**THE IMPLEMENTATION OF BLINDFOLD GAME TO IMPROVE STUDENTS VOCABULARY MASTERY AT MTs PERCONTOHAN TEBING TINGGI IN ACADEMIC YEAR 2020/2021**
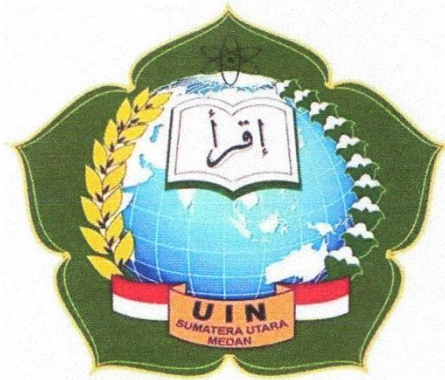
**A THESIS**

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic

University of North Sumatera (UINSU) Medan as Partial Fulfillment

of the Requirements for the Degree of Sarjana Pendidikan (S-1)

in the English Education Department

**By:**

**ANITA RUKMANA HARAHAP**
**Registration Number 0304162105**

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF TARBIYAH SCIENCE AND TEACHERTRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH**

**SUMATERA MEDAN**

**2021**

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**By:**
**ANITA RUKMANA HARAHAP**
**Registration Number 0304162105**

Advisor I

Advisor II

**Prof. Dr. Didik Santoso,M.Pd**
NIP 19660616 1994031006

**Maryati Salmiah, M.Hum**
NIP 19820501 200901 2 012

**DEPARTMENT OF ENGLISH EDUCATION**

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA**
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jl. Williem Iskandar Psr. V Telp. 6615683-6622683 Medan Estate 20731
email: ftiainsu@gmail.com

## SURAT PENGESAHAN

Skripsi yang berjudul : **"The Implementation of Blindfold Game to Improve Students Vocabulary Mastery at MTs Percontohan Tebing Tinggi in Academic Year 2020/2021"** oleh **Anita Rukmana Harahap,** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

**23 Maret 2021**
**9 Syakban 1442 H**

Dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi**
**Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan**

Ketua

Sekretaris

**Yani Lubis, S.Ag., M.Hum**
NIP: 197006062000031006

**Ernita Daulay, S.Pd. M.Hum**
NIP: 198012012009122003

Anggota Penguji

1. **Prof. Dr. Didik Santoso, M.Pd**
   NIP: 196606161994031006

2. **Maryati Salmiah, M.Hum**
   NIP: 198205012009012012

3. **Yani Lubis, S.Ag, M.Hum**
   NIP: 197006062000031006

4. **Rahmah Fithriani, Ph.D**
   NIP: 197908232008012009

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

**Dr. Mardianto, M.Pd**
NIP: 196712121994031004

Nomor : Istimewa

Lamp : 6 (Enam) sks

Perihal : Skripsi

a.n. **Anita Rukmana Harahap**

Medan, 10 Maret 2021

Kepada Yth;

Bapak Dekan FakultasTarbiyah

UIN-SU

di – Medan

AssalamualaikumWr.Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran perbaikan seperlunya terhadap skripsi saudari :

**Nama** : **Anita Rukmana Harahap**

**NIM** : **0304162105**

**Jurusan / Prodi** : **Pendidikan Bahasa Inggris**

**Judul** : **"The Implementation of Blindfold Game to Improve the Students Vocabulary Mastery at MTs Percontohan Tebing Tinggi in Academic Year 2020/2021."**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UINSU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

*Wassalamu'alaikumWr. Wb,*

**Advisor I**

**Prof. Dr. Didik Santoso,M.Pd**
NIP 19660616 1994031006

Medan, 18 Januari 2022

Advisor II

**Maryati Salmiah, M.Hum**
NIP 19820501 200901 2 012

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan di bawah ini :

Nama             : Anita Rukmana Harahap

NIM              : 0304162105

Jur/Prodi       : Pendidikan Bahasa Inggris

Judul            : **"The Implementation of Blindfold Game to Improve the Students Vocabulary Mastery at MTs Percontohan Tebing Tinggi in Academic Year2020/2021."**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 18 Januari 2022

Yang Membuat Pernyataan

**Anita Rukmana Harahap**
**NIM. 0304162105**

# ABSTRACT

**Anita Rukmana Harahap, Registration Number 0304262105. The Implementation of Blindfold Game to Improve the Students' Vocabulary Mastery at Second Grade of MTs Percontohan Tebing Tinggi in 2020/2021 Academic Year. A Thesis, English Education Program Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra, 2021.**

This research was aimed to improve the students' vocabulary mastery by using blindfold games. The subjects of this study were 25 students at $10^{th}$ grade in MTs Percontohan Tebing Tinggi in academic year 2019/2020. This research was conducted by using classroom action research that consists of two cycle. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used the technique by Miles and Huberman. The result of this research showed that the mean of the students score was 41.04 in which there were 2 or 8 % from 25 students who passed the standard minimum score or KKM. In the post test I there were 10 or 40 % who improve and the score mean was 68.48. Meanwhile in posttest II the mean score was 80.32. There were 23 students or 88% passed the standard minimum score. It indicated that blindfold game could improve the students' vocabulary. This result is strength by the observation and the interview result that students were more active in the class and enjoy the learning process.

*Keywords: vocabulary mastery, blindfold game*

## ACKNOWLEDGEMENT

*In the name of Allah, Most Compassionate, Most Merciful*

Thanks to Allah SWT who has given the researcher his blessing and change to complete this thesis. Praise to the prophet Muhammad SAW, who has been my figure to serve Allah SWT.

The aim of the written of this thesis is to fulfill one of requirement for the S-1 Program at English Department of Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatera. In completing this thesis, I have faced some obstacles that spend much time for finishing it. I realized that I received many supports and help from many people during the process of completing this thesis. Therefore, I would like to thanks for:

1. **Prof. Dr. Syahrin Harahap, M.A,** the rector of State Islamic University of North Sumatera Medan.

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3. **Yani Lubis, S.Ag. M.Hum,** the Head of the English Education Department.

4. **Ernita Daulay S.Pd, M.Hum**, as the Secretary of the English Education Department.

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14. Everyone who has helped me finish the *thesis* and whose names cannot be mentioned one by one.

Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will make an important contribution to the Department of English Education. May God always bless us and lead us on His right path. Aamiin.

Medan, 18 Januari 2022

**Anita Rukmana Harahap**
NIM. 0304162105

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# CHAPTER I

# INTRODUCTION

## A.  The Background of the Problem

The development of English is greatly affected by globalization. According to Fithriani, Globalization has made English the world's most widely spoken language for trade, education, business and tourism.[1] It means English is considerably used by people of diverse mother tongues and countries of origin as a language as connection in immediate communications. Especially in education, English becomes a tool for obtaining global education which it means English becomes the most important and vivid means of global communication to rapid progress and development in all sphere'slife.[2]

The objective of teaching English for students of Junior High School is that they should have communicative competence in English including language skill namely speaking, writing, reading and listening. To master the four skills, the students should have sufficient vocabulary. According to Huebener the sufficient vocabulary that the students should achieve is 750-800 words.[3]

Besides, learning vocabulary acts crucial role altogether language skills (i.e. listening, speaking, reading, and writing) and becomes basic stride in English

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[1] Rahma Fithriani, (2018), "Discrimination Behind Nest and Nest Dichotomy in ELT Professionalism" in The 1st*Annual International Conference on Language and Literature*, Kne Social Sciences & Humanities, pages. 741-755, DOI 10.18502/kss.v3i4.1982,p.741

[2] Eman Abdulsalam Al Khalil,(2017),The Role of English iPresent Day Higher Education, *International Journal of Social Sciences & Educational Studies* 4(2),123 -128, p. 124.

[3] Budi Setiawan, *Improving The Students' Vocabulary Mastery Through Direct Instruction*, ( Surakarta: 2010), P. 18

learning.[4] Based on Curriculum K13 of English at the Junior High School level in educational system of Indonesia, vocabulary is the one of the linguistic elements which becomes the part of the learning material that should be taught appropriately as the basic competence.

It should be attained by the students that are taught by associating learning material by teacher in every lesson meeting. Furthermore, there are many kinds of vocabulary that learned by Junior High School students, particularly at the seventh-grade students, namely: noun, adjective and verb.[5] Moreover, based on English Syllabus of seventh grade noun is the most principal vocabulary must be taught by teacher to their students from all vocabularies that learned in all English learning topics for every meeting.[6] Hence, noun as linguistic elements of vocabulary should have been already mastered by students' Junior High School of eight grade.

In fact, the objective above is not achieved yet. This can be proven from the researcher experience when teaching at MTs Percontohan Tebing Tinggi that the students' pronounce the word incorrectly, do not understand the meaning of the words, and cannot use the word in appropriate context. It is found in some previous studies: firstly, according to Suprayitno, the problems that faced by students in learning English is most students got difficulties in translate each word in text and they often did not know the meaning of word.[7] Secondly, according to

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[4] Mofareh Alqahtani,(2015),The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education* 3(3):21-34.p.22

[5] Kemendikbud. (2017),Op.Cit.p.11-16

[6] Kemendikbud. (2017), Log. Cit.

[7] Edi Suprayitno,(2014), The Survey of Students' Difficulties in Learning English Skils at

Widiastuti, the problem is faced by students are most students difficult to grasp and use some of the words.[8] Lastly, according to Aulia, students have difficulty distinguishing the form grammatically such as part of speech; noun, verb, adjective, and adverb.[9]

There are some factors that can influence the low mastery of the students' vocabulary, namely internal and external factors. The internal ones are students' motivation, interest, IQ, and etc. The external ones are material, parents, teaching strategy, others, including media in teaching.

Media in teaching plays an important role to improve the vocabulary mastery because it is fun and the children like to play them as we know that The teacher should know how to teach vocabulary well, not only to make the students understand but also to make them enjoy the study, because is study in enjoyable situation will give the positive effect for the students.[10] By using media, the teacher not only can facilitate the students with information they need, but also can give some new vocabularies to them. There are many kinds of media, they are poster, card, picture, video as well as games. Games can improve the vocabulary mastery because it can make the students perform their experiment, discover, and interact with their environment.

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The Eight Grade Junior High School on Sumber gempol District in Tulungangung in Academic Year 2013-2014,*Thesis*, State Islamic Institute Tulungagung,p. 42-47

[8] Ferry Angga Widiastuti,(2014),Improving Students' Vocabulary Mastery Using Flash Cards.*English Education Jurnal Pendidikan Bahasa Inggris*.Universitas Sebelas Maret 2(2),148-156.,p.150

[9] Zakki Auliya,(2016),*Improving Students' Vocabulary Mastery Through Flashcards at the Seventh Grade Student's of SMP PGRI Karangampel*,Syekh Nurjati State Islamic Institute Cirebon,p.3.

[10] [10]Mofareh Alqahtani,(2015), *The Importance of Vocabulary in Language Learning and How to be Taugh*, Internatioanal Journal of Teaching and Education,Vol.3 No.3,p. 22.

There are many games of English teaching vocabulary such as monopoly game, riddle game, bingo game, including blindfold game. In this case, the researcher use a blindfold game to improve vocabulary because this media has some advantages, one of them is to help the students in learning vocabulary because while playing this game, the students are able to spell, understand, and use the words.

Therefore, the researcher wants to conduct a research about **The Implementation of Blindfold Game to Improve the Students Vocabulary Mastery at MTs Percontohan Tebing Tinggi in Academic Year 2020/2021.**

## B.     The Identification of the Problem

Based on the background above, many problems can be identified related to vocabulary mastery: (1) The students' vocabulary mastery is still low,(2) The teacher used unsuitable strategy in teaching vocabulary,(3) The teacher used inappropriate media in teaching vocabulary, (4) The teacher use game rarely in teaching vocabulary, (5) Can blindfold game improve the students' vocabulary mastery? (6) And etc. Because many problems can be researched, the researcher would like to limit them.

## C.     The Limitation of the Problem

In line with the identification of the problem, there are many factors can influence the low level of students' vocabulary mastery namely teacher's performance, teaching method, material, classmate, environment, including media. There are many media that can be use in teaching vocabulary the students:

poster, card, picture, as well as games. There are many games in teaching vocabulary mastery: monopoly game, riddle game, bingo game including blindfold game. Blindfold game is one of the media that can improve the students' vocabulary be- cause through this game, the students will be easier to understand and remember vocabulary. Therefore, the researcher limited this study on improving the students' vocabulary mastery through the implementation of blindfold game.

**D.    The Research of Question**

Based on the background of the study above, the problems of the research is Does the implementation of blindfold game can improve students' vocabulary mastery at grade VIII of MTs Percontohan Tebing Tinggi.

**E.    The Objective of the Study**

Based on the research question above, the objective of the study is to prove whether blindfold game can improve the students' vocabulary mastery at VIII grade of MTs Percontohan Tebing Tinggi.

**F.    The Significance of the Study**

Theoretically, the result of this research is useful to enrich the theory of teaching English vocabulary mastery.

Practically, the result of this study is useful for: (1) For the students, this research can improve students ability in mastering vocabulary by using blindfold game and consideration for students to solve their vocabulary mastery problem.

