therefore, the writer hopes suggestions and critics from the reader to make this thesis better. The writer hopes this thesis can be practicable to all of people.

Medan, April 2019

**Kumayasari Harahap**

**34143094**

## TABLE OF CONTENT

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGMENT.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF FIGURES .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF APPENDICES.....</b>	<b>x</b>
<b>CHAPTER 1 INTRODUCTION.....</b>	<b>1.</b>
A. Background of Study.....	1
B. Statement of The Problem .....	3
C. Research Question.....	4
D. Puposres of The Study.....	4
E. Significance of The Study .....	4
F. Limitation of The Study .....	5
<b>CHAPTER II THEORITICAL REVIEW.....</b>	<b>6</b>
A. Theoretical Framework .....	6
1. Vocabulary .....	6
a. Definition of Vocabulary .....	6
b. Type of Vocabulary .....	8
c. Problem in Learning Vocabulary .....	9
d. Vocabulary Achievement.....	10

2. Blindfold Game .....	11
a. Definition of Blindfold Game .....	11
b. Type of Blindfold Game .....	12
B. The Conceptual Framework.....	15
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>17</b>
A. Research Design.....	17
1. Cycle I.....	21
2. Cycle II .....	22
B. Research Setting and Sample.....	23
1. Setting .....	23
2. Sample .....	23
C. Data Collection .....	23
D. Data Analysis .....	25
E. Reserach Procedures.....	27
F. Trustworthiness .....	29
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>33</b>
A. Findings .....	33
1. Preliminary Study.....	33
2. Cycle I.....	35
3. Cycle II .....	37
B. Discussion.....	40
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>42</b>
A. Conclusion .....	42

B. Recommendation..... 43  
C. Implication ..... 44

**BIBLIOGRAPHY**

**APPENDICES**

## LIST OF FIGURES

<b>Figure</b>	<b>Title</b>	<b>Page</b>
Picture 3.1	Action Research Spiral Model by Kemmis AND McTaggart .....	20

## LIST OF TABLES

<b>Table</b>	<b>Title</b>	<b>Page</b>
Table 4.I	The Percentage of Students' Vocabulary Test in Cycle I	39

## **LIST OF APPENDICES**

<b>Appendix</b>	<b>Title</b>
Appendix I	Lesson Plan (Cycle I)
Appendix II	Lesson Plan (Cycle II)
Appendix III	Pre-test and The Key Answer
Appendix IV	Post-test (I) and The Key Answer
Appendix V	Post test (II) and The Key Answer
Appendix VI	The Students' Score before Treatment (Pre-test)
Appendix VII	The Students' Score in the First Cycle (Post-Test I)
Appendix VIII	The Students' Score in the Second Cycle (Post-TestII)
Appendix IX	The Statistic Analysis of The Students` Score in Pre – Test and Post – Test I
Appendix X	The Statistic Analysis of The Students` Score in Post-Test I and Post-Test II
Appendix XI	Observation Sheet of Teachers' Activities (Cycle I)
Appendix XII	Observation Sheet of Teachers' Activities (Cycle II)
Appendix XIII	Observation Sheet of Students' Activities (Cycle I)
Appendix XIV	Observation Sheet of Students' Activities (Cycle II)
Appendix XV	Interview Sheet Before the Implementation of Blindfold Game

- Appendix XVI Interview Sheet After the Implementation of Blindfold Game in  
Cycle I
- Appendix XVII Interview Sheet After the Implementation of Blindfold Game in  
Cycle II
- Appendix XVIII Diary Notes
- Appendix XIX Students' Name and Initial
- Appendix XX The Students' Attendance List During the Research
- Appendix XXI Photography Evidence



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In Indonesia, English has been learned in every levels of education, from kindergarten up to university level. The purpose of learning a language is to express and comprehend the meaning. A learner has to have sufficient vocabulary in order to acquire English well means the words have an important in conveying ideas. In the learning process, one of in the important parts in creating and understanding the language is vocabulary mastery. Student can not express their opinion and idea in English without knowing their vocabulary. Low vocabulary mastery also makes them unable to express the opinion property. This statement appropriate with the Koran, Allah said :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ

أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“(And He taught Adam the names) meaning the names of objects (all of them) by inserting into their hearts the knowledge of these things (then put forth them) that is to say those things which are not only objects die, but also the intelligent beings, (to the angels, then Allah says) to corner them, (“Tell me) mention (their names) the names of those things (if you are righteous.”) that no one knows better than you among the creatures whom I create or that you are more entitled to be Caliph. As 'answer terms' is indicated by the previous sentence.” (Al-Baqarah:31)

In the surah above, Allah shows us that we should learn vocabulary enable we can create our language skill. We can choose appropriate words in spoken or written language. A good vocabulary is a vital parts of effective language communication.

In Indonesia English is a compulsory subject which is taught in Junior High School and Senior High School as a second language. As the result, in Indonesian goverment always makes effort to improve the quality of teacher and other component which are involved in education process. The education in Indonesian has been from time to time, one of them is established by curriculum.

Based on my observation, the most problem of students in Junior High School is vocabulary. The students' vocabulary was low, so they can't convey their ideas clearly. As the observer said before that in Junior High School, English as taught as one of compulsory subject. The students learn English for the second time after finished in elementary school. So, they learn the English components including vocabulary in Junior High school. Although, the students have done studied in elementary school but their vocabulary mastery was low. It caused by the students itself, the students don't have desire to improve their ability, the students suggest that English is difficult lesson. In English consist four skills there are writing, reading, listening, and speaking. But, to master them we have to master vocabulary in English first.

Vocabulary is an important in language besides pronunciation and grammar. We can not express ideas in English without learning vocabulary. So that, when students are given a passage with word that are supposed to have been taught earlier, they still find it difficult to understand the meaning. To make students motivated and enjoyed to study vocabulary, the teacher should be creatively is delivering material. To improve students' vocabulary the researcher choosen blindfold as a game to improve their vocabulary.

Those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level or grade. To solve the problem the teacher should not only understand the students difficulties of word study, but also the teacher should find another ideal way to deliver new words that students need to learn. One of the media that can be used to solve the problem in teaching vocabulary is by using games. The students will have fun by playing a game, yet they will learn new words. Games becomes successful strategy to make the students interested. It is one of the most effectively classroom tools. The use of games not only will change the dynamic of class but also we help students study easily and help the brain to learn more effectively. By using appropriate game can be helpful to teach English especially in learning vocabulary.

One of the appropriate and interesting game to learn vocabulary is Blindfold Game. Blindfold game is one of alternative techniques that can be used by English teacher in teaching vocabulary which is more interesting.<sup>1</sup> The Blindfold is a game of free movement and exploration of a virtual space that allows simple interactions with key elements and assets, which ends up being quite a challenge. The game simulates a realistic sounds setting, allowing players to make sense of the sound driven experience.<sup>2</sup>

## **B. Statment of the Problem**

Based on the background of the study above, the writer identifies some problems dealing with the study, they are :

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<sup>1</sup>Speaking, Blindfold  
<http://Jurnal.stkipgritulungagung.ac.id/index.php/inspirasi/article/download/330/176> , accessed on July 23 2018

<sup>2</sup> Blindfold-An audio-only adventure game, ([http://vj2013.dei.uc.pt/wp-content/uploads/2013/09/vj2013\\_submission\\_34.pdf](http://vj2013.dei.uc.pt/wp-content/uploads/2013/09/vj2013_submission_34.pdf)), accessed on March 20 2018

1. The difficulties in understanding English language because lack of vocabulary.
2. Students can not express ideas in English without learning vocabulary
3. The teacher needs to find another way in teaching vocabulary

### **C. Research Question**

Based on the limitation of the study above, the research question is how is the application of Blindfold game to improve the students' vocabulary ?

### **D. Purposes of the Study**

Based on the research question above, the objective of the study is to describe the application of Blindfold game to improve students' achievement.

### **E. Significances of the Study**

There are two significances of this study, they are: (1) theoretical significance, (2) and practical significance. Theoretically, this study is useful to enrich the theory of teaching vocabulary. Practically, the findings out this study are supposed to be useful: (a) for students, by using blindfold game it can help the students to remember and mastery of vocabulary easily, (b) for English teacher, by using blindfold game it can make students interest and to improve the students achievement in vocabulary, (c) for Principal, to increase the teachers' competence in teaching vocabulary, (d) and for other researcher, to give the information to the other researcher about vocabulary by using blindfold game and can be reference for the other researcher.

## **F. Limitation Of Study**

To avoid misinterpretation to the problems, the researcher would like to limit the scope of the study. The researcher want to know the improvement of students' vocabularies mastery by using blindfold game.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoretical Framework

In conducting a research, theories are needed to explain some concept and term applied in the research concerned. The researcher presented some theories related to the study in order to focus on the scope of research. The theoretical elaboration on the concepts and terms used had been presented in the following part.

##### 1. Vocabulary

###### a. Definition of Vocabulary

In Oxford Dictionary vocabulary is all the words in a language.<sup>3</sup> Vocabulary can be defines, roughly, as the words we teach in the foreign language.<sup>4</sup> Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.<sup>5</sup> McCarten states that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have

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<sup>3</sup> Oxford, (2008), *Oxford Learner's Pocket Dictionary*, Oxford: Oxford University Press, p.495

<sup>4</sup> Penny Ur, (1991), *A Course in Language Teaching Practice and Theory*, Cambridge: Cambridge University Press, p.60

<sup>5</sup> Scott Thornbury, (2002), *How to Teach Vocabulary*, England: Pearson Educational Limited, p.13

learned them.<sup>6</sup> The students should know the word first before they want to say, so that they can easy to express their idea each other.

Vocabulary knowledge continuous to develop naturally in dult life in response to new experiences, invitation, concepts, social trends and opportunities for learning, and it is necessary in the sense that words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formes.<sup>7</sup>

But some expert, like Nation said that based on how often vocabulary occurs in language, he divides vocabulary into high frequency words, academics words, technical words.<sup>8</sup> (a) High frequency words, the high frequency words of English have some characteristics. First, each high frequency words occurs very often so the effort of learning it will be reapid by plenty of oppourtunities to meet and use it. Second, the high frequency words are useful to matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years. (b) Academic words, for learners with academic purpose, the academic words are like high frequency words and they deserve similar attention. (c) technical words, for learners with academic purposes, technical vocabulary is also important but this is probably

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<sup>6</sup> Jeanne McCarten, *Teaching Vocabulary Lessons from the Corpus Lessons for the Classroom*, (New York, Cambridge University Press: 2007), p.21

<sup>7</sup> John Read, *Assesing Vocabulary*, (USA; Cambridge University Press, 2000), p. 1

<sup>8</sup> I Nation S.P, *Teaching Vocabulary: Strategies and Technique*, (New York: Heinle Cengage Learning, 2008), p.7

best learned while studying the content matter of the particular specialist area.

(d) Low frequency words, low frequency words have the following characteristics. First, each words does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in a very small proportion of the running words in a text, once reper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

The point of the explanation is that English has various kind of vocabulary that needed to be leant in order to use English effectively. Hence, tecahers must know them in purpose giving consideration of which suitable to be taught to the students to help in learning English.

Based on the explanation above, researcher conclude that vocabulary is an importance role because without knowing and understanding the vocabulary, basic skill in English can not be used at all.

#### **b. Type of Vocabulary**

According to Johnson that elaborates four different vocabularies, they are:<sup>9</sup> Listening vocabulary, speaking vocabulary, reading vocabulary, writing vocabulary.

Listening vocabulary is the words we hear and understand, commonly reffered to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

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<sup>9</sup> Andrew Johnson P, (New York; Rowman & Littlefield Education: 2008), p.93



Speaking vocabulary is the words we use in conversation. Our listening vocabulary is large than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself).

Reading vocabulary is the words that we are able to read. Most students enter school with very few words in their reading vocabulary. So, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing number of words in students listening vocabularies makes learning to read easier.