(2) For the teachers, this research can be used as the input of how to teach vocabulary so that the students can get the high ability at vocabulary mastering by using blindfold game. (3) For the school, this research can be used as a conceptual contribution. So it can improve the quality of education and innovation in learning and teaching especially in mastering vocabulary. (4) For other researcher, the study can provide a foundation for other researcher to conduct similar research in order to improve the students' ability mastering vocabulary for obtaining better result.

# CHAPTER II

# LITERATURE REVIEW

## 2.1. Theoretical Framework

Theories are necessary to explain some concepts in conducting research. The objective of the theoretical framework is to provide a clear concept and perception implemented to avoid misinterpretation of some research related contexts.

## 2.1.1. Definition of Vocabulary

A.S.Hornby stated that the vocabulary is a list of words which should be used to build the language.[11] Thus the language is made up of a lot of words and phrases. He said that vocabulary in a language was a set of words or phrases.[12] It indicates that vocabulary is a language component that contains information or meanings for words. In addition, David L. Stepherd clarified that vocabulary is among the most influential components of language production.[13] It is noticeable that vocabulary should be the one to be regarded in the production of a language.

Mc Carten indicated that learning vocabulary is much more about remembering, and learners usually have to see, speak, and start writing new words of vocabulary several times before they are considered to have learned them.[14] In

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[11] A. S. Hornby, *Oxford Advanced Learner's Dictionary*. (Oxford University Press, 1987), p.461

[12] Ibid, p. 1331

[13] David L. Stepherd.Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods. (USA: Bell and Howel Company, Co, 1973) p. 39

[14] Jeanne McCarten,*Teaching Vocabulary Lessons from the Corpus Lessons for the Class- room*, (New York, Cambridge University Press: 2007), p. 21

addition, in order to communicate their thoughts effectively, learners first must know what that word means before they try to say it. It also is printed in Al-qur'an that the vocabulary is very influential. Allah has given us the ability to do many things, including communicating. In Holy Al-Qur'an, Allah said that it was in the 31st-33th verse of the Surah al-Baqarah.

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ ۝ قَالُوا۟ سُبْحَٰنَكَ لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ إِنَّكَ أَنتَ ٱلْعَلِيمُ ٱلْحَكِيمُ ۝ قَالَ يَٰٓـَٔادَمُ أَنۢبِئْهُم بِأَسْمَآئِهِمْ فَلَمَّآ أَنۢبَأَهُم بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّىٓ أَعْلَمُ غَيْبَ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنتُمْ تَكْتُمُونَ ۝

> Meaning: *"And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if you are truthful (31). They said: Be glorified! We have no knowledge saving that which Thou hast taught us. Lo! Thou, only Thou, art the Knower, the Wise (32). He said: O Adam! Inform them of their names, and when he had informed them of their names, He said: Did I not tell you that I know the secret of the heavens and the earth? And I know that which ye disclose and which ye hide. (33)*[15]

According to Wallace, vocabulary is most often learned orally or written. Learning vocabulary is essential to mastering the language.[16] Because vocabulary has a big effect on four English skills: listening, speaking, writing, and reading, language without vocabulary is difficult to understand.

## 2.1.2. Vocabulary Mastery

In same concept, mastery is a good understanding and it focus on the specific subject. The term "mastery" is comes from the term "master," which

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[15] Moh. Anwar, *Alqurannet,* Accesed on 16th of March, 2020, (http://pemudapersis32.blogspot.com/2015/05/al-baqarah-ayat-31-33.html)

[16] Michael Wallace. J, Teaching Vocabulary, (Heinemann, Education Books: 1982), p. 49

implies that it is competent or knowledge able in use of language.[17] Mastery is the full ability or skill of someone, or something, to comprehend or to have great abilities. In the same concept, mastery is a good knowledge and are focused on a specific thing.[18] In similarly, mastery is a word which implies knowledge, understanding, proficiency, skill, expertise, command, grip, grasp, competence, knowhow, experience, achievement, capacity, skill, intelligence, brilliance, precision, cleverness, depth, acquisition.[19]

Based on the definition above, it can be claimed that mastery has great knowledge and skill. It's the skill or knowledge that allowed us to master a subject. It means that if we have a deep understanding or skill in a subject, it can be claimed that we've mastered that subject. For instance, she had such a great know- ledge of France.

Mastery in French assumes that she has a high knowledge or skill in French. It could be mentioned that mastery is the ability or skill that somebody has, and also that the subject was already mastered unless the person has under- standing, skill or ability in the subject.

### 2.1.3. Types of Vocabulary

Johnson finds out there were various types of vocabulary; (a) listening vocabulary, (b) speaking vocabulary, (c) reading vocabulary, (d) writing

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[17] Longman, 2007, Advance American Dictionary,(England: Pearson Education Limited) p. 984.
[18] A. S. Hornby, *Oxford Advance Learner's Dictionary 7th Edition*, 2005:944
[19] Collins, *Thesaurus of the English Language*, *Complete and Unabridged 2nd Edition*, (London; Harper Collins Publishers, 2002)

vocabulary.[20] Listening vocabulary is the words we hear and recognize, generally referred as the words we understand. It is really the largest vocabulary the one on that the others were developed. Speaking vocabulary is the words that we use in talk. If we have less vocabulary, we didn't speak well. Listening vocabulary seems to be larger than speaking vocabulary. While improving the vocabulary of listening helps us to convey our thoughts more efficiently and effectively. Reading vocabulary is a word we can read and understand. A majority of students go to school with so few words in their reading vocabulary. They now have 3,000 new words in their reading vocabulary. Though explained in this book, learning to read is a great idea if you learn words in your listening and speaking vocabulary.[21] If we are to listen to dialogue songs or someone, we are expected to master vocabulary.

National stated that vocabulary is divided into four depending on how often vocabulary appears in a language; (a) High frequency words. The word of high frequency appears very frequently, so see to understand it can be recovered in so many ways. Due to their frequency and the large variety of words used, high frequency words are use full for any language and text. In general, a limited list of words (2000) cans a part in a curriculum for 3 to 5 years. (b) Academic words. Academic languages for academic purposes and a similar focus on relevance. (c) Technical terms. Technical vocabulary is required for academic students, but it is

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[20] [20]Andrew Johnson P, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*,(New York; Rowman& Littlefield Education: 2008), p. 93
[21] (2008: 93),

learned well when they take up the relevant material profession.[22] (d) Low frequency. There are the following feature so flow-frequency words. First, not all word appeared very often. Second, there's a very limited portion flow words. They are not needed for any us age of the language. Third, the low frequency is a very small percentage of the words in the text, then less than10 percent of the words in the text are probably lost if proper nouns are used. Fourth, there isa large number of words which are well over 100,000. The explanation is there is a difference in English vocabulary that should be mastered in order for using English efficiently. Teachers must also be aware of vocabulary in order to understand which types of vocabulary would be helpful for students to make them understand English.

Based on the above explanation, it can be realized that vocabulary is a word or phrase that expresses a particular meaning as a unity of expression. It was the most vital aspect of language learning. In order to improve English vocabulary, the student should really have mastered a large vocabulary, so that the student also should improve his or her language skills. It is evident that vocabulary is an important aspect of language. In conclusion, the mastery of vocabulary is the skill or understanding of words that make up a particular person's language background or profession.

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[22] I NationS.P, *Teaching Vocabulary: Strategies and Techniques,* (New York:Heinle Cen- gage Learning, 2008), p. 7

### 2.1.4 Definition of Blindfold Game



*https://blindfold-games.org/blindfold-game-safety/*

The Blindfold is a free movement and virtual space exploration game that involves easy communication and description of objects that continue to be challenge. A realistic sound environment that facilitates players understands the sound environment is used in the game.[23]

The Blindfold Game is one of the form learning media that can enhance students vocabulary. Blindfold Game is a practical activity in verbal communication that is used blindfold games. This game can be used to teach commands, numbers, and rules.

Furthermore, this game will give students the chance to learn others' expressions to inform a person. The Blindfold will encourage team to work more actively and together to make the tasks of those teams more enjoyable, so it would be fun and interesting to be using blind folds. As a result, learners will become

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[23] PDF, *Blindfold-An Audio-only Adventure Game,* (vj2013.dei.uc.pt), accessed on July 7th, 2020, 15:45 A.M

more motivated of learning English and enjoy it.[24] Based on the above description, it can be argued that the blindfold game played by large or small groups where first group can identify the completely of words is the winner. Games like Blindfold are a fun and motivating way of improving and enhancing vocabulary.

### 2.1.5 Principle of Blindfold Game

Blindfold Game becomes one of the most popular games that could provide you the chance to think critically in English. Everyone loves to play a game like this. This game is required to describe any vocabulary in the form of a noun. The degree of difficulty of these games could based on the ability of the player. The researcher asked the player to blindfold his eyes. When the player's eyes have been closed, there searcher can provide a variety of features of objects that are ready to be identified by the player. For instance, if a player has a pencil, he can say words likes. It's along, it's heavy, it's wood,...It's a pencil, I guess. If the player can correctly identify and guess, the player would then be awarded and the player will become the winner.

Based on the above explanation, it can be stated that blindfold game is a way for a teacher to increase student vocabulary.

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[24] *Blindfold Game*, (http://www.theteambuildingactivitiesshop.co.uk/blind_foldgames.htm), accessed on July 7, 2020, 16:07 A.M

### 2.1.6 Design of Blindfold Game

As said by Jack Richard, there have been five key components of language learning, namely: (1) learning purpose; (2) learning activities; (3) material role; (4) teaching role; (5) student role.

The most basic description for the different blindfold methods is how the step is solved piece by piece and divided in to stages. The main objective of using blindfold games is to encourage students' interest in learning vocabulary and to be away for students to understand vocabulary and to be more motivated and joyful.

In the classroom, it is possible to play blindfold games, the regulations for blindfold games are all groups sitting on the floor. Send the team leader a box of objects and inform the group members to identify them at a time when the group recognizes all objects. The leader not mentions the name of the object. The teacher's role is as a facilitator. Students are expected to take partial learning (students center).The teacher provide same for students to participate in learning vocabulary.

### 2.1.7 The procedure of Blindfold Game

The procedure started, with blindfold game, for all the objects out of sight. Concepts will be identified using the researcher's voice. Methods make it possible for learners to study objects in the classroom. After teaching vocabulary to students, both speaking and pronunciation, we could use a blindfold game to describe object. If simple definite on words were taught to learners before they played the game, it is better. Students are generally requested to close their eyes

when they walk into the game with a picture that has been prepared. Students are usually requested to close their eyes as they start the game with a picture that has already been prepared.

The procedure to use blindfold vocabulary is as follows: (1) Teachers give descriptive text and tells learners to speak nouns in texts. (2) Teachers divided students might be groups with five or six members. (3) Each group should also be asked by the teacher to memorize noun in a text. (4) The teacher provides some common objects for each group (no students know the objects) and in form some member of each group to close their eyes and then carry them to the corner of the group. (5) The student who close his/her eyes should identify those objects and describe them to his/her group using the language of Indonesia.(6) Each member of the group should speak loudly about what their friend told using the English language (translate using a dictionary).

**2.1.8  Advantages and Disadvantages of Blindfold Game**

The Blindfold game had many advantages for students. As we all know, most students, particularly teen age students, like the game so much. The advantages of blindfold use in teaching vocabulary are: 1) Students are more interested in learning materials. When they're interested in the subject, they'll pay more attention to the lesson. (2) Students also feel more challenged because critical thinking is required to play the blindfold. (3) There is also no need for a teacher to explain a lot about the material.[25]

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[25] Gertrude Nye Dorry.*Games for Second Language Learning.(*New York: Mc. Braw Hill, Inc), p. 56.

In addition, the Blindfold game has disadvantages for students. The first disadvantage of blindfold games in language learning was the attraction of student attention to games that were both active and noisy. Sometimes they walked around and talked too much. It was a situation that made it impossible for the teacher to handle. The second advantage to use blindfold game in the learning English is that teacher have very a little opportunity to present the material and tell several vocabulary words. There was no longer time is for teacher to describe more and memorize all of nouns. There are many advantages faced during language learning: making the material effective and managing space and time problems. Improve the interest of the students in knowledge, allow learners to speak with the world, and motivate learners to study on the basis of their abilities and interests.[26]

During the learning process, there are several advantages experienced; making the concept simple and solving problems of space and time. Increase students' interesting understanding, allow students to interact with the world and motivate learners to study based on their needs and interest.

In the game, there are many disadvantages, those are; the students felt that is hard to say the words, as well as the students felt afraid because the game does refer to the work group, sure they did not feel confident of speaking in public.

In the above, it is clear that use of Blindfold games was a best way for

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[26] Nova Pravita Rus Diana, *The Advantages And Disadvantages Of Using Games In Teaching Vocabulary To The Third Graders of top School Elementary School, (*SebelasMaret University: 2010) p. 35

learning English vocabulary, especially the participation of creativity by students. Even so, when using Blindfold games in teaching English vocabulary to young students mainly junior high students, there were some disadvantages.