Writing vocabulary is the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

### **c. Problem in Learning Vocabulary**

In learning and teaching process there are so many problems we will find, besides memorizing, they will find other difficulties that the students have. Some factors that often cause these problems are :<sup>10</sup> (a) Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. (b) Spelling: words that contain silent letters are particularly problematic, such as foreign, listen,

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<sup>10</sup> Priska Aprilianty, *The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Understanding*, THESIS, UIN Syarif Hidayatullah Jakarta, p. 8

honest, etc. (c) Length and complexity: long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'. (d) Grammar: also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent. (e) Meaning: when two words overlap in meaning, learners are likely to confuse them.

#### **d. Vocabulary Achievement**

Achievements is another word for accomplishment. Achievement comes from the similarly spelled Middle French achievement "a finishing". For some people, just being able to make it work every day on time could be considered an achievement, but the word is usually applied to feats of more heroic proportions. Ralph Waldo Emerson once said, "Every great achievement is the victory of a flaming heart"<sup>11</sup>

According to David Nunan vocabulary more than list of target language words. As part of the language system, vocabulary is intimately interrelated with grammar.<sup>12</sup> 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' This is how the linguist David Wilkins summed up the importance of vocabulary learning.<sup>13</sup>

Achievement is what you have done of significance at work which has benefited your company or organisation. Think about your work

---

<sup>11</sup>Vocabulary, *Dictionary Achievement*, accessed on March 20 2018, (<http://www.vocabulary.com/dictionary/achievement>)

<sup>12</sup> David Nunan, *Second Language Teaching & Learning*, (University of Hongkong, An International Publishing Company, Canada, 2001), P.101

<sup>13</sup> Scott Thornbury., *Op.cit*, p.13

achievements. Or even your life achievements- these are the successes that you have had so far. Perhaps you have just passed your driving test. Or maybe after many years of trying, you have learn to swim. This is an achievement as it is something you have worked hard for, and in the end the result have been successful.<sup>14</sup>

Based on the explanation above, it can be conclude that achievement is an important competency given that the more you can achieve. Without vocabulary, someone can not communicate effectively or express ideas.

## **2. Blindfold Game**

### **a. Definition of Blindfold**

The Blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assets, which ends up being quite a challenge. The games simulates a realistic sound setting, allowing players to make sense of the sound driven experience.<sup>15</sup>

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 game. This game used to teach directions, number, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. The Blindfold can imple team members into working together more

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<sup>14</sup>(Learnenglish.britishcouncil.org) Accessed on March 20 2018, (<http://www.learnenglish.britishcouncil.org/en/business-magazine/achievement>)

<sup>15</sup> PDF, *Blindfold-An Audio-Only Advanture Game*, (vj2013.dei.uc.pt), accessed on March 20 2018

memorable and wearing blindfold can be fun. So that the students can be more interested and enjoy in English learning process.<sup>16</sup>

## **b. Type of Blindfold Game**

### 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 your hand of 5 cards . your opponent has the same. The deck consist of cards from 1 to 12.

The games starts by playing a 1 card from your hand into a build pile. Then if you have a 2 card, you play it. Then a 3 card so on, until you play a 12. The build file is cleared off, and you start again. If you can not play a card, you discard a card, and you 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 againts 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

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<sup>16</sup> *Blindfold Game*, accessed on March 20 2018  
(<http://www.theteambuildingactivitiesshop.co.uk/blindfoldgames.htm>)

buy. If you get a bingo, you win 50% of the coins that were used to purchase cards by you and the other players.

Blindfold Bingo comes with over 16 patterns of play, and lets you both explore a pattern and then play that pattern, such as a clover leaf, or the letter X, or an inside diamond. You can record yourself saying bingo, and blindfold bingo will play it back to you when you get bingo. You can also select from other people's voice with the people who play blindfold bingo.

### 3. Blindfold Word Games

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

#### 4. Blindfold War

Blindfold War is a fully accessible classic card war game for both sighted and visually impired people, designed for rapid audio play. Blindfold War tells the cards you and the computer played, and the number of total cards in your hand. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken.

The way of Blindfold War is each player starts with a deck of 26 cards. The game takes through a series of vattles in which each player reveals one card. The player with the highest card wins both cards. If both players reveal a card of the same rank, a war ensues, giving each player a chance to win many of their opponents'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. Bilndfold Wildcard

Blindfold Wildcard is a fully accessible card game that is a variant of the game "UNO" for both sighted ad visually impaired people, designed for rapid audio play. Blindfold Wildcar 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 until you can discard. Since there are many rules choices for the game, you can customize it for many of those rules. You play against the computer. The cards are not visible; instead, you play by listening. You can flick up or down to hear the cards, and tap to play card or draw from the deck. A complete guide to the gestures is included in the help.<sup>17</sup>

So, based on the types of blindfold game above, the researcher used Blindfold War Game in her research especially in Unscramble. In unscramble, the students must arrange the unscramble word to become the right word. Blindfold Game is the way that used by a teacher to convey a message in order to achieve the purpose of learning by using blindfold.

## **B. The Conceptual Framework**

Vocabulary is an important learning language. By meaning 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 engage the students. One of the ways can gather students' vocabulary interest into the classroom is using blindfold game.

Blindfold game can be used to improved students' vocabulary ability. Blindfold game are practical exercise communication that used blindfold in the

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<sup>17</sup> Marty's Blindfold Game, (<http://blindfoldgames.org/>), accessed on March 20 018

game. It can be implemented in many ways. Blindfold game makes the teaching and learning process less boring for the students, because it is eye-catching and motivating.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

According to Thuckman: “Research is a systematic attempt to provides an answer to question.”<sup>18</sup> There are usually using three methodology of research such as qualitative research, quantitative research, and classroom action research.

Classroom Action Research has a very important and strategic role to improve the quality of learning when implemented properly, it’s mean parties involved in classroom action research (teacher) consciously develop the skill in detecting and solving problems when learning in the class by using meaningfull action.<sup>19</sup>

According to Arikunto classroom action research is the research to repair the quality in studying practice, so that focus in processing of study in the class. So that a teacher got information well about research was coducted, by doing steps classroom action research, a teacher could fond decision problem that happen in the class. And as reseacher Classroom Action Research will be conducted with teacher conducted first work, namely teaching in class, stay with student.<sup>20</sup>

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<sup>18</sup> Salim & Syahrums, (2016), *Metodologi Penelitian Kualitatif*, Bandung: Cipta Pustaka Media, hal.165.

<sup>19</sup> Kunandar, (2013), *Langkah Mudah Penelitian Tindakan Kleas Sebagai Pengembangan Profesi Guru*, Jakarta: rajawali Pers, hal.41.

<sup>20</sup>Suhardjono, (2009), *Penelitian Tindakan Kelas dan Sekolah*. Malang; Cakrawala Indonesia

This research will be applied Classroom Action Research (CAR). According to Kemmis in Rosmala Dewi stated that Classroom Action Research is as form of self- reflective inquiry undertaken by the participants in a social (including education) situation in order to improve the rationality and justice of (a) their on social or educational practices, and (b) their understanding of these practices, and (c) the situations in which practices are carried out.<sup>21</sup> The aim of classroom action research is to improve the teachers' teaching their own classroom or school. Action research can be a very valuable way to extend teachers's teaching skills and increase more understanding for teachers themselves, for the classroom and also for the students.<sup>22</sup> There are three terms related to classroom action research, as follow :<sup>23</sup>

#### 1. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

#### 2. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activi

#### 3. Class

Class is group of students who are in the same time receive the lesson from a teacher. Constrain which written for understanding about the class is old

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<sup>21</sup> Rosmala Dewi, (2015), *Penelitian Tindakan Kelas*, Medan: Unimed Press, P.9

<sup>22</sup> Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge, P.1

<sup>23</sup> Wina Sanjaya, (2009), *Penelitian Tindakan Kelas*, Jakarta: Kencana, P. 25

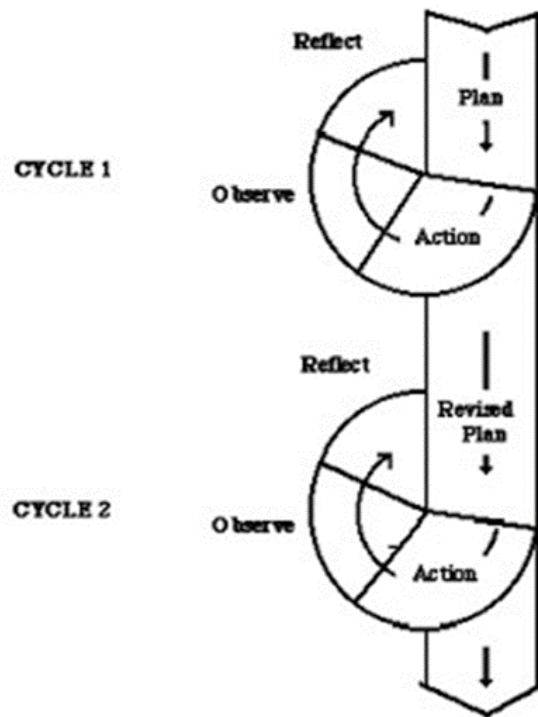
interpretation, to immobilize a misconception and widely understood by the public with “room for teacher to teach”. Class not just a room but a group of students who are studying.<sup>3</sup>

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class. According to Burns in McKay’s book “Researching Second Language Classroom,” he listed the characteristics of action research as follow :

1. Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

By using classroom action research gives an opportunity to the teacher to create an active class so it will figure out the problem in learning process and it will solve the problem faced by teacher.

In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart as follow :



Picture 3.1 Action Research Spiral Model by Kemmis AND McTaggart

The spiral model of action research conceptualized by Kemmis and Mc Taggart consist four steps, there are planning, acting, observing, and reflecting. The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are plan, action, observation, and reflection. Before the cycle I begin, orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery.

## 1. Cycle I

### a. Planning

Planning is arrangement for doing something. The following points are the specification of the planning are first cycle :

- 1) Conducting the cycle in two meetings.
- 2) Administrating the vocabulary learning process according to lesson plan.

- 3) Conducting pre-test in order to know the students' basic ability in mastery vocabulary.
- 4) Preparing material for vocabulary mastery
- 5) Conducting a test of vocabulary mastery by using Blindfold Game
- 6) Preparing the instrument for collecting data, such as diary note, questionnaire sheet and observation sheet.

b. Action

Action is the process of doing. Action is the implementation of planning. In this step, the students will be taught how to comprehend vocabulary achievement by using Blindfold Game.

c. Observation

Observation will be done when the classroom action research is going on. Observation is phase to record everything happens during teaching-learning process including the effects of the action. The purposes of observation is to find out the information of action, such as student's attitudes, behaviors, and activities while giving action even the obstacles that happended in observer's book. The observer is to see how the teaching and learning design points have been implemented as a whole or not. This step will provide the observer the data as the result of the respond of the step in acting. This observation will prove the action.

d. Reflection

Reflection is the feedback from the action that has been done. It is very important to help the researcher in making decision for what to do or revise. In this stage, the problem and cause that existed in the observation is analyzing. The

researcher will reflect the entire problem in the first cycle. If the research does not reach the goal that determines, the researcher need to continue to the research into cycle II.

## **2. Cycle II**

Cycle II will be continued by the researcher if the students' score is still low that it will be seen by the students' score and reflection in the first cycle. It mean that the researcher has made the new lesson plan. The researcher will add some activities in action that could increase their score in achievement vocabulary. This cycle also consisted of four steps; planning, action, observation, and reflection.

## **B. Research Setting and Sample**

### **1. Setting**

This research will be conducted at MTs Guppi Pangkatan. The research will be conducted at the eighth grade in Academic Years 2018/2019.

### **2. Sample**

The sample in qualitative research is a part of the population to be researched. The existence of the sample intended for getting information that will be the basic of design and emergaging theories.<sup>24</sup>

The sample of this research is students' at eighth grade of MTS Guppi Pangkatan. This participant of the class consists of 30 students.

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<sup>24</sup> Salim dan Syahrums, (2015), *Metodologi Penelitian Kualitatif*, Bandung: Citapustaka Media, p. 141.

### **C. Data Collection**

The kinds of the data that will be used in this research are quantitative and qualitative data. In quantitative data, the researcher uses oral test as instrument to measure the students' achievement in vocabulary. The students are tested by asking them to guess the teacher's blindfold. In scoring the students' test, the writer uses some point. To get the point the researcher give vocabulary test on the first meeting, test on cycle one and test on cycle two for the students. The test usually is called pre-test and post-test.

So, the technique of collecting data of this research are : (1) Observation (2) Interview, (3) Test, (4) Diary notes, (5) Photography evidence.

#### **1. Observation**

The researcher will be observe and investigate the students, the situation and the problems will find during teaching and their ability. Their observation is done in the classroom while the teaching learning process done. It is about the attitude and all of the activities while giving the action. The result of observation will be put on observation sheet.

#### **2. Interview**

Interview sheet consists of some questions that is asked to the students, the English teacher and the headmaster before doing research and after doing research in the school. Trough interview, the researcher will know the problem their weakness and problem in vocabulary achievement. The researcher also will interview the teacher to know his ways in teaching English especially in vocabulary achievement.

### 3. Test

Test is a short examination of knowledge or ability. Consisting of question that must be answered. It is a given to know students ability in vocabulary. There are pre-test and post-test.

#### a. Pre-test

As a preliminary test which is administers to determine the students's baseline knowledge about their vocabulary mastery. In pre-test is intended to know how well the students had mastered vocabulary before taught by blindfold game. The researcher gives the test for the students before taught by using the technique so that the researcher will know the students' achievement in vocabulary.

#### b. Post-test

In post-test, the researcher will gave the material for the students. The researcher will explain about blindfold game. And the test that will be given by the researcher is similar in pre-test. The researcher will used it to know the students' achievement in vocabulary after using blindfold game.

### 4. Diary Notes

The researcher will note the activities that have done in the class when learning teaching process in the class. How the researcher felt and how the students did. The researcher would know te improvement of the students' responses and the students' score every meeting through diary note.



## 5. Photography Evidence

The picture that has been taken during the research is purposed for providing reference points. The function of photography is a way of reporting, observation, reflections, and reaction of students in teaching and learning process.

### **D. Data Analysis**

According to Miles and Huberman, qualitative analysis defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.<sup>25</sup>

First, data reduction means reducing the data, summarizing, and choosing the essentials, focusing on what matters. Second, data display can be done in the form of brief descriptions, charts, and flowcharts. The most frequent form of display data for qualitative research data in the past has been narrative text.<sup>26</sup> The last is conclusion. The first conclusion proposed is still temporary, and it will change if there is strong evidences support the next stage of data collection.

The technique of analyzing data of this research will be applied by using quantitative data and qualitative data. The quantitative data is used to analyze the score of the students; the research observes their activities by using Blindfold Game that will given to the students.

To know the mean of the students' score for each cycle, the researcher applied the below formula:

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<sup>25</sup> Matthew B. Miles and A. Michael Huberman, (1994), *Qualitative Data Analysis*, USA

<sup>26</sup> Ibid, p. 220.

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

Where:

$\bar{X}$  : The mean of the students

$\sum x$  : The total of score

$N$  : The number of students

To categorize the students who got up to 75 is calculated by applying the following formula :

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

Where :

$P$  : The percentage of students who get  $\geq 75$

$R$  : The number of students who get  $\geq 75$

$T$  : The total of students

Then, to know the different of the test success after using blindfold game, the reseracher apply the following t-test formula:

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

Where :

$\bar{D}$  = Mean of difference of post-test 1 and post-test 2

D = Differences

N = Subject of students

### **E. Research Procedure**

The study will be conducted to improve studentd ability in mastering vocabulary of eighth grade students of MTs Guppi Pangkatan by using research procedures proposed by Kemmis and McTaggart consist of four phases, namely : planning, action, observing, and reflecting. Here are the explanations about four phases:

#### 1. Planning

Planning means program of action that will be done. Plan is needed to arrange and prepare everything that might be needed in action stage. The arrangements and preparation in this research include:

- Making lesson plan preparing the teaching materials
- Preparing the instrument of data collection to record and analyz the data
- Preparing the assignment to measure students' achievement in vocabulary

#### 2. Action

Action is the process of doing something. It is the implementation of planning that has been arranged. In this phase, the learners will be taught by Blindfold Game to improve students' achivement in vocabulary. The media and instrument are used to collect the data. The activities in this stage will be done as follow :

- Teacher strats the class by giving greeting and motivation
- Teacher brings in the material that will be learned

- The teacher determines the rules of the class when teaching and learning process and running
- Teacher shows the students about the importance of the vocabulary to mastering English
- The teacher explain how to play Blindfold game
- The teacher emphasize the vocabulary that has been learned
- The teacher conclude the lesson
- The teacher end the class

### 3. Observation

In this step, the researcher will be observes all situation and condition happened during the teaching learning process such as the teacher performance, class situation, and students' response. The researcher also take note to every moment that happens in the class and put in the dairy notes. The data and information found in this process will be used to evaluate the action.

### 4. Reflecting

This is the last step, reflection is the activity where the reseracher examines the data found from observation. The researcher will evaluate the situation and the result from observation to make conclusion. In this phase, the researcher reflects on everything that have been done in the first cycle. After that, the researcher will make decision to make the second cycle if it is necessary.

## F. Trustworthiness

It is important to establish that the findings of the study are validity. There are various way to establish a sense of trustworthiness and validity. Lincon and Guba argued that there are for issues of trustworthiness, namely:<sup>27</sup>

1. Credibility : confidence in the ‘truth’ of the findings.
2. Transferability: showing that the findings have applicability in other contexts.
3. Dependability : showing that the findings are consistent and could be repeated.
4. Confirmability: a degree of neutrallity or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest.

In this study, the researcher would like to establish the trustworthiness things credibilty. According to Holloway & Wheeler that is adapted by Vicent N. Anney credibility is defined as the confidence that can be placed in the truth of the research finding. They are prolonged engagement in fild or research site, use of peer debriefing, triangulation, member cheeck, negative case analaysis and persistent observation.

According to Bitsch, the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling”. This means that when the researcher provides a detailed description of the enquiry and participants were selected puposively, it facilitates transferability of the inquiry.

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<sup>27</sup> Lincoln, YS & Guba, EG (1985), *Naturalistic Inquiry*, Newbury Park, CA: Sage Publications.  
([www.crec.co.uk/docs/Lincoln%20and%20Guba.pdf](http://www.crec.co.uk/docs/Lincoln%20and%20Guba.pdf))

According to Bitsch, dependability refers to ‘ the ability of findings over time’’. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informations of the study. Dependability is established using an audit trial, a code-recode strategy, stepwise replication, triangulation and peer examination or iterator comparisons.

According to Tobin and Begley, confirmability is “concerned with establishing that data and interpretations of the findings or not figments on the of the inquirer’s imagination, but are clearly driven from the data”.<sup>28</sup>

The research only use triangulation that there are three kinds of triangle, are method, souce, investigator. Triangulation in research means according to Onwuegbuzie & Leech Triangulation “involves the use of multiple and different methodes, investigators, sources, and theoris to obtain corroborating evidence”. Triangulation helps the investigator to reduce the systematic bis and cross-examine the integrity of participants’ responses. There are three major triangualtion techniques.: first, investigator triangulation- use of multiple researchers in investigating the same problem. Use of multiple investigators brings different perception into the inquiry and help to strengthen integrity of the findings; second, data triangulation/informants triangulation- use of different discussion or participant observation or utilizing different informants to enhance the quality of the data from

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<sup>28</sup> Vicent N.Anney, *Ensuring the Quality of the Findings Of Qualitative Research: Looking at Trustworthiness Criteria*, accessed on April 1 2018, (<https://pdfs.semanticscholar.org/1419/f7b54e6b7f1215717a50709f8946745b.pdf>)

different source; third, methodological triangulation- use of different research methods.<sup>29</sup>

Based on the explanation above, the study only use source as the technique to establish the trustworthiness. The source of the research is the first students of MTS Guppi Pangkatan that learning English especially in vocabulary mastery.

The researcher got the fact when doing observation that the students' vocabulary still low. It can be seen from the scores of the students when learning vocabulary by the teacher. It is not just it, the students also have less motivation from the teacher so they felt bored when learning. Besides that, the teacher also does not give the effective strategies for the students. Therefore, the researcher would be like to applied Blindfold Game to improve the students' achievements in vocabulary.

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<sup>29</sup> *Ibid*, p.10

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the result of result. It involves the way to improve students' vocabularies mastery using blindfold game at MTs Guppi Pangkatan academic year 2018/2019.

#### A. Findings

##### a. Preliminary Study

This research was conducted at MTs Guppi Pangkatan. This research used blindfold game to improve the students' vocabularies at eighth grade in academic year 2018/2019. This research was applied by quantitative and qualitative data. In this phase, the qualitative data were taken from interview sheet, observation sheet, diary note, and photography evidence. The interview was done to the students and the teacher before conducting blindfold game especially in vocabulary. In the observation sheet, it could be concluded that the students were active during the teaching-learning process, although at the first meeting they were not interest and confuse about the meaning of the words and some students made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting in learning vocabulary. From diary note, it was found that written by the researcher during conducting the researcher each meeting the teaching process. From photography, it was found that student were active and enthusiastic in following teaching-learning process. Diary note, the diary note indicated that in the first cycle the students were



interested but the situation of classroom was still crowded. In the second cycle, the students were more interested and more seriously to learn. The photography evidence is one of source as documentation or responding observation for researcher to catch the moment which important. The quantitative data was taken from the result of test during the research that was conducted in four meetings. This research was conducted in two cycles and every cycle consisted of four steps of action: planning, action, observation and reflection.

There are two parts related to preliminary study, those are pre-interview and pre-test. Those explanations as following:

a. The Result of Pre-Interview

Pre-interview that was conducted in this study was the unstructured interview. It was held on 18<sup>th</sup> September 2018. The researcher asked to the teacher some questions about the condition of the class. The researcher asked about how long the teacher have been teaching, the opinion about students, the class condition, and the difficulties. The teacher said that the main difficulties that faced by the students is students can not memorize the word of vocabulary easily, it caused the students feel bored in learn vocabulary, they just asked to find out the meaning of English words in the dictionary. Students are uninterested to memorize English word by using dictionary, so they need some motivation to memorize vocabulary. The teacher also said that he used conventional way in learning process, such as always used dictionary to find out the meaning of vocabulary, then giving the task. It made the students bored and loss interest in memorizing vocabulary.

#### b. The Result of Pre-Test

The result had done before classroom action research. It was conducted on 2<sup>th</sup> October 2018. There were 20 questions in essei form in 45 minutes.

Based on the result of pre-test, the data showed that the mean score of pre-test was 63,66. There was 4 students who derived the score above the Minimum Mastery Criterion (KKN- Kriteria Ketuntasan Minimal) meanwhile the other 26 students were below that criterion. The lowest achievement gained score 50. From the result of analysis, it could be seen that almost of the students' vocabulary was still very low.

#### b. First Cycle

In this cycle there were two meetings which were conducted to the students. First meeting was used as the pre-test. A test was administrated in the end of teaching learning process. The steps of this action research were :

##### 1. Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as preparing lesson plan, preparing test, preparing the facilities and media, and preparing observation sheet. In this step, there were some activities had been done by the researcher, they are: making lesson plan concisted of the action, preparing the teaching material of blindfold game that was needed in action, preparing the test to measure the result of the study, preparing observation sheet, interview sheet and diary notes.

##### 2. Action

In this step, there were some activities that had been done by the researcher.