**2.2.    Conceptual Framework**

Vocabulary is core component of language that must be firstly learned than the other skills by students because vocabulary influences all of skills. However in the fact, vocabulary still becomes the problems for student when learning English, especially for the EFL learners who have low mastery in vocabulary. Their problems are can't write, remember, know the meaning of the words. The same problems were also faced by students of MTs Percontohan Tebing Tinggi especially for eight grade.

The problems are: firstly, most students difficult to speak because they forget of how to spell words of the noun and because the spelling of words is different with what they heard from the sound. Secondly, they did not know the meaning of noun. Lastly, the media that used by teacher to teach the students was not varied, so it made the students bored in classroom. To overcome those problems, English teachers at school must have innovative ways to help their students to master vocabularies in English and make them interested in learning it. One way that can be effective to fascinate students' attention in learning and mastering vocabulary is by game in teaching. One of the kinds of games that can be used is blindfold game.

Blindfold game can increase students' vocabulary mastery because this method facilitates students learn by memorizing and making it enjoy able to use in

the classroom. Blindfold is found successfully using and able to learn vocabulary as it can give students pleasure or motivate the learning of vocabulary.

Blindfold games can have a strong concentrated and particular memorization in order to listen to a guidance of a teacher. The researcher found that a Blindfold game could boost the vocabulary skills of the students. In this view, the researcher applied this game because they have advantages: Students learn to listen, read and write as they have got a variation of limitations, in particular on topics learned in the classroom.2) In writing, students are good.3) Students understand a lot of words.4) Students have motivation and creativity to write as they've been created to write from the words they had also studied from the beginning. 5) For application with advanced students, this technique is suitable. (6) This technique does have concepts which are more appropriate for small and large groups to use.

## 2.3. Related Studies:

There are some research that relevant with this studies: Muttahidah,[27] conducted a research about *Improving Students' Vocabulary through Vocabulary Card (A Classroom Action Research in the First Year of MTs. Nurul Falah, Ciputat)*. The objective of the research is to improve the students' vocabulary. The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaboratively with the English teacher in the class. The CAR (Classroom Action Research) was done based on

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[27] Neaty Muttahidah.2011.*Improving Students' Vocabulary through Vocabulary Card (A Classroom Action Research in the First Year of MTs. Nurul Falah, Ciputat).*

Kemmis and Mc Taggarts' design, it content of two cycles in each cycle consist of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the interview and observation result. Then, quantitative data were obtained from the students' vocabulary score of pretest and posttest and questionnaire.

Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen from the mean score o pretest were 49.6, the mean score of posttest cycle I was 58.0 and the mean score of posttest cycle 2 was 66.3. In addition there were 5 students (16.6%) who passed Minimum Mastery Criterion (KKM) and it gained which was in the posttest cycle 2 there were 26 students (86.6%) who passed Minimum Mastery Criterion, so the criteria of success was achieved. Then, from the result of questionnaire, it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through vocabulary card. The mean of pre questionnaire was 47 %. Then, the mean of post questionnaire was 72.9%. It improved 25.9%. Furthermore, the results of observation and interview showed that students were motivated in the teaching-learning process during the implementation of vocabulary card.

Febriyansyah[28] conducted a research about (*Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of Sman 4 Purworejo In the Academic Year.* This research is aimed to improve the vocabulary mastery of Grade X students of SMAN 4 Purworejo through Bingo Game in the academic

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[28] Imas Febriyansya. 2015. *Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of Sman 4 Purworejo In the Academic Year*

year of 2014/2015.The subjects of this research were 28 students of X IIS 3 class. The data were in the form of qualitative and quantitative data. The qualitative data were collected through observing the teaching learning process, interviewing the students and the teacher, holding the discussion with the teacher, and taking photographs of the teaching learning process. The quantitative data were collected from questionnaires and the students' vocabulary score of pre-test and post-test to see the improvement of the students' vocabulary mastery. The instruments for collecting data were interview guidelines, observations checklist, questionnaire, field notes, and a camera. The validity of the research was obtained through applying five validity criteria namely, process validity, democratic validity, dialogic validity, catalytic validity, and outcome validity. In addition, to make the data trustworthy or reliable, two kinds of triangulation (time triangulation and investigator triangulation) were used in this research.

The research findings showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process. It was indicated by the increase of the mean of students' vocabulary score in the pre-test and post-test (64, 3 to 89,1). The students' involvement and classroom interaction during the implementation of the game were improved. It was showed by students' enthusiasm during the game. They tried to be the first winner and raised their competitiveness among them. In addition, the implementation of Bingo Game and the complementary actions were successful to help the students memorize and understand new words easily. In conclusion, the students' vocabulary mastery was improved through the implementation of Bingo Game.

Ritonga,[29] conducted a research about *Improving Students' Ability in Mastering Vocabulary by Word Square Method at MTs. Nur Ihsan Medan.* This research aimed to find out the improving students' vocabulary ability by using Realia media. This study was conducted by using Classroom Action Research (CAR). The subject of this research was VII MTs. Nur Ihsan Medan which consisted of 27 students. The object of this research was to improve students' vocabulary ability by using Word Square Method. The research was conducted in two cycles, cycle I consisted of three meetings and cycle II consisted of three meetings. The instruments for collecting data were quantitative data (vocabulary test) and qualitative (observation sheet, interview sheet, diary note and photography evidence). Based on vocabulary test scores, students' score kept improving in every test, it could be seen from improvement of mean of students' score namely, and the mean of pre- test(50.00) improved if compared with mean of post-test in cycle I (70.37)and comparing with the mean of post-test in cycle II (81.48). The percentage of students' vocabulary test who got score of over 75 for the pretest was 0% (no students got score 75), for the post test cycle I was 25.92% and for the post test cycle II was 85.18%. And for the improvement in percentage of students from the pretest to the post test cycle I was 25.92%, and the improvement from the post test cycle I to the post test cycle II was 59.25%. From the pretest to the post test cycle II was 85.18%. Based on observation sheet, interview report, and diary note, it was found that teaching and learning process run well. Students were active, enthusiastic and interested in vocabulary mastery.

[29] Ade Purnama Sari Ritonga. 2013. *Improving Students' Ability in Mastering Vocabulary by Word Square Method at MTs.NurIhsan Medan*

The result of the study research showed that Word Square Method significantly improved students' vocabulary ability.

## 2.4. Hypothesis

This research hypothesis can be formulated as follows: The students' vocabulary mastery in English vocabulary can be improved by using Blindfold game media.

# CHAPTER III

## RESEARCH METHODOLOGY

This chapter describes the research method which is implemented in the present study. This chapter consists of method and design of research, subject or participants of the study, time and location of research, the procedure of research, techniques of collecting data and techniques of analysis data.

### 3.1 Research Setting

This research will be conducted on April 2019/2020. The subjects in this research are the students at eighth grade of Islamic Junior High School at MTs Percontohan Tebing Tinggi. This school is located in Jln. T. Imam Bonjol No. 16A, Padang Hilir, Tebing Tinggi, North Sumatra. The researcher chose this location because some reasons: (1) this school was not far from the researcher's house, (2) The problem of research is found in this school.

### 3.2. Data and Data Source

The data of this research is 25 students consist of 14 females and 9 males. The researcher chose this location because some reasons, they are: (1) there is no researcher that conducts study in this school with same title before. (2) The English teacher still used the traditional method in teaching English. (3) Students' ability in teaching vocabulary mastery is still low. (4) The school is near from my house.

While the data sources is from teacher and students when teaching

learning process activity. (1) Students is as a learner, in this research students is the important object as a source of the data, (2) Teacher is a collaborator, the collaborator assists the researcher in conducting the action research.

## 3.3. Research Method

This study is a classroom action research. Classroom action research will be applied in this study in order to see the improvement of the students' vocabulary mastery by using blindfold game.

Classroom Action Research is portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and self critically implemented and interrelated.[30]

To define the class action research clearly and concretely, then there are three elements or concepts that we must understand, namely as follows: (1) Research is the activity of looking at a particular object through scientific methodology by collecting data and analyzing it to solve a problem, (2) Action is an activity that is intentionally carried out with a specific purpose in the form of an activity cycle with the aim of improving or improving the quality of the teaching and learning process, (3) Class is a group of students who at the same time receive knowledge from a teacher. The term "class" in class action research is not a room consisting of only walls, chairs and tables. But in the CAR "class" is a group of students who are studying together under the guidance of a teacher.[31]

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[30] Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Published by Routiedge, p.4

[31] Istarani, (2014), *Penelitian Tindakan Kelas*, Media Persada, p. 44

From some of the explanations above, class action research can be defined as a form of study or scientific activity and method carried out by the teacher the classroom using actions to improve processes and results learning. Scientific is something that is of the nature or are in science and methods namely ways of thinking, objective, rational, systematic based on facts to find, prove, develop and evaluate knowledge. Research action is a series of steps (cycles) consist of Planning, continuous action, observation and reflection flowing produces a new cycle class action research was stopped.

The researcher used a classroom action research designed by kemmis and Mc Taggart model that consist of four steps namely, planning, action, observation, and reflecting. Improvement the problem in this research is brought about by the series of cycle. This can be seen in following diagram:
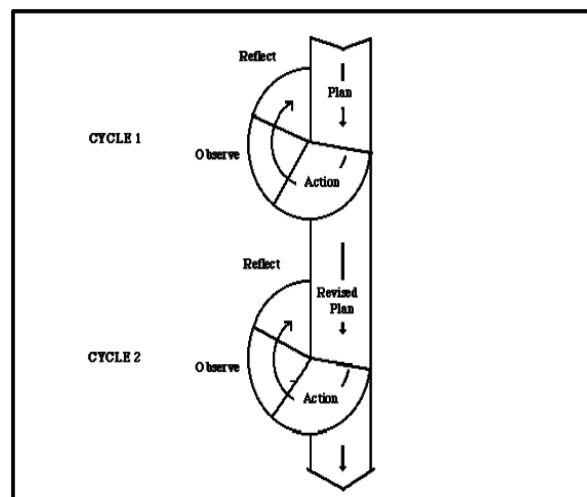


### 3.3.1. Pre-Test

Before starting cycle I, the researcher conducted a pre-test during the first meeting. The purpose of the pre-test was to determine the student's basic

vocabulary as well as any problems with the student's vocabulary. The researcher created a pre-test to determine the students' early ability to comprehend the lessons. The researcher could consider how to describe the lessons based on the students' basic skills. Pretest is given to students before of treatment On page 39, you'll find Appendix II.

### 3.3.2. Cycle

The four components of the classroom action research design are (1) planning, (2) action, (3) observation, and (4) reflection. Classroom Action Research (CAR) is carried out in cycles Preparation, action, observation, and reflection are the steps that make up the cycle.

a) Planning

The researchers made some of materials that would be used in the research study through this step: (1) the researcher prepared the pre-test as an instrument to determine the skills of the vocabulary students memorized before treatment (2) The researcher designed the blindfold game as a learning media (3). Making preparations the observation form to see the student's answer and the class situation, as well as to see how the vocabulary memorization technique has improved. On pages 44-46, you'll find Appendix III.

b) Action

In the following stages, the researcher decided to take action by using blindfold game as a media: (1) prepare a lesson plan, (2) organize lesson plans and media, (3) create student work sheets that use the Blindfold game  as a media,

Collect learner assessment, (5) arrange a rubric assessment, (6) assess both teaching learning activities.

c) Observation

At this stage, both situations and conditions that take place during classroom teaching, such as the behavior of students in their studies and the interaction of each student with in text of the vocabulary, would be observed.

d) Reflection

Reflection is the last step. The aim of this step is to assess or reflect on the previous three steps. The researcher would then reflect on everything that happened during the learning process and how much it relates to the research objective of improving student vocabulary mastery. It would be very effective to allow the researcher decide what to do with the revision. Reflection can be evaluated after action and observation were completed. If there are still problems to solve, the cycle would have to move on to the next cycle.

### 3.4. The Technique of Collecting Data

Data are collected for this study using quantitative and qualitative data. Quantitative data was obtained using a vocabulary test. Qualitative data was obtained by observation, interviews and documentation.

### 3.4.1 Observation

The instrument would be used to know the activities in the classroom at a moment. The researcher would provide the observation sheet. Observation in this study describes student participation in the teaching - learning activities, student

knowledge of materials, teaching methods, and the media used in the teaching learning activities. In this situation, the teacher will observe the student's language learning.

**3.4.2 Vocabulary Test**

a) Conceptual definition

Vocabulary is most often about remembered, so students must listen, see, and write new words several times before they can be regarded mastered.[32]A skill or clear understanding of a list of words that make up a language is referred to as vocabulary mastery. The aim of this test is to see how much students' vocabulary skills have improved through blindfolded games.

b) Operational definition

The aim of this test is to see how much students' vocabulary skills have improved through blindfolded games.

c) Specification of Vocabulary Test

**Table 3.1**

**Specification of Test Items of Vocabulary Test**

| Vocabulary | Item test | Types of test | Description of test |
|---|---|---|---|
| a) Noun | | | 1,3,5,7,9,11,13,15,17.19.21, |
| b) Verb | 40 item | Multiple choice | 2, 3,25,27, 29 |
| c) Adjective | | | 2,4,6,8,10,12,14,16,18,20,22, 24,26, 28,30 31, 32, 34, 35, 36, 37, 38, 39,40 |

d) Validity

Validity is the extent to which it measures what it is supposed to measure. For obtain the validity of test, the face and content validity were by adjusting the test With SKKD ( *Standar Kompetensi dan Kompetensi Dasar).*"Validity" is a noun, while valid is an adjective.[32] For example a test is called valid if the test can precisely measure what is being measured.

e) Reliability

The achievement of the test as a test reliability is an important aspect of the test. The analytical scale is used as a written assessment for students to obtain a reliable test it measures aspects such as material, organization, vocabulary, language use and mechanics.