They were :

- a. The researcher made the students understood about the benefit and the aim of blindfold game, and than the researcher explained about the lesson.
- b. The teacher asked the students to devide into 2 groups.
- c. The teacher gave blindfold and carton that contained some unscramble words that should be founded by each group.
- d. The students founded the unscramble words that existed in the box that provided.
- e. The learning process finished and the teacher concluded the materials together with the students to know how deep students understand about the lesson.

### 3. Observation

In this observation the researcher recorded every action, comment and certain behavior of students. It means, the students' behavior and their responses during teaching learning process was recorded by using diary note, observation sheet and documentation. The researcher had been observed that there was many students were still not active and could not understand while the teacher asked to them to arranged unscramble words. Although some of them could be active.

### 4. Reflection

The researcher evaluated the teaching learning process in the end of the meeting from the first cycle. The researcher as the teacher asked the students about their difficulties and problems while learning in understanding the lesson

through blindfold game as media. The researcher also discuss with their real English teacher, how to solve this problem. Look at the students' result test and observation sheet and also diary notes. From the students' responses and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. In the second cycle was held to achieve the improvement score of the students' vocabulary mastery.

### c. Second Cycle

The first cycle was started as the first meeting until second meeting. In second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was done by the researcher in order to get the better improvement of the students. In the process the second cycle, the researcher felt better to begin because the researcher had already got the reflection from the first cycle to used as the information on the students' problems. Similar to the first cycle, the researcher conducted to the second cycle with the same steps as follows:

#### 1. Planning

In this cycle, the researcher prepared material that was enclosed in lesson plan, and added some activities in the activities so that the students would be more active in the class.

#### 2. Action

Researcher asked the students work in their teams after reviewing the previous lesson by using slowly explainantion. The researcher was tried the best

in teaching process and she was gave motivation to increase their ability in vocabulary mastery by following blindfold game.

For the second meeting in cycle II, researcher applied same as the previous meeting. Before the second cycle will be finished, researcher gave the post test II for students to know their progress. The result of the text in cycle II could be seen in the appendix.

### 3. Observation

Observation was done for the second cycle. The students' activity during the teaching learning process had been observed.

- a. Many students were more effective and more active in learning the material through blindfold game.
- b. A few of students was still confuse and made noisy during learning the material.

In second action of cycle II, researcher was held post test II regarding students' vocabularies of blindfold game. Based on the result of the post test II, the mean score of the class in vocabulary mastery gained 83,33 in which there 27 students who passed the Minimum Mastery Criterion (KKM) 75.

**Table I. The Percentage of Students' vocabulary**

Meeting		Students who got up 75	Percentage
Pre-test	I	4	13,33%
Cycle I	II	23	76,66%
Cycle II	IV	27	90%

Based on the table above, the result showed the improvement of students' score from the pre-test to post-test of cycle II. In the pre test, students who got up 75 there were only 6 of 30 students (13,33%). In the post-test of cycle I, students who got up 75 there were only 24 of 30 students (76,66%). It means that, there were improvement about 63,33%. In the post-test of cycle II, students who got up 75 there were 27 of 30 students (90%). The improvement was about 13,34%. The total improvement of the students' score pre-test to post-test of cycle II was 76,67%.

#### 4. Reflection

In reflection of the second cycle, the researcher had taken the result test and observation. It was be feedback of teaching learning process by the researcher, so the researcher could conclude as follow:

- a. The researcher could increase on the students' vocabulary mastery through blindfold game. It was showed by he observation sheet, diarynotes that improved every meeting.
- b. The improvement of the students' score. It was based on the percentage of the students' score, they were 76,66% that got passed in the first cycle. And they were 90% in the second cycle. It means that there was improvement from the first cycle to the second cycle, they were 13,34%.

Based on the students' response above, the researcher got the point that the students' response while learning teaching process in the second cycle was kept improving. So the researcher stated to stop in this cycle.

#### **B. Discussion**

This research was conducted by using Classroom Action Research (CAR) by implementing Blondfold Game. The technique for data analysis were quantitative

and qualitative data. The qualitative data were taken from observation sheet, interview sheet, diary note, and photography evidence that indicated the students were active and paid attention the subject that the teacher taught. The quantitative data were taken from the students' test score got better in the post-test of the first cycle than pre-test, and the post-test of the second cycle got better than the first cycle.

The interpretation of data result among the pre-test, post-test I, and post-test II are as following. In the pre-test, the average score of students' vocabulary was 63,66%. Meanwhile, the class percentage which passed the Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) was 13,33%. It means that there were only 4 students who were able to pass Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM). Furthermore, the average score in the post-test of cycle I was 78,33. It means that there were some students' score improvement from the previous test (pre-test) that was 14,67 (78,33 – 63,66). Meanwhile, the class percentage which passed Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) in post-test 1 was 76,66%. It means that there were 23 students who passed 75.

In the post-test of cycle II, the average score was 83,33%. It showed the students' improvement score from the post-test 1 (78,33%). The class percentage which passed Minimum Masteri Criterion-Kriteria Ketuntasan Minimum (KKM) was 90%. It means that there were 27 students who passed 75. Automatically, it can be said that the Classroom Action Research is success and the cycle can be stopped.

## CHAPTER V

### CLOSING

#### A. CONCLUSION

Based on the result of the research, the researcher finds that the students' mastery in vocabulary was improve step by step, from the preliminary study of the first cycle, and from the first cycle to the second cycle. It means that there was an improvement toward the students mastery in vocabulary by using blindfold game. It can be concluded by the following points, they were:

1. The researcher concludes that teaching vocabulary through blindfold game to improve students' vocabularies mastery is effective. Students ability in learning vocabulary is not bad, but the students need more activity and creations in learning vocabulary so their motivation to master vocabulary keep increase. The researcher finds that the students feel more easier in understanding the meaning of English word cause they can find the meaning from the essei. The improvement can be proven by the data of the students' observation after using this game.

The test is given to the students and the result is clearly shows that the students' ability in learning vocabulary improve. Before researcher conducting the treatment to students, the researcher ask students to do pre-test in order to know the students' ability. The mean score in pre-test is 63,66 in which there are 4 students (13,33%) who pass as the Minimum Mastery Criterion (KKM) of this subject. Based on this result, the reseracher manages the Classroom Action Research (CAR) and conduct the treatment to the



students by implementing blindfold game. After the treatment, researcher asks the students to do post-test I to know students improvement from the previous test. The mean score of post-test I is 78,33 in which there are only 23 students (76,66%) who pass 75 as the Minimum Masteri Criterion (KKM). It shows that there is improvement about 63,33%. By this achievements, reseracher need to conduct the further cycle in order to gain students' achievement at least 7 students who passed 75 as the Minimum Mastery Criterion (KKM). After conducting cycle II reseracher asks students to do post-test II. In this phase the mean score of post-test II is 83,33 there are 27 students (90%)who pass 75 as the Minimum Mastery Criterion (KKM). It achieved the criteria success.

The data from diary notes also showed that the students were more active and participated in the teaching learning process, it could be seen from the improvements of the students' score in teaching learning process for each meeting. Then, the result of interview with the English teacher showed that the teacher gave the positive responses after the implementation of blindfold game in vocabulary since it could be an alternative technique to be use in teaching vocabulary.

## **B. Recommendation**

Bassed on the conclusion, the reseracher gives suggestion :

1. For the English teacher,it is useful to use blindfold game as one of the alternative ways in teaching vocabulary to make variation. Therefore, the students are not bored in learning English particularly in vocabulary.

2. For the students, it is so much fun doing blindfold game to increase their vocabulary mastery. The game is interesting to play so the students enjoy the class.
3. For the other reseracher, it is recommended to the other reseracher who are interested in the field of vocabulary development to conduct in dept study and to develop all data and knowledge about blindfold game.

### **C. Implication**

Implication are drawn from the reserch findings. The reserach came with a finding that there is a improvement on the students' achievement in vocabulary by using blindfold game. Moreover, this reserach implies that the use of blindfold game is neede in teaching vocabulary.

Considering the conclusion drawn above, it implies that the use blindfold game is capable to promote the improvement of students vocabulary mastery in which it can be seen from the progress of the students' test score after giving treatment using blindfold game. It is expected that the English teacher are highly recommended to implemented blindfold game in teaching vocabulary. Students are motivated and enjoyed in learning vocabulary by using blindfold game. Therefore, it implies that blindfold game can make the students interest and help them to memorize English vocabulary in the easier way.

In summary, blindfold game during the reserach can improve the students' achievement in vocabulary. Therefore, the implementation of blindfold game need to be implemented continiously in teaching vocabulary. It is because the blindfold game can be effective way to help the students to understand and

memorize English vocabulary easily and create an enthusiastic learning process so that the standard of competence of learning process can be achieved, and also can make the learning process not monotonous.

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## APPENDIX

### APPENDIX I

#### LESSON PLAN

School	: MTS GUPPI PANGKATAN
Subject	: English
Class/ Sem	: VIII / I
Aspect/ Skill	: Vocabulary
Time Allocation	: 4 X 40 Minutes (2 Meeting)
Cycle	: 1

#### I. Standart Competence

Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

#### II. Basic Competence

To know meaning of the words and mention the name of thing in accurate, fluent, and acceptable manners to communicate in daily life content.

#### III. Indicators

1. Students are able to identify vocabulary related to the simple text
2. Students are able to pronounce, use, and know the meaning of vocabulary.

#### IV. Learning Objective

At the end of the lesson, students are expected to :

1. Able to identify vocabulary related to the simple text.
2. Able to pronounce, use, and know the meaning of vocabulary.

#### V. Material

1. Simple past tense

Simple past tense is used to describe a completed activity that happened in the past. In the simple past tense we used verb 2. Simple past tense always follow by adverb of time clearly, such as yesterday, last week, four day ago, etc

The formula:

Subject + Verb 2 + Object

## 2. Vocabulary

Vocabulary is describes as being either receptive (listening and reading) or productive (speaking and writing). Vocabulary refers to the words and phrases the people know and use. It includes an understanding of how words work in relation to each other and whitin specific contexts.

## 3. Example of vocabulary in simple past tense

Vocabulary refers into simple past tense such as verb 2 and adverb of time. In verb 2 such as : played, went, adopted, cooked, swam, etc. And in adverb of time such as : yesterday, three years ago, two month ago, last week, last year.

Example in the sentence :

I went to Bali last month

We played football yesterday

My mother cooked chicken soup

## VI. Method

Blindfold Game

## VII. Teaching Learning Process

No	Description Of Taching Activity	Time Allocation
1.	<b>Introduction</b>	<b>10 inutes</b>
	<ol style="list-style-type: none"><li>1. Greetings</li><li>2. Pray</li><li>3. Check the students attendance list</li><li>4. Warming up activities :<ol style="list-style-type: none"><li>a. Ask the students questions related to the things in the</li></ol></li></ol>	

	<p>school</p> <p>b. Explain how important the next competence learning that should be master by students.</p>	
<b>2.</b>	<b>Main Activity</b>	<b>60 Minutes</b>
	<p><b>Exploration</b></p> <ol style="list-style-type: none"> <li>1. Introduction the topic to the students</li> <li>2. Asking the students about their prior knowledge that relate to the topic</li> <li>3. Asking the students that related with the material</li> </ol> <p><b>Elaboration</b></p> <ol style="list-style-type: none"> <li>1. The teacher proposing some elicited questions on what they have known about simple past</li> <li>2. The teacher explained the matery briefly</li> <li>3. The teacher gave some unscramble words that included in simpe past, such as verb 2 and adverb of time</li> <li>4. After that students arranged the unscramble words become the right words</li> <li>5. Adding by the games related to the topic</li> <li>6. The teacher asked the students to make some group and every group got cartoon that have some unscramble words and blindfold</li> <li>7. The teacher gave the instruction of</li> </ol>	



	<p>the game</p> <p>8. One of them used blindfold and another gave the instruction, and the students who used blindfold must follow the instruction that the others gave</p> <p>9. The students started the game, the students that used blindfold must arranged the unscramble word and follow the instruction given</p> <p>Confirmation</p> <p>1. Giving positive feedback to the students who can finish the blindfold game</p> <p>2. Giving the motivation to the students</p>	
<b>3.</b>	<b>Closing</b>	<b>10 inutes</b>
	<p>1. Asking the difficulty during the teaching and learning process</p> <p>2. The teacher conclude the material</p> <p>3. The teacher gives feedback to the students</p> <p>4. The teacher advices the students to remember the lesson</p> <p>5. Closing the lesson by praying and giving closing-greeting</p>	

**VIII. Media**

Whiteboard, marker, some pieces of paper, Blindfold

**IX. Source**

1. Dictionary
2. Internet

**X. Assesment**

<b>Indicators</b>	<b>Assesment Technique</b>	<b>Instrument form</b>	<b>Instrument</b>
<p>1. Arrange the words in the bracket into the right words.</p>	<p>Words</p>	<p>Essei</p>	<p><i>Arranges the unscramble words become the right words!</i></p> <p>1. I (e-w-t-n) to jakarta yesterday</p> <p>2. She (c-k-o-e-d-o) fried rice</p> <p>3. My sister (o-u-h-g-t-b) a bag with my friend</p> <p>4. We (p-y-e-d-l-a) basket last week</p> <p>5. We (w-t-c-h-a-e-d) doraemon' s TV yesterday</p>

**a. Instrument**

1. He (w-r-e-t-o) a letter yesterday.
2. Tina (e-n-t-w) to zoo last week.
3. They played the game (s-t-l-a-i-g-h-n-t).

4. Nisa (e-d-t-i-i-v-s) her grandmother last week.
5. Resi an her mother (a-d-e-m) a rainbow cake last night.
6. Father (b-u-g-h-t-r-o) some cakes last night.
7. You did not (r-i-g-b-n) the dictionary.
8. They (l-a-p-y-e-d) football last month.
9. Did you brother (r-d-n-i-k) a coffee yesterday ?
10. Santi (l-e-a-d-e-n-c) the blackboard.

**Key answer :**

1. He (wrote) a letter yesterday.
2. Tina (went) to zoo last week.
3. They played the game (last night).
4. Nisa (visisted) her grandmother last week.
5. Resi an her mother (made) a rainbow cake last night.
6. Father (brought) some cakes last night.
7. You did not (bring) the dictionary.
8. They (played) football last month.
9. Did you brother (drink) a coffee yesterday ?
10. Santi (cleaned) the blackboard.

**b. Assesment Direction**

1. Maximal score = 100
2. Students' score =  $\frac{\text{score perolehan}}{\text{score maksimal}} \times 100$

Pangkalan, August , 2018

English Teacher

Researcher

Wahiddin Ritonga, S.Pd

Kumayasari harahap

**APPENDIX II**

## LESSON PLAN

School	: MTs Guppi Pangkatan
Subject	: English
Class/Sem	: VIII/I
Type Text	: Recount Text
Theme	: Simple Past Tense
Aspect/Skill	: Vocabulary
Time Allocation	: 4X40 minutes (2kali pertemuan)
Cycle	: 2

### **I. Standart Competence**

Understanding the meaning of simple fungsional texts in the form of descriptive and recount related with close enviroment

### **II. Basic Competence**

Conveying the meaning and the rethorical steps in the written form in accurate, fluent, and acceptable manners to communicate in daily life content

### **III. Indicators**

1. Students are able to identify vocabulary related to the simple text
2. Students are able to pronounce, use, and know the meaning of vocabulary

### **IV. Learning Objective**

1. Able to identify vocabulary related to the simple text
2. Able to pronounce, use, and know the meaning of vocabulary

### **V. Materials**

1. Simple Past Tense

Simple past tense is used to describe a completed activity that happened in the past. In the simple past tense we used verb 2. Simple past

tense always followed by adverb of time clearly, such as yesterday, last week, four days ago, three days ago, etc.

The formula:

Subject + Verb 2 + Object

Chart : Verbs of simple past tense

**Regular Verbs**

<b>Regular verb</b>	<b>Past tense</b>	<b>Past participle</b>
Add	Added	Added
Ask	Asked	Asked
Believe	Believed	Believed
Bake	Baked	Baked
Happen	Happened	Happened
Walk	Walked	Walked
Work	Worked	Worked

**Irregular Verbs**

<b>Irregular Verb</b>	<b>Past Tense</b>	<b>Past Participle</b>
Eat	Ate	Eaten
Come	Came	Come
Drink	Drank	Drunk
Drive	Drove	Driven
Sing	Sang	Sung
Think	Thought	Thought
Write	Wrote	Written

**VI. Method**

Blindfold game

**VII. Teaching Learning Process**

No	Description Of Taching Activity	Time Allocation
<b>1.</b>	<b>Introduction</b>	<b>10 inutes</b>
	5. Greetings 6. Pray 7. Check the students attendance list 8. Warming up activities : c. Ask the students questions related to the things in the school d. Explain how important the next competence learning that should be master by students.	
<b>2.</b>	<b>Main Activity</b>	<b>60 Minutes</b>
	<p><b>Exploration</b></p> 4. Introduction the topic to the students 5. Asking the students about their prior knowledge that relate to the topic 6. Asking the students that related with the material <p><b>Elaboration</b></p> 10. The teacher proposing some elicited questions on what they have known about simple past 11. The teacher explained the matery briefly 12. The teacher gave some unscramble words that included in simpe past,	

	<p>such as verb 2 and adverb of time</p> <p>13. After that students arranged the unscramble words become the right words</p> <p>14. Adding by the games related to the topic</p> <p>15. The teacher asked the students to make some group and every group got cartoon that have some unscramble words and blindfold</p> <p>16. The teacher gave the instruction of the game</p> <p>17. One of them used blindfold and another gave the instraction, and the students who used blindfold must follow the instruction that the others gave</p> <p>18. The students started the game, the students that used blindfold must arranged the unscramble word and follow the instruction given</p> <p>Confirmation</p> <p>3. Giving positive feedback to the students who can finish the blindfold game</p> <p>4. Giving the motivation to the students</p>	
<b>3.</b>	<b>Closing</b>	<b>10 inutes</b>
	<p>6. Asking the difficulty during the teaching and learning process</p> <p>7. The teacher conclude the material</p> <p>8. The teacher gives feedback to the</p>	

	<p>students</p> <p>9. The teacher advises the students to remember the lesson</p> <p>10. Closing the lesson by praying and giving closing-greeting</p>	
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**VIII. Media**

Whiteboard, marker, some pieces of paper, Blindfold

**IX. Source**

1. Dictionary
2. Internet

**X. Assesment**

Indicators	Assesment Technique	Instrument Form	Instrument
Arrange the words in the bracket into the right words.	Written	Essei	<p><i>Arrange the unscramble words become the right words.</i></p> <p>Yesterday was a special day. My family and I were very (p-p-h-a-y). We did a (i-t-p-r) to Taman safari Indonesia, animal theme park in Bogor. We are (t-e-d-x-c-i-e) because we (o-l-e-v)</p>



			<p>animals. The (l-p-a-c-e) was great. There were a lot of animals in the Safari park like a Zebra, Giraffe, Hippo, Monkey, and lots more.</p> <p>We (o-o-l-e-d-k) around by a car. There were also a big Lion and it was (t-o-g) long hair on its head. That was really a great holiday at Taman Safari Indonesia. We (o-p-h-e) to (e-e-s) them another time.</p>
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**a. Instrument**

Vacation are the best time to (1) (e-x-l-a-r) and (2) (y-e-n-o-j). My school was (3) (l-o-d-e-s-c) since 9<sup>th</sup> June until 1<sup>st</sup> July. Next, day I receive a letter from my cousin and she (4) (s-e-k-a-d) me to (5) (m-o-c-e) to Surabaya. On the same night I packed my luggage and I caught a train to Surabaya at around 10 pm. I (6) (r-e-a-h-d-e-c) Surabaya 7 o'clock in the morning. I and my cousin (7) (t-e-m) at

Surabaya Pasar Turi station. I (8) (s-y-a-t-d-e) at her apartment. We reached there within 25 minutes.

After breakfast we (9) (w-e-t-n) to Hero's Museum. Surabaya well known as the hero's city. It is one of the reason Hero's Museum was built. It was a memorable scene. We capture lots of memorable pictures and enjoyed a lot. We (10) (p-e-s-n-t) many days visiting all historical places. It was really awesome vacation of my life.

**Key answer :**

Vacation are the best time to (1) (relax) and (2) (enjoy). My school was (3) (closed) since 9<sup>th</sup> June until 1<sup>st</sup> July. Next, day I receive a letter from my cousin and she (4) (s-e-k-a-d) me to (5) (come) to Surabaya. On the same night I packed my luggage and I caught a train to Surabaya at around 10 pm. I (6) (reached) Surabaya 7 o'clock in the morning. I and my cousin (7) (t-e-m) at Surabaya Pasar Turi station. I (8) (stayed) at her apartment. We reached there within 25 minutes.

After breakfast we (9) (went) to Hero's Museum. Surabaya well known as the hero's city. It is one of the reason Hero's Museum was built. It was a memorable scene. We capture lots of memorable pictures and enjoyed a lot. We (10) (spent) many days visiting all historical places. It was really awesome vacation of my life.

**b. Assesment Direction**

1. Maximal Score = 100

2. Students' score =  $\frac{\text{score perolehan}}{\text{score maksimal}} \times 100$

Pangkalan, August ,2018

English Teacher

Researcher

Wahiddin Ritonga, S.Pd

Kumayasari Harahap

### APPENDIX III

#### PRE-TEST

Arrange the unscrambled words to become the right words

11. He (w-r-e-t-o) a letter yesterday.
12. Tina (e-n-t-w) to zoo last week.
13. They played the game (s-t-l-a-i-g-h-n-t).
14. Nisa (e-d-t-i-i-v-s) her grandmother last week.
15. Resi ate her mother (a-d-e-m) a rainbow cake last night.
16. Father (b-u-g-h-t-r-o) some cakes last night.
17. You did not (r-i-g-b-n) the dictionary.
18. They (l-a-p-y-e-d) football last month.
19. Did you brother (r-d-n-i-k) a coffee yesterday ?
20. Santi (l-e-a-d-e-n-c) the blackboard.

Dear Nisa,

Nisa, I am (11) w-n-i-g-t-i-r to you just to memorize about our holiday in your city last year.

I am so (12) h-y-p-p-a being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the (13) l-e-a-p-c-s. We bought many foods and souvenirs there. We also (14) o-o-k-t the picture scenery. We are so happy (15) s-e-p-i-d-n-g-n time together.

I hope we can visit there again next time.

16. I was (l-s-t-i-n-i-n-g-e) a music when my teacher (n-t-r-e-e-e-d) my class.
17. I (t-l-o-s) my drawing book two days ago.
18. The students went to zoo when they were (t-s-u-d-y-i-n-g) animal's name.
19. I and my sister went to campus and then we (r-l-a-x-e-e-d) in a cafeteria.

20. Sam (l-s-e-t-e-n-i-d) to English converssion when her friend was (n-i-s-g-i-g-n) beside her.

### THE KEY ANSWER OF PRE-TEST

Arrange the unscramble words become the right words.

1. He wrote a letter yesterday.
2. Tina went to zoo last week.
3. They played the game last night.
4. Nisa visited her grandmother last week.
5. Resi and her mother made a rainbow cake last nigth.
6. Father brought some cakes last night.
7. You did not bring the dictionary.
8. They played football last month.
9. Did you brother drink a coffee yesterday?
10. Santi cleaned the blackboard.

Dear Nisa,

Nisa, I am (11) writing to you just to memorize about our holiday in your city last year.