### 3.4.3. Interview

There are two types of interviews, structured interviews and unstructured interviews. The researcher did a structured interview. This method will then be used to collect data on the improvement of blindfold vocabulary mastery from students and English teachers at MTs Percontohan Tebing Tinggi. The researchers conducted interviews with students and teachers to obtain more detailed data about the problems they faced during the teaching - learning activities, as well as the effects of the learning media after were implemented.

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[32] Suharimi Arikunto.(1993). Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. P.

### 3.4.4. Documentation

Documentation is done in the form of videos and photos during the teaching process. In cycle, data was collected for the pre-test, post-test, and post-test.

### 3.5. Technique of Analyzing Data

Data will be analyzed using both qualitative and quantitative data in this study.

a. Quantitative data

The vocabulary test would be analyzed using quantitative data. There were 2 types of tests that the researchers gave to the students. It's pretest and posttest. Quantitative data were collected from the written study to measure the improvement of students' ability to master vocabulary. After using the Blindfold game, the researcher uses the following t-test formula   to know different test achievements:

Where:

$D$= Mean of difference of post-test 1 and post-test 2 D = Difference

N = Subject of Students[33]

b. Qualitative Data

Qualitative data was analyzed by Miles and Hubertan. Data reduction, data display, conclusion, drawing, and verification are five components of qualitative

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[33] Sudjana, *MetodeStatistika,*(Bandung: Trasindo,2001), p. 67

data analysis, and they all occur simultaneously.[34]

1. Data Reduction

Data reduction is a technique for selecting, simplifying, abstracting, and transforming data gathered in notes or transcripts. It means that the researcher reduced and analyzed the data before, during, and after collecting it. The transcript of the interview provided the data shown in this study.

2. Data Display

Graphics, charts, and networks are taken place in data displays. It is a systematized data structure which allows conclusions and actions to be drawn. The researcher could analyze and understand what goes to the data given by displaying the data In this study, the researchers would use charts as one of the most common data display is used in qualitative research.

3. Conclusion, Drawing, and Verification

Qualitative data analysis would then continue to determine what is defined as regulation, patterns, explanation, possible configuration, casual flow, and preposition. The conclusion in qualitative research was that this might be the answer to the problem statement. The result can be found in the analysis of the data collected. Finally, the researcher would have the results and a discussion of the findings at this stage.

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[34] Miles and Huberman. 1994. *Qualitative Data Analysis.* London New Delhi : Sage Publications. P.10-11.

**3.6.    Technique of Establishing Trustworthiness**

The validity or reliability of the data is important in deciding the research results. This finding should be reliable and valid. There are four criteria in qualitative research that indicate a trustworthy study those are: credibility (in line with internal validity), transfer ability in line with external validity), Dependability (in line with reliability) and reliability (in line with objectivity).[35]

1. Credibility refers to the belief in the consistency of the research by looking at the following techniques: 1) Triangulation. This is analyzed by putting the same question to the participants and collecting the answers. (2) The checks of the member. It is a technique wherein data, interpretations and conclusions are presented with the participants.

2. Transferability means the results of qualitative research may well be generalized or transferred from one form or situations. The transferability of the qualitative method is the focus of the generalizations.

3. Dependability means that the researcher is able to state the improvements in the context or how these improvements have had an effect on the research procedures of the research.

4. Conformability usually involves complete information of the facts on which all interpretations are focused. It means that the researcher must be able to analyze data in order to validate the results of the test. The researcher is limited to the technique of establishing trustworthiness for credibility through data triangulation.

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[35] Shenton, K, A. *Strategies for ensuring Trutworthiness in qualitative research rojects.* (Education for Information 22 2004) 63-75 63.IOS Press.

# CHAPTER IV

## RESEARCH FINDING AND DISCUSSION

**4.1    Research Findings**

The finding obtained in this study is a preliminary study, cycle I and cycle

II.

**4.1.1   Preliminary Study**

Before doing treatment in cycle I, the researcher conducted a preliminary

Study: It was aimed to determine students' mastery and evaluate the improvement

of students' vocabulary mastery in blindfold games. In this preliminary study,

researchers carried out test, observation sheets and documentation.

In the preliminary study, the researcher administered the vocabulary in

order to see the students' ability before using blindfold games was applied. The

result showed that the ability of students in vocabulary was still low, they still

confuse what is vocabulary and most of them could not know vocabulary. The

minimum passing grade in that school was 70. The number of students who

followed the test was 25 students.

The result of pre-test, the total score of the students was 1.026 and the

mean of students' score was 41.04. The quantitative data above indicated that the

students' vocabulary was low. It could be seen from the mean score of the

students was 41.04 and the percentage of the students' score of the test was 8% or

only 2 students who successes or got score up to 70. On the other hand, 23

students un successes or didn't get score up to 70.

To support the quantitative data, it can be seen from the qualitative data that was taken by using observation and interview. The observation was done before the researcher applied the method in learning process. The result of observation could be seen from the following data: *"Kemampuan menghafal siswa masih rendah, mereka masih bingung ketika mau berbicara dengan menggunakan baha- sa Inggris, karena kurangnya vocabulary siswa yaa walaupun tidak semua siswa begitu tetapi kebanyakan dari mereka masih susah berbicara bahasa Inggris."* It was strengthened by the result of students' interview as follows: "*"Saya sangat kesusahan Miss, saya sangat susah untuk menghafal kosa-kata dalam bahasa inggris. Karena itu saya tidak menyukai Bahasa Inggris".* Based on the students' opinion about vocabulary, she said that she felt difficult to memorize vocabulary. The teacher asked her to read all of the text without knowing the mean.

Another student who was interviewed by the researcher answered question whether the students felt difficult or not, and another student said that:

*"Wah, sangat sulit miss, dan karena itulah saya sangat tidak menyukai bahasa inggris, guru pun tidak memberikan kami cara untuk lebih mudah menghafal kosa kata itu, sehingga kebanyakan dari kami merasakan kesusahan untuk menguasai kosa-kata dalam bahasa Inggris".*

From the students' result of interview above, in the preliminary study, it can be seen that the students were not interesting to mastery vocabulary because

they felt difficult.

Based on the result of analysis above, it can be concluded that the students' vocabulary mastery was low. Therefore, the researcher would like to improve the students' vocabulary mastery by using blindfold games. So, the researcher continued to the first cycle.

## 4.2    Cycle I

In the first cycle, there were two meetings were conducted for the students. First meeting was given pre-test to all of the students. The test gave in the end of the teaching learning process. The steps are:

### 4.2.1   Planning

In this step, there were some activities had been done by the researcher, they are: (1) Prepared a lesson plan which contains steps in learning activities that use blindfold game as technique in improving vocabulary. (2) Prepared a learning tool that supports the implementation of the learning process in the form of discussion materials, textbooks and dictionaries of English. (3) Made the assignment sheet for each student on the material vocabulary. (4) Prepared achievement test cycle I.

### 4.2.2   Action

In this stage, there were some activities have done by the researcher, and they were:

Made students understand the aims and the benefits of blindfold game. (b)

The teacher explained the material and competence that would be reached. (c) The teacher gave the topic about vocabulary and implementing of blindfold game. (d) The teacher asked the students to sit in group that consist of four persons and gave a multiple choice test that related to vocabulary mastery. (e) All of the group answers the questions. (f) The teacher closed the meeting and motivated the students to study hard.

### 4.2.3    Observation

In the observation stage, the researcher recorded every action, comment and certain behavior of students during teaching learning process in the class by using documentation and photos. There were many things that had been observed by researcher, they are: Some of the students were still low to master vocabulary that it was showed from the result of the students' score that passed the KKM was 10 out of 25 students. The total score of the students was 1712. And the average score of the students was 68.48. From the result it can be seen that the students score in the Post-Test I increased higher than the students score in the Pre-Test. The percentage of test score of students who past the KKM are 40%. In the qualitative data, it could be seen in interview and observation sheet that did by the researcher. All of student's very excited study about vocabulary by blindfold game, some students were not active while learning and some of the students really active during the teaching and learning process, it could be seen in the interview with the students and the teacher, as follow:

*"Menurut    Mam    menggunakan    blindfold    game    ini    sangat    bagus*

*diaplikasikan dalam belajar bahasa inggris, termasuk dalam menghafal dan mengunakan vocabulary. Game ini dapat mengembangkan pola pikir siswa untuk berdiskusi dalam satu grup. Saling membantu dan mengajari siswa yang belum faham."*

The quantitative data above is supported by the following qualitative data. One of the students stated that:

*"Alhamdulillah sudah jauh lebih baik miss, games yang miss gunakan juga membuat saya menjadi lebih tertarik untuk menguasai kosa-kata. Saya menjadi lebih mudah untuk mengingatnya miss".*

Here, the students have felt enjoy when mastering vocabulary because the learning in the class is using blindfold games. Other students who was interviewed by the researcher with the same question, said that:

*"Sangat menyenangkan miss, saya menjadi lebih mudah mengingatnya karena melalui game itu, game nya juga seru miss dan mudah untuk dipahami. Melalui game tersebut saya menjadi lebih mudah untuk menghapal dan menguasai kosa-kata baru dalam bahasa inggris".*

Here, the students' statements that he was happy and the game help him to mastery vocabulary because the game is so fun and easy to understand.

But, according to the students' statement 3, she till confuse to mastery vocabulary, she still felt difficult to mastery the vocabulary, like she said:

*"Miss saya msih kebingungan dalam mengusai kosa-kata ini, saya udah*

*mencoba menghafalnya tetapi saya tetap masih kesulitan. Blindfold yang Miss jelaskan juga msih susah untuk saya fahami".*

Based on the quantitative and qualitative data above, it can be concluded that, in the cycle I, the students' ability in mastering vocabulary is still not good yet, but some of the students has success to increase their ability. Therefore, the first cycle was considered unsuccessful. So, the next cycle was needed to increase the student's ability at mastery vocabulary. So, the second cycle will be conducted by the researcher.

### 4.2.4 Reflection

In this stage, the researcher evaluated the teaching learning process in the end of the meeting in the first cycle. The researcher asked the students about their

Problems to master some vocabularies. The evaluation of two meetings became the reflection for the researcher to make cycle II. From the data that had collected, the results of the post test cycle I obtained total score of the students was 1712. And the average score of the students was 68.48. From the result it can be seen that the students score in the Post-test I increased higher than the students score in the Pre-test. The percentage of test score of students who past the KKM are 40%.

From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. Second cycle was held to achieve the improvement score of the student's ability in mastering vocabulary.

**4.3    Cycle II**

The second cycle was done by the researcher in order to get the better improvement of students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

**4.3.1   Planning**

In this stage, blindfold game was applied in teaching learning process. In this cycle, teaching learning process in vocabulary learning more emphasized students. The researcher created more supportive condition in order to picture of vocabulary the students to give more their response and their participation actively in the class. Here the researcher prepared the new material. Further, the lesson plans are enclosed in the appendix.

**4.3.2   Action**

The researcher tried to do best while teaching the material. In this step, there were some activities done by the researcher, they were: (a) Made sure students understand the aims and the benefits of blindfold game. (b) The teacher explained the material and competence that would be reached. (c) The teacher explained more about vocabulary, gave the example and implementing of blindfold game. (d) The teacher asked the students to sit in group that consist of four persons and gave test that related to vocabulary mastery. (e) All of the group answers the questions. (f) The teacher closed the meeting and motivated the students to study hard.

### 4.3.3  Observation

The observation was done for cycle II. From the last result it indicates that the students had able to mastered the vocabulary. Most of students got score up 70.