I am so (12) happy being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the (13) places. We bought many foods and souvenirs there. We also (14) o-o-k-t the picture scenery. We are so happy (15) spending time together.

I hope we can viist there again next time.

16. I was listening a music when my teacher entered my class.
17. I lost my drawing book two days ago.
18. The students went to zoo when they were studying animal's name.

19. I and my sister went to campus and then we relaxed in a cafeteria.

20. Sam listened to English conversation when her friend was singing beside her.

## APPENDIX IV

### POST TEST (CYCLE I)

Arrange the unscramble words become the right words.

1. Tina (e-n-t-w) to zoo last week.
2. They (l-a-p-y-e-d) football last month.
3. They played the game (s-t-l-a-i-g-h-n-t).
4. The students went to zoo when they were (t-s-u-d-y-i-n-g) animal's name.
5. He (w-r-e-t-o) a letter yesterday.

Dear Nisa,

Nisa, I am (6) w-n-i-g-t-i-r to you just to memorize about our holiday in your city last year.

I am so (7) h-y-p-p-a being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the (8) l-e-a-p-c-s. We bought many foods and souvenirs there. We also (9) o-o-k-t the picture scenery. We are so happy (10) s-e-p-i-d-n-g-n time together.

I hope we can viist there again next time.

11. Nisa (e-d-t-i-i-v-s) her grandmother last week.
12. Father (b-u-g-h-t-r-o) some cakes last night.
13. Resi an her mother (a-d-e-m) a rainbow cake last night.
14. I and my sister went to campus and then we (r-l-a-x-e-e-d) in a cafetaria.
15. I was (l-s-t-i-n-i-n-g-e) a music when my teacher (n-t-r-e-e-e-d) my class.
16. I (t-l-o-s) mn y drawing book two days ago.
17. Sam (l-s-e-t-e-n-i-d) to English conversstion when her friend was (n-i-s-g-i-g-n) beside her.
18. Santi (l-e-a-d-e-n-c) the blackboard.

19. Did you brother (r-d-n-i-k) a coffee yesterday ?
20. You did not (r-i-g-b-n) the dictionary.

### KEY ANSWER OF PRE-TEST (CYCLE I)

Arrange the unscramble words become the right words.

1. Tina went to zoo last week.
2. They played football last month.
3. They played the game last night.
4. The students went to zoo when they were studying animal's name.
5. He wrote a letter yesterday.

Dear Nisa,

Nisa, I am (6) writing to you just to memorize about our holiday in your city last year.

I am so (7) happy being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the (8) places. We bought many foods and souvenirs there. We also (9) took the picture scenery. We are so happy (10) spending time together.

I hope we can viist there again next time.

11. Nisa visited her grandmother last week.
12. Father brought some cakes last night.
13. Resi an her mother made a rainbow cake last night.
14. I and my sister went to campus and then we relaxed in a cafetaria.
15. I was listening a music when my teacher entered my class.
16. I (lost) my drawing book two days ago.
17. Sam listened to English conversation when her friend was singing beside her.
18. Santi cleaned the blackboard.
19. Did you brother drink a coffee yesterday ?
20. You did not bring the dictionary.

## APPENDIX V

### POST TEST (CYCLE II)

Arrange the unscramble words in this text become the right word.  
(question 1-10)

#### Memorable Vocation in Surabaya

Vacation are the best time to (1) (e-x-l-a-r) and (2) (y-e-n-o-j). My school was (3) (l-o-d-e-s-c) since 9<sup>th</sup> June until 1<sup>st</sup> July. Next, day I receive a letter from my cousin and she (4) (s-e-k-a-d) me to (5) (m-o-c-e) to Surabaya. On the same night I packed my luggage and I caught a train to Surabaya at around 10 pm. I (6) (r-e-a-h-d-e-c) Surabaya 7 o'clock in the morning. I and my cousin (7) (t-e-m) at Surabaya Pasar Turi station. I (8) (s-y-a-t-d-e) at her apartment. We reached there within 25 minutes.

After breakfast we (9) (w-e-t-n) to Hero's Museum. Surabaya well known as the hero's city. It is one of the reason Hero's Museum was built. It was a memorable scene. We capture lots of memorable pictures and enjoyed a lot. We (10) (p-e-s-n-t) many days visiting all historical places. It was really awesome vacation of my life.

Find the provide words in the boxes. (question 11-20)

- |            |             |
|------------|-------------|
| 1. School  | 6. Math     |
| 2. Books   | 7. Writing  |
| 3. Learn   | 8. Reading  |
| 4. Recess  | 9. Friends  |
| 5. Science | 10. Teacher |



A	L	U	S	C	H	O	O	L	S
H	F	B	O	H	R	A	L	T	M
E	R	E	A	D	I	N	G	E	A
B	I	T	W	S	G	E	R	A	T
O	E	M	A	E	L	U	N	C	H
O	N	R	E	C	E	S	S	H	O
K	D	S	C	I	E	N	C	E	T
S	S	M	A	S	L	E	A	R	N
B	A	H	W	R	I	T	I	N	G

## THE KEY ANSWER OF POST-TEST (CYCLE II)

Arrange the unscramble words in the text become the right word.  
(question 1-10)

### Memorable Vocation in Surabaya

Vacation are the best time to (1) (relax) and (2) (enjoy). My school was (3) (closed) since 9<sup>th</sup> June until 1<sup>st</sup> July. Next, day I receive a letter from my cousin and she (4) (s-e-k-a-d) me to (5) (come) to Surabaya. On the same night I packed my luggage and I caught a train to Surabaya at around 10 pm. I (6) (reached) Surabaya 7 o'clock in the morning. I and my cousin (7) (t-e-m) at Surabaya Pasar Turi station. I (8) (stayed) at her apartement. We reached there within 25 minutes.

After breakfast we (9) (went) to Hero's Museum. Surabaya well known as the hero's city. It is one of the reason Hero's Museum was built. It was a memorable scene. We capture lots of memorable pictures and enjoyed a lot. We (10) (spent) many days visiting all historical places. It was really awesome vacation of my life.

Find the provide words in the boxes. (question 11-20)

- |            |             |
|------------|-------------|
| 1. School  | 6. Math     |
| 2. Books   | 7. Writing  |
| 3. Learn   | 8. Reading  |
| 4. Recess  | 9. Friends  |
| 5. Science | 10. Teacher |

A	L	U	S	C	H	O	O	L	S
H	F	B	O	H	R	A	L	T	M
E	R	E	A	D	I	N	G	E	A
B	I	T	W	S	G	E	R	A	T
O	E	M	A	E	L	U	N	C	H
O	N	R	E	C	E	S	S	H	O
K	D	S	C	I	E	N	C	E	T
S	S	M	A	S	L	E	A	R	N
B	A	H	W	R	I	T	I	N	G

**APPENDIX VI****The Students' Score before Treatment (Pre-Test)**

<b>No.</b>	<b>The Initial of Students' Name</b>	<b>Pre-test</b>	
		<b>The Score</b>	<b>Criteria of Success (&gt;75)</b>
1.	AHB	75	Success
2.	ARR	60	Unsuccess
3.	ASP	60	Unsuccess
4.	AZ	65	Unsuccess
5.	BA	60	Unsuccess
6.	DS	75	Success
7.	EP	50	Unsuccess
8.	FF	70	Unsuccess
9.	FR	65	Unsuccess
10.	FY	55	Unsuccess
11.	FYR	60	Unsuccess
12.	GP	65	Unsuccess
13.	IDP	50	Unsuccess
14.	JK	80	Success
15.	JM	50	Unsuccess
16.	KI	70	Unsuccess
17.	LF	60	Unsuccess
18.	MA	65	Unsuccess

19.	MA	60	Unsuccess
20.	MRP	70	Unsuccess
21.	PRS	55	Unsuccess
22.	RGS	55	Unsuccess
23.	S	50	Unsuccess
24.	S	60	Unsuccess
25.	S	85	Success
26.	SAZ	70	Unsuccess
27.	SH	70	Unsuccess
28.	SSR	70	Unsuccess
29.	WF	65	Unsuccess
30.	WN	65	Unsuccess
Total		$\sum x = 1910$	Success = 4
Mean		$\bar{X} = 63,66$	Unsuccess = 26

### The Percentage of Students' Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	4	13,33%
P2	Unsuccess	26	86,67%
<b>TOTAL</b>		30	100%

**APPENDIX VII****The Students' Score in the First Cycle (Post-Test I)**

<b>No.</b>	<b>The Initial od Students' Name</b>	<b>Post-test in Cycle I</b>	
		<b>The Score</b>	<b>Criteria of Success (&gt;75)</b>
1.	AHB	90	Success
2.	ARR	80	Success
3.	ASP	70	Unsuccess
4.	AZ	75	Success
5.	BA	80	Success
6.	DS	80	Success
7.	EP	65	Unsuccess
8.	FF	85	Success
9.	FR	80	Success
10.	FY	75	Success
11.	FYR	75	Success
12.	GP	80	Success
13.	IDP	65	Unsuccess
14.	JK	90	Success
15.	JM	75	Success
16.	KI	85	Success
17.	LF	85	Success
18.	MA	80	Success

19.	MA	80	Success
20.	MRP	85	Success
21.	PRS	70	Unsuccess
22.	RGS	65	Unsuccess
23.	S	65	Unsuccess
24.	S	70	Unsuccess
25.	S	90	Success
26.	SAZ	85	Success
27.	SH	80	Success
28.	SSR	85	Success
29.	WF	85	Success
30.	WN	75	Success
Total		$\sum x = 2350$	Success = 23
Mean		$X = 78,33$	Unsuccess = 7

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

	Criteria	Total Students	Percentage
P1	Success	23	76,67%
P2	Unsuccess	7	23,33%
<b>TOTAL</b>		30	100%

**APPENDIX VIII****The Students' Score in the Second Cycle (Post-Test II)**

<b>No.</b>	<b>The Initial of Students' Name</b>	<b>Post-test in Cycle II</b>	
		<b>The Score</b>	<b>Criteria of Success (&gt;75)</b>
1.	AHB	95	Success
2.	ARR	90	Success
3.	ASP	90	Success
4.	AZ	85	Success
5.	BA	95	Success
6.	DS	95	Success
7.	EP	70	Unsuccess
8.	FF	95	Success
9.	FR	90	Success
10.	FY	85	Success
11.	FYR	90	Success
12.	GP	100	Success
13.	IDP	80	Success
14.	JK	100	Success
15.	JM	90	Success
16.	KI	90	Success
17.	LF	95	Success
18.	MA	95	Success



19.	MA	90	Success
20.	MRP	100	Success
21.	PRS	85	Success
22.	RGS	70	Unsuccess
23.	S	70	Unsuccess
24.	S	85	Success
25.	S	95	Success
26.	SAZ	95	Success
27.	SH	90	Success
28.	SSR	95	Success
29.	WF	90	Success
30.	WN	85	Success
Total		$\sum x = 2500$	Success = 27
Mean		$\bar{X} = 83,33$	Unsuccess = 3

### The Percentage of Students' Score in Post-Test of the Second Cycle

	Criteria	Total Students	Percentage
P1	Success	27	90%
P2	Unseccess	3	10%
<b>TOTAL</b>		36	100%

## APPENDIX IX

### The Statistic Analysis of The Students` Score in Pre – Test and Post – Test I

No.	The Initial of Students` Name	Pre – Test	Post – Test I	D	D <sup>2</sup>
1	AHB	75	90	15	225
2	ARR	60	80	20	400
3	ASP	60	70	10	100
4	AZ	65	75	10	100
5	BA	60	80	20	400
6	DS	75	80	5	25
7	EP	50	65	15	225
8	FF	70	85	15	225
9	FR	65	80	15	225
10	FY	55	75	20	400
11	FYR	60	75	15	225
12	GP	65	80	15	225
13	IDP	50	65	15	225
14	JK	80	90	10	100
15	JM	50	75	25	625
16	KI	70	85	15	225
17	LF	60	85	25	625
18	MA	65	80	15	225