Quantitatively, the result of post-test in the second cycle, it showed that the total score of the students was 2008 and the number of students who successes the test was 23 students from 25 Students, and the mean of the students' score of the test was 80.32. It could be concluded that the students' score in the post test II was improved. The percentages of the students' score was 88% consist of 23 students successes and achieved score 70 or up 70. So, the post-test II was categorized successful. Based the data, the result showed the improvement of the students" score from the pre-test to the post-test of the first cycle and to the post-test of the second cycle. In the pre-test, the students who got the score 70 or more were 2 from 25 students (8%). In the post-test of the first cycle, the students who got the score 70 or more were 10 from 25 students (40%). In the post-test of second cycle, the students who got the score 70 or more were 23 from 25 students (88%). In the first test there was 8% (2 students) who got the score 70 or more. In the second test there was 40% (10 students) who got the score 70 or more. In the third test there was 88% (23 students) who got the score 70 or more. Most of the students" score improved from the first test to the third test.
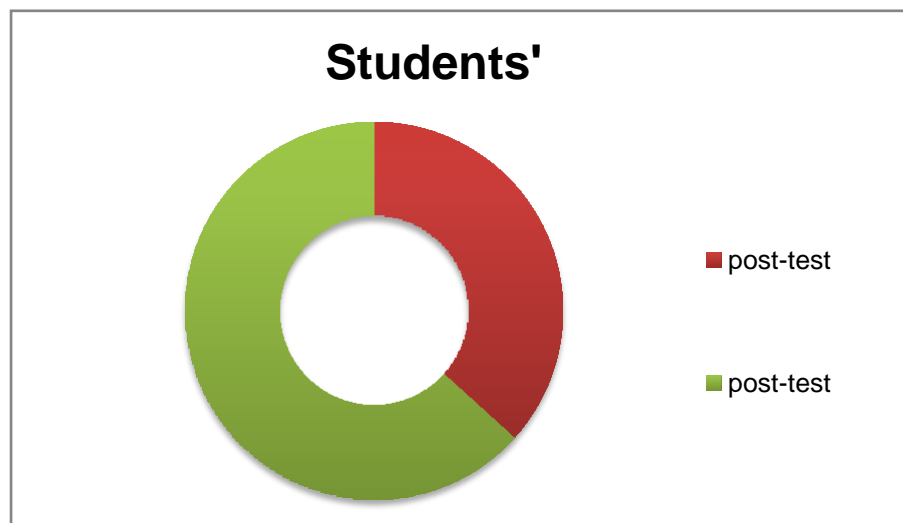
The quantitative data above was also supported by the qualitative data taken through interview with English teacher and students, observation, and photographs. Interview was done when the researcher applying short animated stories to the students who got the low and high score during learning process. The result of the third interview with English teacher showed that there has been an improvement on the students' vocabulary. The students were interested in learning process by blindfold game. The students' activity has improved than before. In giving attention to the students, the researcher was good, because the researcher was able to control the class. And the interview with the students showed that in expressing the opinion, the students can use vocabulary in English better than before. In answering the question from the teacher, the students can answer it. The students can mastered many vocabularies. It could be seen as follow:

*"Lebih asyik miss, saya menjadi lebih mudah untuk menguasai kosa-kata. Sekarang menjadi sangat lebih mengerti bagaimana menguasai kosa-kata bahasa*

*Inggris dengan mudah. Game yang miss berikan sangat seru".* Here, the student is easier to mastered vocabulary because she has known the way to mastery vocabulary easier.

The other student said that: *"Game nya sangat seru dan saya sangat suka pembelajaran menggunakan game. Belajar menjadi menyenangkan dan tidak membosakan".* Here, he assumed that game can improve the students' interesting in learning vocabulary, so in learning process is not boring.

Based on the data above, it showed the good improvement for the students. And in the documentation, it was found that the students were active, interested and enthusiastic while teaching learning process after the researcher applied short animated stories. It could be seen with the contrast of the students" score in pre-test, post-test I, and post-test II.

### 4.3.4 Reflection

In this case, the feedback of teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded there is (a) the researcher could be increased on the students' vocabulary mastery by implementing blind fold game. Based on the observation sheet that showed the improvement every cycle. (b) Students' score also had improvement. It was based on the percentage of the students' score in the pre-test were 8%, and post-test I were 40% at the first cycle. And the total of the improvement of the students score in post-test II were 88% at the cycle two.

**Table 4.10**

**The Percentage of Students who got point up to 70**

| Competence test | Percentage |
|:---:|:---:|
| Pre –test | 8% |
| Post –test I | 40% |
| Post test II | 88 % |

In the pre-test, the students who got the score 70 or more was 2 from 25 students (8%). In the post-test of the first cycle, the students who got the score 70 or more were 10 from 25 students (40%). In the post-test of second cycle, the students who got the score 70 or more were 23 from 25 students (88%). In the first test there was 8% (2 students) who got the score 70 or more. In the second test there was 40% (10 students) who got the score 70 or more. In the third test there was 88% (23 students) who got the score 70 or more. Most of students' score improved from the first test to the third test.

Based on the result of data, the implementation of classroom action research was appropriate to mastered vocabulary. Moreover, it aimed to know the improvement of students in implementing blindfold game. It can be concluding that the planning to the reflection that the researcher and collaborator have done, it could work well and successful.

**4.3.5  Discussion**

Based on the research finding above, the researcher found that blindfold game can improve the students' vocabulary mastery at VIII-1 Grade MTs Percontohan Tebing Tinggi.

Based on the result of quantitative data which were obtained from tests in every cycle. It shows that there was score's improvement after giving a treatment in the classroom. The mean of the students' score in post test of cycle I was 68.48. Then the mean of the students' score in post test of cycle II was 80.32. It means that there are the number of students' score improved thorough implementing blindfold game in vocabulary mastery of post test of cycle II was higher than the post test of cycle I.

Based on result of the qualitative data which were obtained from observation sheet, interview and documentation. It was found that the effectiveness of teaching and learning activities in the classroom was improved in every steps cycle. In indicated that the implementation of blindfold game could have students in memorized vocabulary, used vocabulary, and enjoyable in teaching learning process.

Some of the previous research used game to improve vocabulary mastery, Febriyansyah conducted a research about (*Improving Students' Vocabulary Mastery Through Bingo Game for Grade X of Sman 4 Purworejo In the Academic Year. This research is aimed to improve the vocabulary mastery of Grade X students of SMAN 4 Purworejo through Bingo Game in the academic year of 2014/2015.The result of this

research was game can improve the students' vocabulary mastery**.** The same thing was found in research have conducted by Ritonga about *Improving Students' Ability in Mastering Vocabulary by Word Square Method at MTs. Nur Ihsan Medan.*This research aimed to find out the improving students' vocabulary ability by using  Realia media. The media was success to improve the students' vocabulary mastery.

From the explanation above, the researcher can conclude that blind fold game is available method learning in Junior High School. Based on the data which had been collected and analyzed, the researcher can conclude that blindfold game can improve the students' vocabulary mastery at VIII-1 grade MTs Percontohan Tebing Tinggi.

# CHAPTER V

# CONCLUSION AND SUGGESTION

**5.1    Conclusion**

The following conclusions can be drawn from the findings and discussion on improving students' vocabulary mastery by use of the blindfold game:

1.  Before implementing blindfold game in learning activities, the learners' vocabulary mastery is still low. From the pre-test results, it can be shown that the mean student score was 41.04 or just 2 students passed the test.

2.  The students responded very well during the teaching and learning process.

3.  Most of the students were interested in using the blindfold game and got good feedback from the student. It can be shown from the observation sheet that the students answered the researcher's question and instruction.

**5.2    Suggestions**

Based on the results of this research, the researcher makes the following suggestion:

1.  For the teacher

The researcher suggested that teachers solve problems in vocabulary learning by using a blindfold game technique. The objective is to make students enjoy learning and master vocabulary easily.

2. For the students

Students should master vocabulary as much as possible. Because students' mastery of vocabulary needs to be improved so that they express their ideas clearly.

3. For the next researcher

The researcher suggests to the next researcher to use a similar technique to explore more positive impacts of this technique for improving the student mastery vocabulary or the other skill so better research can be achieved.

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## LESSON PLAN

School            : MTs Percontohan Tebing Tinggi

Subject           : English

Class/Semester    : VIII

Timeallocation    : 2 x 40 minutes

Topic             : Practice game in vocabulary

**A.    Core Competence**

K 1      : Respect and appreciate the teachings of the religion he address to

K 2      : Respect and appreciate honest, disciplined, courteous, confident, caring, and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and surrounding environment, nation, country and regional region.

K3       : Understand and apply factual, conceptual, procedural, and meta cognitive knowledge at a simple technical and specific level based on the curiosity about science, technology, art, culture with humanity, nationality and state of the art insights related to the phenomena and occurrences of the eye.

K4       : Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of concrete and abstract realm in accordance with what is learned at school and other similar sources in a theoretical perspective.

**B.** **Basic Competence and Indicators of Achievement**

| Basic Competence | Indicator |
|---|---|
| 1.1 Imitating speech in very simple expressions in detail | 1. Students say the vocabulary that is given by theteacher.<br>2. Students are able to respondto<br>3. meaning and say vocabulary |
| 1.2 Respond by acting in accordance with the instructions actively in the context of the class and outside the classroom and in the game. | 1. Active to write the students in classes with intrusion given by theteacher<br>2. Students are able to becreative and logical in class. |
| 3.2 Understand social functions, txt structure, and linguistic elements in self-introductory expressions, and their responses, according to the context of their use. | 1. Students can introduce their self.<br>2. Students can respond what their friends say. |

**C.** **Learning Objectives**

At the end of learning students can:

- The students are able to express, ideas, and statements systematically, logically and creatively, according to the context and situation.

- Students can compile words from blindfold game with vocabulary that has been given.

- Students can have new media in learning vocabulary by using blindfold.

- Students can have new vocabulary and are easy to remember.

- Active and creative students in learning vocabulary with blindfold games.

**D.**    **Main Materials**

| Words | Meaning |
|---|---|
| Reading Swimming Playing football Singing Watching movie Dancing Fishing Photography Traveling Hiking. Drawing Painting Whiteboard Marker Garlic Salt Floor Chalk Chair Wall Cupboard Classroom Library Laboratory Market Office Bathroom Cinema Hospital | Membaca Berenang Bermain sepak bola Bernyanyi Menonton film Menari Memancing Fotografi Wisata Mendaki Menggambar Melukis Papantulis Spidol Bawangputih Garam Lantai Kapur Kursi Dinding Lemari Kelas Perpustakaan Laboratorium Pasar Kantor Kamar mandi Bioskop Rumah sakit |

**E.    Teaching Learning Process**

1.    Opening (10minute)

    a.  Say greetings kindly to students when entering the classroom

    b.  Check the presence of students

    c.  The teacher motivates learning to students

2.    Main activity (60minute)

    a.  The teacher gave the pretest

    b.  The teacher explained then material about vocabulary

    c.  Teachers provide a stimulus in the form of giving material about the use of blindfold game to students

    d.  Teachers preach students to blindfold game

    e.  Teachers familiarize active and creative students in playing blindfold game

    f.  Teachers accustom them to memorizing vocabulary according to the vocabulary they have classified before ask

    g.  Teachers provide opportunities for students to ask what information they want to know about blindfold games Associate

    h.  The teacher starts dividing 4 people in 1 group to students

    i.  Provide time for discussion groups that the teacher determines

    j.  The teacher starts the game with one group that advances first with 10 minutes

    k.  The teacher looks at the blindfold game reactions of students with the vocabulary they already have

l.  After finishing the game and finishing the tile one will calculate the score that is already on the board.

m.  After the game is finished the teacher continues for the next group.

Confirmation

a.  Teachers provide feedback to students by giving reinforcement in oral form to students who have been able to complete their assignments.

b.  Facilitating students to reflect to gain the learning experience that has been done.

c.  Giving motivation to students who are lacking and cannot yet participate in material about vocabulary

3.  Final Activity (10')

a.  The teacher gives conclusions

b.  The teacher closes the learning with prayer

**F.  Source**

- Dictionary
- Handkerchief
- Video
- Etc

## G. Assessment

- Technique :           Writing test
- The form of instrument :    Multiple choise
- The example  Instrument :    Test

- **Manual Assessment**

The way of manual assessment: $S = \dfrac{R}{N} \times 100$

       S: score
       R: The correct answer
       N: Total of the question

Known by:

                                                    Tebing Tinggi, 19 October 2020

Principal of MTs Percontohan              English Teacher

Drs. Zaharuddin                               Afrina Kurniati

                          Researcher

                    Anita Rukmana Harahap
                          0304162105

**INTERVIEW SHEET**

Interview for the English teacher in the preliminary study (Before Classroom Action Research)

Interview kepada Guru Bahasa Inggris (MTs PercontohanTebing Tinggi)

Interviewer        : Anita Rukmana Harahap

Interviewee        : Mam Afrina Kurniati S.Pd

Profession         : English Teacher R   :Researcher

T          : Teacher

R          : Apa sajakah kegiatan belajar mengajar bahasa Inggris di dalam kelas ?

T          : Proses pembelajaran bahasa inggris di dalam kelas hanya memberikan materi dan tes

R          : Teknik apa saja yang dilakukan dalam pembelajaran vocabulary?

T          : Metode penghafalan

R          : Media apa saja yang digunakan dalam pembelajaran vocabulary ?

T          : Menggunakan kamus

R          : Apakah ada prasarana dan fasilitas yang tersedia di sekolah ini untuk mendukung pembelajaran bahasa inggris ?

T          : Tidak ada sarana yang tersedia

R          : Apa kendala murid dalam pembelajaran vocabulary ?

T          : Murid susah menghafal vocabulary, pengucapan vocabulary mereka pun masih kurang bagus

R          : bagaimana partisipasi siswa dalam pembelajaran vocabulary dalam

bahasa inggris berlangsung?

T  : Siswa kadang mood kadang tidak, siwa kadang lupa membawa kamus

R  : Berapa KKM pelajaran bahasa inggris di kelas VII ?