19	MA	60	80	20	400
20	MRP	70	85	15	225
21	PRS	55	70	15	225
22	RGS	55	65	10	100
23	S	50	65	15	225
24	S	60	70	10	100
25	S	85	90	5	25
26	SAZ	70	85	15	225
27	SH	70	80	10	100
28	SSR	70	85	15	225
29	WF	65	85	20	400
30	WN	65	75	10	100
<b>TOTAL</b>		$\sum X_1$ = 1910	$\sum X_2$ = 2350	$\sum D$ = 440	$\sum D^2$ = 7150

SS From the last computation have been found:

$$\bar{D} = \frac{\sum D}{N} = \frac{440}{30} = 14,67$$

As follow:

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

$$t = \frac{14,67}{\sqrt{\frac{7150 - \frac{(440)^2}{30}}{30(30-1)}}$$

$$t = \frac{14,67}{\sqrt{\frac{7150 - 6453,33}{870}}}$$

$$t = \frac{14,67}{\sqrt{\frac{696,67}{870}}}$$

$$t = \frac{14,67}{\sqrt{0,80}}$$

$$t = \frac{14,67}{0,89}$$

$$t = 16,48$$

## APPENDIX X

### The Statistic Analysis of The Students` Score in Post-Test I and Post-Test II

No.	The Initial of Students` Name	Post- Test I	Post- Test II	D	D <sup>2</sup>
1	AHB	90	95	5	25
2	ARR	80	90	10	100
3	ASP	70	90	20	400
4	AZ	75	85	10	100
5	BA	80	95	15	225
6	DS	80	95	15	225
7	EP	65	70	5	25
8	FF	85	95	10	100
9	FR	80	90	10	100
10	FY	75	85	10	100
11	FYR	75	90	15	225
12	GP	80	100	20	400
13	IDP	65	80	15	225
14	JK	90	100	10	100
15	JM	75	90	15	225
16	KI	85	90	5	25
17	LF	85	95	10	100

18	MA	80	95	15	225
19	MA	80	90	10	100
20	MRP	85	100	15	225
21	PRS	70	85	15	225
22	RGS	65	70	5	25
23	S	65	70	5	25
24	S	70	85	15	225
25	S	90	95	5	25
26	SAZ	85	95	10	100
27	SH	80	90	10	100
28	SSR	85	95	10	100
29	WF	85	90	5	100
30	WN	75	85	10	100
<b>TOTAL</b>		$\sum X_1$ = 2350	$\sum X_2$ = 2500	$\sum D$ = 330	$\sum D^2$ = 4275

SS From the last computation have been found:

$$\bar{D} = \frac{\sum D}{N} = \frac{330}{30} = 11$$

As follow:

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

$$t = \frac{11}{\sqrt{\frac{4275 - \frac{(330)^2}{30}}{30(30-1)}}$$

$$t = \frac{11}{\sqrt{\frac{4275 - 3630}{870}}}$$

$$t = \frac{11}{\sqrt{\frac{645}{870}}}$$

$$t = \frac{11}{\sqrt{0,74}}$$

$$t = \frac{11}{0,86}$$

$$t = 12,8$$

**APPENDIX XI**

**OBSERVATION SHEET**

**CYCLE I**

**Collaborator** : Wahiddin Ritonga, S.Pd

**Activity Observed** : Teacher Activities

**Note** : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				√
2.	Teacher's capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)			√	
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				√
5.	The teacher tells the students the aims of the study				√
6.	The teacher introduces about hidden picture game				√
7.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)				√
8	The systematically teaching performance (It is about			√	



	appropriateness with the lesson plan)				
9.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)			√	
10.	Teacher teaching material clearly ( the clearness of the teacher's teaching)			√	
11.	Teacher asks to the students how far they understand about the materials have taught			√	
12.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)			√	
13.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)			√	

Pangkalan, October 2018

Headmaster of MTs Guppi Pangkatan

English Teacher

**Espidiani Munthe, S.Pd**

**Wahiddin Ritonga, S.Pd**

**APPENDIX XII**

**OBSERVATION SHEET**

**CYCLE II**

**Collaborator** : Wahiddin Ritonga, S.Pd

**Activity Observed** : Teacher Activities

**Note** : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				√
2.	Teacher capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				√
5.	The teacher tells the students the aims of the study				√
6.	The teacher introduces about hidden picture game				√
7.	Teacher mastery (It is about the teacher's capability in mastering the material taught)				√
8	The systematically teaching performance (It is about			√	

	appropriateness with the lesson plan)				
9.	Teacher ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly ( the clearness of the teacher's teaching)				√
11.	Teacher asks to the students how far they understand about the materials have taught			√	
12.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				√
13.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)				√

Pangkalan, October 2018

Headmaster of MTs.Guppi Pangkatan

English Teacher

**Espidiani Munthe, S.Pd**

**Wahiddin Ritonga, S.Pd**

**APPENDIX XIII**

**OBSERVATION SHEET**

**CYCLE I**

**Collaborator : Wahiddin Ritonga, S.Pd**

**Activity Observed : Students Activities**

**Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time				√
2.	The students pay attention to teacher explanation			√	
3.	The students are interest and enthusiast in studying hidden picture game			√	
4.	The students participate in learning process				√
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words				√
8	The students ask the feedback after doing he activity related to the topic			√	

Pangkalan, October 2018

Headmaster of MTs Guppi Pangkatan

English Teacher

**Espidiani Munthe, S.Pd**

**Wahiddin Ritonga, S.Pd**

**APPENDIX XIV**

**OBSERVATION SHEET**

**CYCLE II**

**Collaborator : Wahiddin Ritonga, S.Pd**

**Activity Observed : Students Activities**

**Note : Give Thick (√) in the Category Column, where 4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)**

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time				√
2.	The students pay attention to teacher explanation			√	
3.	The students are interest and enthusiast in studying hidden picture game				√
4.	The students participate in learning process				√
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic				√

Pangkalan, October 2018

Headmaster of MTs Guppi Pangkatan

English Teacher

**Espidiani Munthe, S.Pd**

**Wahiddin Ritonga, S.Pd**

## APPENDIX XV

### Interview Sheet Before the Implementation of Blindfold Game

#### For The Students

Interview between the researcher and the students in the first meeting. It was done to know the students' problem in improving their vocabulary mastery.

Researcher : Hello Assalamualaikum. Maaf saya megganggu waktu kalian. Saya ingin bertanya-tanya mengenai bahasa Inggris. Semoga adik-adik tidak keberatan.

Students : waalaikumsalam, silahkan Miss.

Researcher : siapa disini yang suka belajar bahasa Inggris?

Ilma : saya miss, karena belajar bahasa Inggris sangat menyenangkan dan juga bahasa internasional

Siti : Ya miss saya juga suka pelajaran bahasa inggris karena menyenangkan walaupun terkadang saya merasa kurang paham dengan pelajarannya.

Rizky : Ya miss saya sangat suka pelajaran bahasa inggris karena seru dan menyenangkan dan kita jadi tau bahasa internasional

Pahrul : Saya tidak suka miss, karena saya jadi pusing dibuatnya

Wahyu : Saya juga tidak suka miss, saya bingung ketika membaca tulisan dan cara membacanya beda dan juga saya sangat sulit untuk mengingat kosakata dalam bahasa inggris.



- Researcher : Kesulitan apa yang sering kamu hadapi selama belajar Bahasa Inggris ?
- Ilma : kalau saya miss suka bingung dalam menulis kalimat yang panjang-panjang
- Siti : Kalau saya susah ngomong karena gak tau banyak vocabulary Miss
- Rizky : saya juga tidak banyak tau kosakata, jadi mau nulis dan bicara gak tau Miss
- Researcher : Nah, semua masalahnya sama. Jadi, bagaimana cara adik-adik mengatasinya agar bisa tau banyak kosakata?
- Wahida : saya kalau gak tau lihat di kamus bahasa Inggris Miss
- Siti : saya juga buka kamus Miss, terus saya tulis di buku biar bisa di ingat
- Rizky : Saya juga membuka kamus Miss, kadang saya baca cerita
- Researcher : Apa yang kamu lakukan untuk meningkatkan kosakata dalam bahasa Inggris?
- Siti : Saya les bahasa Inggris Miss
- Wahida : Saya juga les Miss
- Wahyu : saya belajar disekolah tapi saya selalu menulis kosa kata yang saya tidak tau artinya Miss

## **For The Teacher**

The researcher : Assalamualaikum Pak?

Teache : Waalaikumsalam

The researcher : Permisi pak, jadi begini pak, saya ingin menanyakan beberapa pertanyaan

terkait penelitian saya untuk meningkatkan kemampuan kosakata siswa.

Teacher : Iya silahkan...

The researcher : Menurut bapak permasalahan apa yang paling sering di hadapi siswa

dalam belajar Bahasa Inggris terutama di kelas VIII?

Teacher : Saya rasa yang paling sering itu vocabulary. Ketika saya meminta

mereka untuk menyusun sebuah kalimat dalam bahasa mereka kurang bisa.

The researcher : Lalu apa yang menjadi kesulitan mereka dalam menguasai vocabulary pak?

Teacher : Mereka sering lupa dan terkadang ada beberapa siswa yang masih bingung dengan cara pengucapannya.

The researcher : Bagaimana teknik yang bapak terapkan dalam mengajar vocabulary pak?

Teacher : Biasanya saya meminta mereka untuk menerjemahkan teks dalam bentuk bahasa Inggris ke bahasa Indonesia, lalu mereka

menggunakan kamus dalam mencari arti dari tiap kosakata tersebut. Setelah itu saya ajak mereka untuk mendiskusikan soal yang terkait dengan teks tersebut. Jadi sebelum menjawab mereka sudah menterjemahkannya terlebih dahulu.

The researcher : Apakah sebelumnya bapak pernah mendengar tentang blindfold game dan pernah menggunakan game atau menggunakan blindfold game dalam mengajarkan vocabulary?

Teacher : Saya belum pernah mendengar dan menerapkannya dalam pembelajaran.

The researcher : Bagaimana aktivitas atau kondisi kelas pada saat mereka belajar bahasa Inggris?

Teacher : Mereka sering tidak fokus dan ngobrol sama temannya.

The researcher : Menurut bapak bagaimana tanggapan siswa dalam belajar bahasa Inggris?

Teacher : Tidak ada respon lebih dari mereka, mereka kurang berantusias ketika belajar bahasa Inggris karena menurut mereka bahasa Inggris itu merupakan salah satu pelajaran yang sulit dan membosankan.

The researcher : Baiklah kalau begitu terimakasih atas waktunya pak

Teacher : Iya sama-sama...

## APPENDIX XVI

### Interview Sheet After the implementation of Blindfold Game in Cycle I

#### For Students

- The researcher : Bagaimana kemampuan menghafalkan kosakata kamu setelah pengimplementasian blindfold game pertama tadi ? apakah sudah bisa menghafalkan kosakata dengan lancar ?
- Ilma : Belum sih Miss, saya masih suka lupa terkadang.
- Siti : Sudah lebih mudah menghafalkannya Miss hanya saja terkadang saya sedikit lupa.
- Wahyu : Iya Miss, saya juga merasa agak lebih mudah mengingat kosakatanya. Cuma kadang sulit juga Miss.
- The researcher : Di bagian mananya yang lebih sulit ?
- Rizky : Kata – kata baru aja si Miss yang membuat saya terkendala dalam mengingat dan menghafal kosakata, itu aja sih Miss.
- Wahida : Saya masih bingung bagaimana cara mengucapkannya Miss, karena kadang kata-katanya beda dengan cara pengucapannya Miss.
- The researcher : Apakah kalian menikmati pembelajaran dengan game yang saya pakai tadi di kelas?
- Rizky : Ya bu saya menikmatinya karena tidak terlalu bosan kalau belajarnya menggunakan game
- Ilma : Iya bu saya juga suka karena itu game nya mengasah otak kita, jadi saya rasa seru seperti teka-teki.
- Siti : Kalau saya sangat menikmati Miss karena tidak terlalu fokus melihat kamus jadi gak gampang bosan

Wahyu : Iya Miss, saya juga menikmati pelajaran yang tadi tetapi kadang kesalnya teman saya ada yang suka mencontek jawaban saya Miss.

The researcher : Baiklah kalau begitu. Terimakasih.....

### **For The Teacher**

The Researcher : Bagaimana kemampuan siswa dalam menghapalkan kosakata setelah pengimplementasian blindfold game pada siklus pertama pak ?

Teacher : Jauh lebih baik dan mereka lebih antusias dalam belajar setelah pengimplementasian blindfold game tadi.

The reseracher : Lalu bagaimana dengan penguasaan kosakata mereka pak ?

Teacher : Sebagian ada yang sudah meningkat, mereka bisa dengan mudah menghapalkan kosakata yang baru dipelajari. Namun sebagian ada yang belum lancar dalam menghapalkannya, masih lupa- lupa ingat dan bingung bagaimana cara pengucapannya.

The Researcher : Adakah kekurangan dalam pengimplementasian pembelajaran pada hari ini ?

Teacher : Saya rasa hanya terkadang siswa suka mencontek punya temannya bagi mereka yang masih agak bingung.

The Researcher : Baiklah kalau begitu terima kaih atas waktunya pak.

Teacher : Ya sama-sama...

## APPENDIX XVII

### Interview Sheet After the implementation of Blindfold Game in Cycle I

Researcher : Halo selamat pagi. Saya ingin bertanya pendapat kamu mengenai proses belajar bahasa Inggris dengan menggunakan blindfold game ?

Rizky : Seru Miss, Saya menjadi sangat lebih mudah mengingat dan menghafalkan kosakata yang baru Miss, karena sering dilatih, sering diajari sama Miss makanya sudah sangat paham Miss, game nya sangat membantu sekali Miss, karena dapat mengasah otak kita dan secara gak langsung saya jadi ingat nama benda yg saya cari diluar kepala saya.

Wahyu : Menurut saya menyenangkan Miss karena saya bisa mengingat kosakata dengan mudah karena tidak monoton belajarnya.

Siti : Seru Miss saya lebih mudah mengingat kosakata baru.

Researcher : Jadi menurut kamu dengan menggunakan hidden picture game dapat membuat kamu lebih mudah dalam menghafal kosakata ?

Ilma : Menurut saya iya miss saya jadi lebih fokus belajarnya

Wahyu : Menurut saya juga Miss karena sambil menyelesaikan permainannya saya juga dapat mengingat kosakatanya dengan mudah.

Siti : Iya Miss. Sekarang sudah sering lumayan berbicara bahasa Inggris dengan teman saya karena saya merasa lebih mudah mengingat kosakata baru Miss

Ilma : Alhamdulillah udah mulai bisa hafal kosakata dalam bahasa Inggris, itu sangat bermanfaat Miss.

Researcher : Menurut kamu apa kekurangan dari pembelajaran kita tadi ?

Siti : Kalau menurut saya kekurangannya itu miss karena ada teman saya yg mencontek jawaban saya

Wahida :Saya juga sama miss menurut saya gak enakya kalo ada yang nyontek

Ilma : Kadang saya merasa pusing miss karena harus berfikir untuk menyusun kata yang diacak itu

Researcher : Apakah kamu menikmati pelajaran yang saya ajarkan tadi ?

Wahyu : Ya Miss saya menikmatinya karena kelas tidak ribut.

Rizky : Saya juga menikmati miss karena media yang dipakai menurut saya menyenangkan.

Ilma : Iya miss menyusun kata yang masih acak seperti mengasah otak kita Miss jadi saya menikmati

Researcher : Apakah kamu lebih termotivasi lagi untuk belajar dan meningkatkan penguasaan vocabulary dalam bahasa inggris?

Siti, Ilma, Wahida, Rizky, and Wahyu :

Ya Miss kami akan meningkatkan kemampuan kami dalam menghafal kosakata bahasa Inggris.

## **For The Teacher**

The researcher : Assalamualaikum Pak?

Teacher : Waalaikumsalam...

The Researcher : Saya ingin menanyakan beberapa pertanyaan pak tentang proses pembelajaran dikelas tadi. Bagaimana menurut bapak tentang pengimplementasian blindfold game pada hari ini pak

Teacher : Saya rasa sangat baik. Para siswa menikmati dan tetap fokus selama proses belajar. Mereka membahas dan membuat daftar kosakata yang ada di buku mereka. Itu adalah respon yang bagus dari siswa-siswa. Mereka antusias dalam memainkan permainan dan mengikuti kelas

The researcher : Menurut bapak apakah ini dapat meningkatkan kemampuan siswa dalam menghapalkan dan mengingat vocabulary ?

Teacher : Saya rasa iya, siswa akan mengingat kosakata bahkan dalam jangka lama mereka tidak akan mudah lupa karena kenyataannya, ketika mereka belajar mereka langsung membayangkan objeknya yang asli. Jadi lebih memudahkan mereka dalam mengingat ataupun menghapalkan kosakata dalam bahasa inggris.

The researcher : Menurut bapak bagaimana interaksi antara siswa dengan guru selama proses pelajaran tadi pak ?



Teacher : Bagus, selain interaksi kamu yang baik terhadap siswa kamu memeriksa tugas siswa dan memberikan mereka motivasi agar terus meningkatkan penguasaan kosakata mereka.

The researcher : Terima Kasih banyak pak, apakah bapak akan menerapkan blindfold game ini dalam pembelajaran kedepannya?

Teacher : Ya sama-sama... Tentu saya akan mencoba menerapkannya nanti.

## **APPENDIX XVIII**

### **DIARY NOTES**

#### **First Meeting ( 19<sup>th</sup> September 2018 )**

In the first meeting, the researcher applied the identification phase. In this meeting, the writer introduced herself and explained the purpose for his coming to the class. The researcher observed the class condition, the students motivation in teaching and learning process. There are 30 students in this class. The students are quite active and they are welcome students. Then, the researcher did the interview with some students in that class and the teacher as well. The researcher wanted to know the students' background in learning vocabulary especially in vocabulary mastery. Based on the teacher opinion in the interview, the most problem faced by students are how to master vocabulary. He also stated that the students can build the sentence by having rich vocabulary. At the students side, they argued that vocabulary is one of the most needs in learning vocabulary.

The researcher gave the pre-test in this meeting to measure students basic ability in vocabulary before using blindfold game in the real class. The students were given times approximately 30 minutes to answer the questions. The students did the test well. After having the test, the researcher checked the students work. At this time, the students' answer are mostly low. Only 4 students passed the grade of 75. The other students got the point under 75 which is considered fail in the pre-test.

### **Second Meeting ( 21<sup>th</sup> September 2018 )**

In this meeting, the researcher taught English vocabulary in the class. The researcher brought the lesson plan and also the materials that will support the teaching and learning process. The teacher opened the class by greeting them. The students answered enthusiastically. Then, the researcher explained the material prepared. Some students were still not focuss in the class. Some of them were making noisy and talked each other. But, the researcher tried to calm them and asked them to follow the class seriously. Then, blindfold game was introduced. This time the teacher explained what is blindfold game and how to play it. The students did the game enthusiastically.

### **Third Meeting ( 26<sup>th</sup> September 2018 )**

In this meeting, the researcher also taught English vocabulary by using blindfold game. They should arrange the wrong word become the right word in the cartoon and make the list of vocabulary in their note. The students did the game enthusiastically. They did it well. After playing the game and finishing the class, the teacher gave the post-test one. The students did the test about 25 minutes. Afterward, the researcher checked the students' test and compared it with the result in the pretest. Accordingly, the students' score in the post-test I was better than the pre-test. As many 23 students passed the test and only 7 students did not do well in the test.

### **Fourth Meeting ( 28<sup>th</sup> September 2018 )**

This was the fourth meeting. The researcher taught the students with the lesson plan and material that have been prepared. Some changes happened in the class this time. The students were more active and bravely asked question related to

the topic. The class were running better than the previous class. The students eagerly did the game. In this meeting the students already know the teacher style in teaching and support the teacher's teaching goal.

In this meeting the students followed the activity given actively. The researcher taught the material by using blindfold game. After that the class was closed by the teacher and the students are asked to do the post-test II to see the improvement of their vocabulary.

At this time, the researcher also conducted the last interview with the teacher and the students too after having the class. Teacher said that the game was good. And the students followed the class enthusiastically. There were some improvements at the students. They were more active and enjoy the class. Besides, the students stated that the class is much better. They argued that the game can improve their ability in vocabulary. The game also helped them to improve their way in learning vocabulary becoming easier and more interesting. There were 27 students who passed the test and only three students did not pass the test.

## Appendix XIX

### Students' Name and Initial

No.	Name of the Students	Initial Name of Students
1.	Al- Haro hasibuan	AHB
2.	Abdul Rahman Ritonga	ARR
3.	Adlin Syahputra P	ASP
4.	Azhar	Az
5.	Bani	Ba
6.	Dzikri Syahzidan	DS
7.	Ellysia Putri	EP
8.	Fikri Firdaus	FF
9.	Fathur Ramadhan	FR
10.	Fitri Yani	FY
11.	Fitri Yanti Ritonga	FYR
12.	Gio Prasetyo	GP
13.	Intan Dian Pertiwi	IDP
14.	Jihan Khaila	JK
15.	Jihan Mufida	JM
16.	Kinanti	KI
17.	Lisbet Fitriyati	LF
18.	Mardiansyah	MA
19.	Mhd. Alfarizi	MA
20.	Mhd. Rosid Pasaribu	MRP
21.	Pahrul Rozi Syahputra	PRS

22.	Rizky Ganda Sari	RGS
23.	Sakti	S
24.	Saparuddin	S
25.	Sulis	S
26.	Sherina Aulia Zahra	SAZ
27.	Safrina Hasibuan	SH
28.	Siti Sarbih Ramadhani	SSR
29.	Wahyu Firmansyah	WF
30.	Wahida Nur	WN

**APPENDIX XX****The Students' Attendance List During The Research**

No.	Names of the Students	Meeting			
		1	2	3	4
1.	Al- Haro hasibuan	√	√	√	√
2.	Abdul Rahman Ritonga	√	√	√	√
3.	Adlin Syahputra P	√	√	√	√
4.	Azhar	√	√	√	√
5.	Bani	√	√	√	√
6.	Dzikri Syahzidan	√	√	√	√
7.	Ellysia Putri	√	√	√	√
8.	Fikri Firdaus	√	√	√	√
9.	Fathur Ramadhan	√	√	√	√
10.	Fitri Yani	√	√	√	√
11.	Fitri Yanti Ritonga	√	√	√	√
12.	Gio Prasetyo	√	√	√	√
13.	Intan Dian Pertiwi	√	√	√	√
14.	Jihan Khaila	√	√	√	√
15.	Jihan Mufida	√	√	√	√
16.	Kinanti	√	√	√	√
17.	Lisbet Fitriyati	√	√	√	√
18.	Mardiansyah	√	√	√	√
19.	Mhd. Alfarizi	√	√	√	√
20.	Mhd. Rosid Pasaribu	√	√	√	√

21.	Pahrul Rozi Syahputra	√	√	√	√
22.	Rizky Ganda Sari	√	√	√	√
23.	Sakti	√	√	√	√
24.	Saparuddin	√	√	√	√
25.	Sulis	√	√	√	√
26.	Sherina Aulia Zahra	√	√	√	√
27.	Safrina Hasibuan	√	√	√	√
28.	Siti Sarbih Ramadhani	√	√	√	√
29.	Wahyu Firmansyah	√	√	√	√
30.	Wahida Nur	√	√	√	√