T  : KKM nya masih 70

R  : Apakah Mam pernah mendengar teknik blindfold games pada pembelajaran vocabulary ?

T  : Pernah

R  : Apakah mam pernah mengaplikasikan blindfold game dalam pembelajaran bahasa inggris ?

T  : Belum pernah

**APPENDIX III**

**Interview for the English Teacher**

After Classroom Action Research

Interview kepada guru bahasa inggris MTs Percontohan Tebing Tinggi

Interviewer        : Anita RukmanaHarahap

Interviewee        : Mam Mam Afrina Kurniati, SPd

Profession         : English Teacher

R        : Researcher

T        : Teacher

R        : Bagaimana kemampuan siswa kelas VIII-1 setelah menerapkan media

         blindfold games ?

T        : Kondisi sangat baik dan santai

R        : Bagaimana pengusaan vocabulary siswa setelah menerapkan blindfold

         game dalam pembelajaran vocabulary ?

T        : lebih mudah mengerti dan menghafalkan kata yang baru

R        : Menurut Mam apakah blindfold games dapat memperkaya vocabulary

         pada siswa ?

T        : Yes, siswa lebih rajin dalam berfikir dan memahami vocabulary yang

         baru untuk dihafal

R        : Apakah strategi iniefektifditerapkandalampembelajaran vocabulary ?

T        : Yes, supaya siswa lebihefektifdalampembelajaran

**INTERVIEW SHEET WITH THE STUDENTS (PRE TEST)**

Researcher   : Assalamu'alaikum Warahmatullahi wabarakatuh

Students    : Waalaikum salam Miss

Researcher   : ketika belajar bahasa Inggris pernah gak kalian merasa kesulitan dalam pembelajaran ? kira-kira apa kesulitannya?

Student1    : Pernah Miss, kesulitannya ketika disuruh membaca bahasa inggris dan mengartikannya Miss.

Students2    : Sering Miss, apalagi ketika disuruh menghafal vocabulary Miss.

Student3    : Pernah Miss, ketika mau membaca Miss, tulisan sama bacaannya-beda Miss.

Researcher   : Oke, selanjutnya Miss mau Tanya, kalian sudah pernah belajar vocabulary atau menghafal vocabulary?

Student1    : Pernah Miss

Student2    : Pernah Miss, tapi udah banyak yang lupa kosa kata Miss.

Student3    : Pernah Miss.

Researcher   : Bagaimanasih cara guru bahasa inggris mengajarkan tentang voca- bulary di kelas?

Student1    : Kadang Mam itu menjelaskan teks, dan memberikan tugas untuk-menghafal vocabularynya.

Student2    : Mam bahasa inggris menjelaskan tentang vocabulary, dan kami disuruh mencatat di buku tulis atau notes gitu Miss.

Student3    : Dengan cara membawa kamus setiap pelajaran bahasa Inggris dan

mengartikan kosa kata yang tidak dimengerti.

Researcher : Bagaimanakesan kalian ketikabelajar vocabulary dan menghafal-

vocanulary?

Student1 : Membosankan Miss.

Student2 : Kadang salah pengucapannyaMiss.

Student3 : Belajar dan menghafal vocabulary sangatsusah Miss, karename-

manggaksukabahasaInggrisMiss

**APPENDIX V**

**INTERVIEW SHEET WITH THE STUDENTS (POST TEST)**

Researcher : Assalamualaikum warahmatullahi wabarokatuh

Students : Waalaikum salam Miss

Researcher : Bagaimana menurut kamu ketika Miss mengajarkan tentang vocabu- lary dengan menggunakan blindfold game?

Student1 : Asyik Miss, Miss menjelaskannya dengan jelas sehingga saya memahaminya.

Student2 : Menyenangkan Miss, karena dengan bermain blindfold game kami mudah menghafal vocabulary.

Student3 : Kalau sama Miss, belajarnya enjoy Miss.

Researcher : Bagaimana kesan kamu setelah kita belajar vocabulary menggunakan Blindfold game ?

Student1 : Lebih asyik miss, saya menjadi lebih mudah untuk menguasai kosa-kata

Student2 : Alhamdulillah sekarang kami udah tahu cara menghafal vocabulary Miss.

Student3 : EnjoyMiss.

**APPENDIX VI**

**OBSERVATIONSHEETOFSTUDENTS'ACTIVITYINCYCLE I**

**ANDCYCLE II**

The following is an available list of learning aspect which has done by the teacher

in the classroom. Please give assign checklist (√) based on the column exactly.

**1=Bad,          2 = Enough,          3= Good,          4 = VeryGood**

| No | Activity | Cycle I | | | | Cycle II | | | |
|----|----------|---|---|---|---|---|---|---|---|
| | | **1** | **2** | **3** | **4** | **1** | **2** | **3** | **4** |
| 1 | Students listen and payattention to the teacher's explanation and instructionabout Vocabulary. | | | √ | | | | | √ |
| 2 | Students ask/answer the teacher's Question about vocabulary taught by blindfold games. | | | √ | | | | | √ |
| 3 | Students understand to the teacher's explanation and instruction by using blindfold game. | | | √ | | | | | √ |
| 4 | Students ask some question to the Teacher about memorize Vocabu- lary that taught with blindfold Game | | | √ | | | | | √ |

| No | Description | | √ | | | | | √ |
|---|---|---|---|---|---|---|---|---|
| 5 | Students memorize vocabulary based on the teacher's explanation with blindfold game. | | √ | | | | | √ |
| 6 | Students do all tasks actively and cooperatively after they taught vocabulary with Blindfold game | | √ | | | | | √ |
| 7 | Students collect their papers on time. | | √ | | | | | √ |

Known by:

Tebing Tinggi, 19 October 2020

Principal of MTs Percontohan

English Teacher

Drs. Zaharuddin

Afrina Kurniati

Researcher

Anita Rukmana Harahap

0304162105

**APPENDIX VII**

**STUDENTS WORKSHEET (PRE-TEST )**

**Name:**

**Class :**

**Choose the correct answer with crossing (X )a,b,c and d!**

1.      A: What is yourname?

        B: ….

        a.      My nameis B                  c. My hobby is Writing

        b.      I livein Yogyakarta          d. I likewriting

2.      Hendry :Hello Raka : …..

        a.      Hai                          c. oke

        b.      hello                        d. Nice to meetyou

3.      My hobby is….

        a.      hello                        c. I live atMedan

        b.      swimming                     d. Nice to meetyou

4.      Nia likes (membaca) Membaca means…..

        a.      Reading                      c.Riding

        b.      swimming                     d. Cooking

5.      The carpet is … I want to cleanit.

        a.      Shiny                        b. Dirty

        c.      Large                        d. Good

6.      Sports help us become strong and…

        a.      Hearty                       b. Sleepy

c. Healthy                 d. Wealth

7. He is diligent boy. The antonym of underline word is…

    a. Stupid              b.Lazy

    c. Smart               d. Clever

8. Agnes is a … she teaches English in our class. Every students loveher.

    a. Kindteacher         b. Arrogant teacher

    c. Cruelperson         d. Bad woman

9. It is big, clean, and comfortable. The underlined word means…

    a. Beautiful            b.Enjoyable

    c. Uninteresting        d. Unattractive

10. Sugar is ….. , but honey is sweeter thansugar.

    a. salty                b.small

    c. sweet               d. smooth

11. I don't like goingout...night

    a. in                  b. on

    c. at                  b. or

12. I'll seeyou..Friday

    a. at                  b. in

    c. or                  d. on

13. Columbus made his first voyage from Europeto America 1942

    a. at                  b. in

    c. on                 d. with

14. A room where a person takes a bathis…

   a. Bathroom          b.School

   c. Bedroom           d.Library

15. A place where bread and cakes are madeis….

   a. School            b.Library

   c. Bakery            d.Garden

16. Doctors. many deadlydiseases

   a. havecured         b.cure

   c. cured             d. arecure

17. Will you be here theweekend?

   a. in                b. or

   c. at                d. or

18. When you have a headache, you go to see a …

   a. Police            b.Teacher

19. The rain... since lastmorning

   a. stop              b. hasn'tstopped

   c. is stop           d. stopped

20. My English...really... since I moved toAustralia

   a. had/imrove        b.has/improved

   c. is/improving      d. are/improved

21. … helps a doctor to examine apatient.

   a. atailor           b. anurse

c.   acarpenter          d. achef

22.   The clownis so He makes all kids laugh andhappy.

   a.   funny              b. quiet

   c.   noisy              d. disgusting

23.   Doyouwork. theevening?

   a.   in                 b. at

   c.   on                 d. or

   Text for number 25-28!

   I would like to introduce myself. My name is Fatya Kartika.

   My nick name is Fatya.

   I am 10 years old. I am a student. I am from Bogor

24.   The girlis….

   a.   Drawing            c.Studying

   b.   Listening          d. Swimming

25.   The girl name is...

   a.   Fatya              c. Kartika Fatya

   b.   Kartika            d.FatyaKrtika

26.   The girl's nick name is...

   a.   Fatya              c.Tiya

   b.   Kartika            d. Tika

27.   Fatya is ... yearsold.

   a.   Seven              c. Nine

   b.   Eight              d.Ten

28. My father is reading ……. in the officenow.

    a. anewspaper        c. atelevision

    b. aspeaker           d. aradio

29. My grandmother always tell me to wash my …… before eatingsomething.

    a. Teeth              c.Feet

    b. Face               d.Hands

30 is a spicy food fromIndonesia.

    a. Chocolate         c.Pudding

    b. Rendang           e.Cake

31. Weneed to bring our schoolbooks.

    a. Pencilcase         c. Bag

    b. Book              d.Uniform

32. Will you go with me to the ….. to watch amovie?

    a. Stadium          c.Hospital

    b. Cinema           d.Theater

33. My teacher writes in the. . . by using amarker

    a. Whiteboard        c.Chalk

    b. Floor              d.Map

34. The students sit on the . ..

    a. Table              c.Chair

    b. Cupboard        d. Wall

35. The students usually have an experiment in . ..

    a. Classroom        c.Laboratory

b. Library    d.Office

36. Budi needs . . . to remove his wrongwriting.

 a. Pencil    c.Eraser

 b. Pen     d. Ruler

37. Andi reads the English book inthe….

 a. Library    c.Canteen

 b. Market    d.Bathroom

38. We often watch …. In theevening.

 a. Newspaper   c.Magazine

 b. Radio     d.Television

39. Grind together garlic, paper, and salt. Kata Grindbermakna…

 a. Uleg     c. Cincang

 b. Campurkan   d.Tambahkan

40. If you study hard , you will be …. In yourexamination.

 a. Unsuccess   c.Success

 b. Sad     d. Stupid

41. Mr. Dedi is a teacher. He works in . ….

 a. Hotel     c.School

 b. Hospital    d. TeacherOffice

42 is the place for the students tostudy.

 a. Canteen    c. Teacher Office

 b. Classroom   d.Library

43. Weneeds to bring our schoolbooks.

   a. Wallet       c. PencilCase

   b. Bag       d.Uniform

44. There are pencil, pen, eraser and sharpener in the . ..

   a. Pencil Case       c.Book

   b. Bag       d. Wallet

45. Budineeds to remove his wrongwriting.

   a. Pencil       c.Eraser

   b. Pen       d.Ruler

46. Ceremonies on Monday do at . ..

   a. Classroom       c.Canteen

   b. TeacherOffice       d. Field

47. I go to school by . ..

   a. Bike       c.Plane

   b. Ship       d.Helicopter

48. We are .. .MTs.Percontohan

   a. Students       c.Doctors

   b. Teachers       d.Artists

49. Students have to wear uniform to go to . ..

   a. Party       c. Mall

   b. Bed       d.School

50. There is a . . . of Indonesia on the classwall.

   a. Map       c.Globe

b.    Book                    d. Noticeboard

51.    The . . . in the library is used to placed the books based on type ofit.

a.    Table                   c.Bookshelf

b.    Book                    d.Chair

52.    Beside reading a book, the students also can read . . . in thelibrary.

a.    Magazine                c.Map

b.    Book                    d. Globe

53.    The uses of the . . . is to know location ofcountries.

a.    Globe                   c.Magazine

b.    Book                    d.Newspaper

54.    A . . . works in thelibrary

a.    Teacher                 c.Librarian

b.    Security                d.Headmaster

55.    The students usually have an experiment in . ..

a.    Classroom               c.Laboratory

b.    Library                 d.Office

56.    is the place to borrow some books atschool.

a.    Canteen                 c.Library

b.    Classroom               d. TeacherOffice

57.    Rani is a student. She bring a . ..

a.    Book                    c.Belt

b.    Icecream                d. Television

58. A: Can you helpme?

B: Yes of course. What can I do for you? A:Please,  this bag to myroom.

B: Yes sir.

a. Help                c.Give

b. Has                 d.Bring

59. Indah the match in National Olimpiade. She is veryhappy.

a. Jumped              c.Lost

b. Won                 d.Celebrated

60. If you study hard, youwillbe    in yourexamination.

a. Unsuccess           c.Success

b. Sad                 d. Stupid

**APPENDIX VIII**

## THE STUDENTS' SCOREINPRE-TEST

| NO | INITIAL NAME OF STUDENTS | SCORE | |
| --- | --- | --- | --- |
| | | Pre-Test | Criteria of Success $\geq 69$ |
| 1 | ARPS | 24 | Unsuccess |
| 2 | AJ | 32 | Unsuccess |
| 3 | AD | 40 | Unsuccess |
| 4 | **DA** | **72** | **Success** |
| 5 | DA | 60 | Unsuccess |
| 6 | DAP | 28 | Unsuccess |
| 7 | FAL | 60 | Unsuccess |
| 8 | HAD | 32 | Unsuccess |
| 9 | HS | 24 | Unsuccess |
| 10 | IF | 40 | Unsuccess |
| 11 | JT | 28 | Unsuccess |
| 12 | KNL | 36 | Unsuccess |
| 13 | MAP | 28 | Unsuccess |
| 14 | MI | 20 | Unsuccess |
| 15 | MH | 36 | Unsuccess |
| 16 | MRA | 40 | Unsuccess |
| 17 | NRP | 56 | Unsuccess |
| 18 | NM | 36 | Unsuccess |

| | | | |
|---|---|---|---|
| 19 | PFY | 40 | Unsuccess |
| 20 | RSP | 44 | Unsuccess |
| 21 | UA | 40 | Unsuccess |
| 22 | WR | 60 | Unsuccess |
| 23 | YN | 40 | Unsuccess |
| 24 | **ZFL** | **70** | **Success** |
| 25 | ZF | 42 | Unsuccess |
| | **TOTAL** | $\sum X = 1026$ <br> $X = 41.04$ | |

**APPENDIX IX**

**STUDENTS WORKSHEET (POST-TEST I & POST- TEST II)**

**Name   :**

**Class   :**

**Choose the correct answer with erossing (X) a, b, c, d!**

**Text for number 1- 4!**

I would like to introduce myself. My name is Fatya Kartika.

My nick name is Fatya.

I am 10 years old. I am a student. I am from Bogor

1.     The girlis….

       c.   Drawing             c.Studying

       d.   Listening            d.Swimming

2.     The girl name is...

       c.   Fatya               c. Kartika Fatya

       d.   Kartika             d. FatyaKartika

3.     The girl's nick name is...

       c.   Fatya               c.Tiya

       d.   Kartika             d. Tika

4.     Fatya is ... yearsold.

       c.   Seven               c. Nine

       d.   Eight               d.Ten

5.     The carpet is … I want to cleanit.

       a. Shiny                 b.Dirty

c. Large                    d. Good

6.   Sports help us become strong and…

     a.Hearty                   b. Sleepy

     c.Healthy                  d.Wealth

7.   He is diligent boy. The antonym of underline word is…

     a.Stupid                   b.Lazy

     c.Smart                    d. Clever

8.   Agnes is a … she teaches English in our class. Every students loveher.

     a. Kind teacher            b. Arrogant teacher

     c. Cruel person            d. Bad woman

9.   Sugar is ….. , but honey is sweeter thansugar.

     a. salty                   b. small

     c.sweet                    d. smooth

10.  I don't like goingout...night

     a.in                       b. on

     c.at                       d. with

11.  I'll seeyou..Friday

     a.at                       b. in

     c.or                       d. on

12.  Columbus made his first voyage from Europeto America 1942

     a.at                       b. in

     c.on                       d. with

13. A room where a person takes a bath is…

a. Bathroom           b. School

c. Bedroom           d. Library

14. A place where bread and cakes are made is….

a. School           b. Library

c. Bakery           d. Garden

15. Doctors. many deadly diseases

a. have cured           b. cure

c. cured           d. arecure

16. When you have a headache, you go to see a …

a. Police           b. Teacher

c. Doctor           d. Singer

17. … helps a doctor to examine a patient.

a. a tailor           b. a nurse

c. a carpenter           d. a chef

18. The clown is so He makes all kids laugh and happy.

a. funny           b. quiet

c. noisy           d. disgusting

19. My father is reading ……. in the office now.

c. a newspaper           c. a television

d. a speaker           d. a radio

20. My grandmother always tell me to wash my …… before eating something.

    c. Teeth                 c.Feet

    d. Face                  d.Hands

21  is a spicy food fromIndonesia.

    c. Chocolate             c.Pudding

    d. Rendang               e.Cake

22. Weneed to bring our schoolbooks.

    c. Pencilcase            c. Bag

    d. Book                  d.Uniform

23. Will you go with meto the to watch amovie?

    c. Stadium               c.Hospital

    d. Cinema                d.Theater

24. My teacher writesin the. by using amarker

    c. Whiteboard            c.Chalk

    d. Floor                 d.Map

25. The students sit on the . ..

    a. Table                 c.Chair

    b. Cupboard              d. Wall

26. The students usually have an experiment in . ..

    a. Classroom             c.Laboratory

    b. Library               d.Office

27. Budi needs . . . to remove his wrongwriting.

   a. Pencil                    c.Eraser

   b. Pen                       d. Ruler

28. Andi reads the English book inthe….

   a. Library                   c.Canteen

   b. Market                    d.Bathroom

29. If you study hard , you will be …. In yourexamination.

   a. Unsuccess                 c.Success

   b. Sad                       d. Stupid

30. This room is dark, pleaseturn onthe…

   a. Lamp                      c.Door

   b. Fan                       d. AC

31. The students write their lesson onthe….

   a. Chair                     c.Blackboard

   b. Table                     d.Cupboard

32. There is a . . . of Indonesiaonthe class wall.

   a. Map                       c. Globe

   b. Book                      d. Noticeboard

33. The . . . in the library is used to placed the books based on type ofit.

   a. Table                     c.Bookshelf

   b. Book                      d.Chair

34. Beside reading a book, the students also can read . . . in thelibrary.

   a. Magazine                  c.Map

b.   Book                    d. Globe

35.   The uses of the . . . is to know location ofcountries.

a.   Globe                  c.Magazine

b.   Book                   d.Newspaper

36   is the place to borrow some books atschool.

a.   Canteen                c.Library

b.   Classroom              d. Teacher Office

37.   Ceremonies on Monday do at . ..

a.   Classroom              c.Canteen

b.   TeacherOffice          d. Field

38.   Weare MTs.Percontohan

a.   Students               c.Doctors

b.   Teachers               d.Artists

39.   Students have to wear uniform to go to . ..

a.   Party                  c. Mall

b.   Bed                    d.School

40.   Studentsneed to write aletter

a.   Stamp                  c. Coin

b.   Pen                    d. Glue

**APPENDIX X**

**THE STUDENTS' SCORE IN POST TEST I**

| NO | INITIAL NAME OF STUDENTS | SCORE | |
|---|---|---|---|
| | | Post-Test | Criteria of Success ≥ 69 |
| 1 | ARPS | 60 | Unsucces |
| 2 | AJ | 64 | Unsuccess |
| 3 | AD | 70 | **Success** |
| 4 | **DA** | **80** | **Success** |
| 5 | **DA** | **74** | **Success** |
| 6 | DAP | 60 | Unsuccess |
| 7 | **FAL** | **74** | **Success** |
| 8 | HAD | 64 | Unsuccess |
| 9 | HS | 64 | Unsuccess |
| 10 | IF | 68 | Unsuccess |
| 11 | JT | 62 | Unsuccess |
| 12 | KNL | 60 | Unsuccess |
| 13 | MAP | 68 | Unsuccess |
| 14 | MI | 64 | Unsuccess |
| 15 | MH | 60 | Unsuccess |
| 16 | **MRA** | **70** | **Success** |
| 17 | **NRP** | **80** | **Success** |

| 18 | NM | 68 | Unsuccess |
|---|---|---|---|
| 19 | **PFY** | **72** | **Success** |
| 20 | RSP | 68 | Unsuccess |
| 21 | **UA** | **72** | **Success** |
| 22 | **WR** | **78** | **Success** |
| 23 | YN | 60 | Unsuccess |
| 24 | **ZFL** | **84** | **Success** |
| 25 | ZF | 68 | Unsuccess |
| | **TOTAL** | **∑X =1712**<br><br>$X = 68.48$ | |

**APPENDIX XI**

## THE STUDENTS' SCORE IN POST TEST II

| NO | INITIAL NAME OF STUDENTS | SCORE | |
|----|----|----|----|
| | | Post-Test | Criteria of Success ≥ 69 |
| 1 | ARPS | 78 | **Success** |
| 2 | AJ | 80 | **Success** |
| 3 | AD | 92 | **Success** |
| 4 | **DA** | **96** | **Success** |
| 5 | DA | 82 | **Success** |
| 6 | DAP | 78 | **Success** |
| 7 | FAL | 82 | **Success** |
| 8 | HAD | 68 | Unsuccess |
| 9 | HS | 74 | **Success** |
| 10 | IF | 78 | **Success** |
| 11 | JT | 82 | **Success** |
| 12 | KNL | 66 | Unsuccess |
| 13 | MAP | 78 | **Success** |
| 14 | MI | 80 | **Success** |
| 15 | MH | 76 | **Success** |
| 16 | MRA | 78 | **Success** |
| 17 | NRP | 96 | **Success** |

| 18 | NM | 78 | **Success** |
|---|---|---|---|
| 19 | PFY | 80 | **Success** |
| 20 | RSP | 74 | **Success** |
| 21 | UA | 80 | **Success** |
| 22 | WR | 86 | **Success** |
| 23 | YN | 68 | Unsuccess |
| 24 | **ZFL** | **92** | **Success** |
| 25 | ZF | 86 | **Success** |
| | **TOTAL** | **∑X=2008** $X$ **=80.32** | |

**APPENDIX XII**

**Students' score from Pre-Test, Post Test I, and Post-Test II**

| NO | Initial Name | Pre-Test | Post Test I | Post Test II |
|----|--------------|----------|-------------|--------------|
| 1 | ARPS | 24 | 60 | 78 |
| 2 | AJ | 32 | 64 | 80 |
| 3 | AD | 40 | 70 | 92 |
| 4 | DA | 70 | 80 | 96 |
| 5 | DA | 60 | 74 | 82 |
| 6 | DAP | 28 | 60 | 78 |
| 7 | FAL | 60 | 74 | 82 |
| 8 | HAD | 32 | 64 | 68 |
| 9 | HS | 24 | 64 | 74 |
| 10 | IF | 40 | 68 | 78 |
| 11 | JT | 28 | 62 | 82 |
| 12 | KNL | 36 | 60 | 66 |
| 13 | MAP | 28 | 68 | 78 |
| 14 | MI | 20 | 64 | 80 |
| 15 | MH | 36 | 60 | 66 |
| 16 | MRA | 40 | 70 | 78 |
| 17 | NRP | 56 | 80 | 96 |
| 18 | NM | 36 | 68 | 78 |
| 19 | PFY | 40 | 72 | 80 |

| 20 | RSP | 44 | 68 | 74 |
|---|---|---|---|---|
| 21 | UA | 40 | 72 | 80 |
| 22 | WR | 60 | 78 | 86 |
| 23 | YN | 40 | 60 | 68 |
| 24 | ZFL | 70 | 84 | 92 |
| 25 | ZF | 42 | 68 | 86 |
| | TOTAL | $\sum X = 1026$ <br><br> $X = 41.04$ | $\sum X = 1712$ <br><br> $X = 68.48$ | $\sum X = 2008$ <br><br> $X = 80.32$ |

**APPENDIX XIII**

**THE STATISTICAL ANALYSIS OF THE STUDENTS' SCORE**

**IN PRE TEST AND POST TEST I**

| NO | Initial of Name | Pre-Test | Post-Test I | D | $D^2$ |
|----|----------------|----------|-------------|-----|-------|
| 1 | ARPS | 24 | 60 | 36 | 1296 |
| 2 | AJ | 32 | 64 | 32 | 1024 |
| 3 | AD | 40 | 70 | 30 | 900 |
| 4 | DA | 70 | 80 | 10 | 100 |
| 5 | DA | 60 | 74 | 14 | 196 |
| 6 | DAP | 28 | 60 | 32 | 1024 |
| 7 | FAL | 60 | 74 | 14 | 196 |
| 8 | HAD | 32 | 64 | 32 | 1024 |
| 9 | HS | 24 | 64 | 40 | 1600 |
| 10 | IF | 40 | 68 | 28 | 784 |
| 11 | JT | 28 | 62 | 34 | 1156 |
| 12 | KNL | 36 | 60 | 24 | 576 |
| 13 | MAP | 28 | 68 | 40 | 1600 |
| 14 | MI | 20 | 64 | 44 | 1936 |
| 15 | MH | 36 | 60 | 24 | 576 |
| 16 | MRA | 40 | 70 | 30 | 900 |
| 17 | NRP | 56 | 80 | 24 | 576 |

| 18 | NM | 36 | 68 | 32 | 1024 |
|----|-----|----|----|----|------|
| 19 | PFY | 40 | 72 | 32 | 1024 |
| 20 | RSP | 44 | 68 | 24 | 576 |
| 21 | UA | 40 | 72 | 32 | 1024 |
| 22 | WR | 60 | 78 | 18 | 324 |
| 23 | YN | 40 | 60 | 20 | 400 |
| 24 | ZFL | 70 | 84 | 14 | 196 |
| 25 | ZF | 42 | 68 | 26 | 676 |
| TOTAL | | | | ΣD = 686 | ΣD²=20708 |

**From the last computation have been found:**

$$\overline{D} = \frac{686}{25} = 27.44$$

As follow:

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

$$t = \frac{27.44}{\sqrt{\dfrac{\sum 20708 - \dfrac{(\sum 686)^2}{25}}{25(25-1)}}}$$

$$t = \frac{27.44}{\sqrt{\dfrac{\sum 20708 - \dfrac{(\sum 470.596)}{25}}{600}}}$$

$$t = \cfrac{27.44}{\sqrt{\cfrac{\sum 20708 - 18.823}{600}}}$$

$$t = \cfrac{27.44}{\sqrt{\cfrac{20.689}{600}}} = \cfrac{27.44}{\sqrt{34.48}} = \cfrac{27.44}{5.871} = 4.673$$

**APPENDIX XIV**

**THE STATISTICAL ANALYSIS OF THE STUDENTS' SCORE**

**IN POST TEST I AND POST TEST II**

| NO | Initial of Name | Post-Test I | Post-Test II | D | $D^2$ |
|----|----|----|----|----|----|
| 1 | ARPS | 60 | 78 | 18 | 324 |
| 2 | AJ | 64 | 80 | 16 | 256 |
| 3 | AD | 70 | 92 | 22 | 484 |
| 4 | DA | 80 | 96 | 16 | 256 |
| 5 | DA | 74 | 82 | 8 | 64 |
| 6 | DAP | 60 | 78 | 18 | 324 |
| 7 | FAL | 74 | 82 | 8 | 64 |
| 8 | HAD | 64 | 68 | 2 | 4 |
| 9 | HS | 64 | 74 | 10 | 100 |
| 10 | IF | 68 | 78 | 10 | 100 |
| 11 | JT | 62 | 82 | 20 | 400 |
| 12 | KNL | 60 | 66 | 6 | 36 |
| 13 | MAP | 68 | 78 | 10 | 100 |
| 14 | MI | 64 | 80 | 16 | 256 |
| 15 | MH | 60 | 66 | 6 | 36 |
| 16 | MRA | 70 | 78 | 8 | 64 |
| 17 | NRP | 80 | 96 | 16 | 256 |

| 18 | NM | 68 | 78 | 10 | 100 |
|----|-----|----|----|----|-----|
| 19 | PFY | 72 | 80 | 8 | 64 |
| 20 | RSP | 68 | 74 | 6 | 36 |
| 21 | UA | 72 | 80 | 8 | 64 |
| 22 | WR | 78 | 86 | 8 | 64 |
| 23 | YN | 60 | 68 | 8 | 64 |
| 24 | ZFL | 84 | 92 | 8 | 64 |
| 25 | ZF | 68 | 86 | 18 | 324 |
| TOTAL | | | | $\Sigma D = 284$ | $\Sigma D^2 = 3904$ |

**From the last computation have been found:**

$$\overline{D} = \frac{284}{25} = 11,36$$

As follow:

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

$$t = \frac{11.36}{\sqrt{\dfrac{\sum 3904 - \dfrac{(\sum 284)^2}{25}}{25(25-1)}}}$$

$$t = \cfrac{11,36}{\sqrt{\cfrac{\sum 3904 - \cfrac{(\sum 80656)}{25}}{600}}}$$

$$t = \cfrac{11,36}{\sqrt{\cfrac{\sum 3904 - 3226,24}{600}}}$$

$$t = \cfrac{11,36}{\sqrt{\cfrac{677,76}{600}}} = \cfrac{11,36}{\sqrt{1,1296}} = \cfrac{11,36}{1,062} = 10,696$$

# DISTRIBUSI NILAI t$_{tabel}$

| d.f | t$_{0.10}$ | t$_{0.05}$ | t$_{0.025}$ | t$_{0.01}$ | t$_{0.005}$ | d.f | t$_{0.10}$ | t$_{0.05}$ | t$_{0.025}$ | t$_{0.01}$ | t$_{0.005}$ |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 61 | 1.296 | 1.671 | 2.000 | 2.390 | 2.659 |
| 2 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 62 | 1.296 | 1.671 | 1.999 | 2.389 | 2.659 |
| 3 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 63 | 1.296 | 1.670 | 1.999 | 2.389 | 2.658 |
| 4 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 64 | 1.296 | 1.670 | 1.999 | 2.388 | 2.657 |
| 5 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 65 | 1.296 | 1.670 | 1.998 | 2.388 | 2.657 |
| 6 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 66 | 1.295 | 1.670 | 1.998 | 2.387 | 2.656 |
| 7 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 67 | 1.295 | 1.670 | 1.998 | 2.387 | 2.655 |
| 8 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 68 | 1.295 | 1.670 | 1.997 | 2.386 | 2.655 |
| 9 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 69 | 1.295 | 1.669 | 1.997 | 2.386 | 2.654 |
| 10 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 70 | 1.295 | 1.669 | 1.997 | 2.385 | 2.653 |
| 11 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 71 | 1.295 | 1.669 | 1.996 | 2.385 | 2.653 |
| 12 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 72 | 1.295 | 1.669 | 1.996 | 2.384 | 2.652 |
| 13 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 73 | 1.295 | 1.669 | 1.996 | 2.384 | 2.651 |
| 14 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 74 | 1.295 | 1.668 | 1.995 | 2.383 | 2.651 |
| 15 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 75 | 1.295 | 1.668 | 1.995 | 2.383 | 2.650 |
| 16 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 76 | 1.294 | 1.668 | 1.995 | 2.382 | 2.649 |
| 17 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 77 | 1.294 | 1.668 | 1.994 | 2.382 | 2.649 |
| 18 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 78 | 1.294 | 1.668 | 1.994 | 2.381 | 2.648 |
| 19 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 79 | 1.294 | 1.668 | 1.994 | 2.381 | 2.647 |
| 20 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 80 | 1.294 | 1.667 | 1.993 | 2.380 | 2.647 |
| 21 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 81 | 1.294 | 1.667 | 1.993 | 2.380 | 2.646 |
| 22 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 82 | 1.294 | 1.667 | 1.993 | 2.379 | 2.645 |
| 23 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 83 | 1.294 | 1.667 | 1.992 | 2.379 | 2.645 |
| 24 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 84 | 1.294 | 1.667 | 1.992 | 2.378 | 2.644 |
| 25 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 85 | 1.294 | 1.666 | 1.992 | 2.378 | 2.643 |
| 26 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 86 | 1.293 | 1.666 | 1.991 | 2.377 | 2.643 |
| 27 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 87 | 1.293 | 1.666 | 1.991 | 2.377 | 2.642 |
| 28 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 88 | 1.293 | 1.666 | 1.991 | 2.376 | 2.641 |
| 29 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 89 | 1.293 | 1.666 | 1.990 | 2.376 | 2.641 |
| 30 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 90 | 1.293 | 1.666 | 1.990 | 2.375 | 2.640 |
| 31 | 1.309 | 1.696 | 2.040 | 2.453 | 2.744 | 91 | 1.293 | 1.665 | 1.990 | 2.374 | 2.639 |
| 32 | 1.309 | 1.694 | 2.037 | 2.449 | 2.738 | 92 | 1.293 | 1.665 | 1.989 | 2.374 | 2.639 |
| 33 | 1.308 | 1.692 | 2.035 | 2.445 | 2.733 | 93 | 1.293 | 1.665 | 1.989 | 2.373 | 2.638 |
| 34 | 1.307 | 1.691 | 2.032 | 2.441 | 2.728 | 94 | 1.293 | 1.665 | 1.989 | 2.373 | 2.637 |
| 35 | 1.306 | 1.690 | 2.030 | 2.438 | 2.724 | 95 | 1.293 | 1.665 | 1.988 | 2.372 | 2.637 |
| 36 | 1.306 | 1.688 | 2.028 | 2.434 | 2.719 | 96 | 1.292 | 1.664 | 1.988 | 2.372 | 2.636 |
| 37 | 1.305 | 1.687 | 2.026 | 2.431 | 2.715 | 97 | 1.292 | 1.664 | 1.988 | 2.371 | 2.635 |
| 38 | 1.304 | 1.686 | 2.024 | 2.429 | 2.712 | 98 | 1.292 | 1.664 | 1.987 | 2.371 | 2.635 |
| 39 | 1.304 | 1.685 | 2.023 | 2.426 | 2.708 | 99 | 1.292 | 1.664 | 1.987 | 2.370 | 2.634 |
| 40 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 100 | 1.292 | 1.664 | 1.987 | 2.370 | 2.633 |
| 41 | 1.303 | 1.683 | 2.020 | 2.421 | 2.701 | 101 | 1.292 | 1.663 | 1.986 | 2.369 | 2.633 |
| 42 | 1.302 | 1.682 | 2.018 | 2.418 | 2.698 | 102 | 1.292 | 1.663 | 1.986 | 2.369 | 2.632 |
| 43 | 1.302 | 1.681 | 2.017 | 2.416 | 2.695 | 103 | 1.292 | 1.663 | 1.986 | 2.368 | 2.631 |
| 44 | 1.301 | 1.680 | 2.015 | 2.414 | 2.692 | 104 | 1.292 | 1.663 | 1.985 | 2.368 | 2.631 |
| 45 | 1.301 | 1.679 | 2.014 | 2.412 | 2.690 | 105 | 1.292 | 1.663 | 1.985 | 2.367 | 2.630 |

**APPENDIX XV**

## STUDENTS' NAME AND INITIAL

| NO | Name of The Students | The Initial of The Students |
|----|----------------------|------------------------------|
| 1 | Andini Rizkia Putri Sinaga | ARPS |
| 2 | Arafi Juangga | AJ |
| 3 | Ayu Diah | AD |
| 4 | Dhea Ananda | DA |
| 5 | Dimas Anggara | DA |
| 6 | Dwi Ajeng Pratiwi | DAP |
| 7 | Fikry Aditya Lubis | FAL |
| 8 | Hariful Afdillah Dmk | HAD |
| 9 | Halimah Sakdiah | HS |
| 10 | Ibnu Firmansyah | IF |
| 11 | Julia Triani | JT |
| 12 | Khairun Nisa Lubis | KNL |
| 13 | Mitra Andika Pgb | MAP |
| 14 | Muhammad Iqbal | MI |
| 15 | Muhammad Haichal | MH |

| 16 | Mhd. Reza Albukhori | MRA |
|----|---------------------|-----|
| 17 | Nazrul Rizky Pramana | NRP |
| 18 | Nuriyani Marpaung | NM |
| 19 | Putri Febri Yanti | PFY |
| 20 | Rahul Syah Putra | RSP |
| 21 | Ulfa Azura | UA |
| 22 | Widiya Ribilia | WR |
| 23 | Yulia Nurhafizah | YN |
| 24 | Zihan Fatlina Lubis | ZFL |
| 25 | Zura Fitri | ZF |

**APPENDIX XVI**

**Documentation**



**Giving the Pre test**

**Applying Technique of Blindfold Game**



**Post Test**

**Picture with Headmaster of MTsPercontohan**

**APPENDIX XVII LAMPIRAN**

**YAYASAN PERGURUAN ISLAM PERCONTOHAN**
**MADRASAH TSANAWIYAH SWASTA**
**"PERCONTOHAN"**
*Jln. T. Imam Bonjol No. 16 A Telp. (0621) 23981*
*e-Mail : mtsperccontohan@gmail.com – mtsperccontohan@yahoo.com*
*Kel. TambanganHuluKec. Padang Hilir Kota TebingTinggiKodePos 20631*

**SURAT KETERANGAN**
Nomor : 54/MTs/YPIP/TT/2020

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah "Percontohan" Kota Tebing Tinggi, dengan ini menerangkan bahwa:

| | |
|---|---|
| Nama | : Anita Rukmana Harahap |
| NIM | : 0304162105 |
| Tempat/Tanggal lahir | : Pasar Sipiongot, 02 April 1999 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Semester | : IX (Sembilan) |
| Tahun Akademik | : 2019/2020 |

Bahwa nama di atas adalah benar telah diberikan izin riset dan melaksanakan riset di kelas VIII (delapan) di Madrasah Tsanawiyah Percontohan Jln. T. Imam Bonjol No. 16 A, Kota Tebing Tinggi, guna untuk melengkapi data yang berhubungan dengan penulisan skripsi yang bersangkutan dengan judul: *"The Implementation of Blindfold Game to Improve Students' Vocabulary Mastery at MTs Percontohan Tebing Tinggi in Academic Year 2019-2020"*.

Surat keterangan ini dikeluarkan sesuai dengan surat permohonan Izin Riset dari Wakil Dekan Bidang Akademik dan Kelembagaan UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN dengan nomor: B-13685/ITK.V.3/PP.00.9/10/2020 Tanggal 26 Oktober 2020.

Demikian Surat Keterangan ini dibuat sesuai dengan keadaan yang sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Tebing Tinggi,  12 November 2020
Kepala MTs "Percontohan"
Kota Tebing Tinggi

Drs. ZAHARUDDIN