

**SKRIPSI**

**THE IMPLEMENTATION OF BLINDFOLD GAME MEDIA  
TO IMPROVE STUDENTS' VOCABULARY MASTERY**

**AT MTs NURUL HUDA TANJUNG PURA**

*Submitted to the Faculty of Tarbiyah and Teachers Training Faculty UIN SU Medan  
as a Partial Fulfillment of the Requirement for S-1 Degree*

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*Assalamu'alaikum Wr. Wb.*

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

*Wassalamu'alaikum Wr. Wb.*

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## **PERNYATAAN KEASLIAN SKRIPSI**

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya kecuali kutipan-kutipan di dalamnya yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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## ABSTRACT

Keyword: *Using Blindfold Game Media and the Students' Vocabulary Mastery*

This research was conducted to know Blindfold Game Media can improve the students' vocabulary mastery. The subjects of this research were eight grade students of MTs Nurul Huda Tanjung Pura. This research was conducted by using Classroom Action Research. This research was used pre-test and post-test data, interview sheet, observation sheet, and diary note data. The result of this research showed that there was improving of students' vocabulary mastery. The mean of the pre test was 35.36, the mean of the first cycle was 58.57 and the mean of second cycle was 77.86, they showed that the mean in second cycle were better than the first cycle. The percentage of students who got point 75 up also grew up. In the pre-test, nobody of students who got point 75 up. In the post-test of cycle I, the students who got point 75 up there were 11 of students (26%). It means that there was an increasing about 26%. In the post-test of cycle II, students who got point 75 up were 37 students (88.09%) and the increasing was about 62.09%. For the total increasing of the students' score from pre-test to post-test of cycle II was 88.09%. In other words, the students' vocabulary mastery improved from the first meeting to the next one. For the hypothesis testing, it was used t-test formula from the computation, it could be seen that coefficient of  $t_{\text{observation}} = 10.21$  and  $t_{\text{table}}$  to  $df = 42 - 1 = 41$ , with fact level  $\alpha = 0.05$ . The coefficient of  $t_{\text{observation}}$  (10.21)  $\geq t_{\text{table}}$  (2.02). Thus, alternative hypothesis ( $H_a$ ) stating that Blindfold Game Media could improve the students' vocabulary mastery and could make the classroom activities alive and active.

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The writer wrote the *Skripsi* on the title “**The Implementation of Blindfold Game Media to Improve Students’ Vocabulary Mastery at MTs Nurul Huda Tanjung Pura in the Academic Year 2017/2018**”. This *Skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan Degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

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Medan, April 2017

**The Writer**

**Rini Andriyani**  
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# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English vocabulary is an important role because without knowing and understanding the vocabulary, basic skill in English can not be used at all. Wilkins said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>1</sup> It means that even though the students have good ability in grammar, they can analyse the structural of the English, they are able to memorize the formula of tenses, but the ability is useless if they do not have enough vocabulary mastering in English. Because they do not know what words they will analyse and use.

The English vocabulary is used in all of skills, such as; speaking, writing, reading, and listening. To master these skills, the students have to know and to understand deeply about the vocabulary. It is strengthened by a statement of McCarthy and O'Dell<sup>2</sup>, as follows:

You already know hundreds of English words, but to speak and write in normal situation, you need at least 1-2.000 words.

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<sup>1</sup>Scott Thornbury, (2002), *How to Teach Vocabulary*, England: Pearson Educational Limited, p.13

<sup>2</sup>McCarthy and O'Dell, (1999), *English Vocabulary in Use: elementary*, Cambridge: Cambridge University Press, p.4

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

However, almost the biggest problem in learning English is a lack of vocabulary. Based on the researcher's observation at MTs Nurul Huda Tanjung Pura, many students have low mastery of students' vocabulary. It was caused by having few vocabulary, when the teacher gave an instruction in English the students just kept silent and did nothing, and when the teacher gave a task, the students did not want to do it.

Many kinds of media can be used in teaching vocabulary, one of them is blindfold game. The blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assests, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience.<sup>3</sup>

The blindfold game is one of the media that can improve students' vocabulary. Blindfold games are practical exercise in verbal communication that used blindfold in the games. This game used to teach directions, numbers, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. Blindfold can impel team members into working together more closely and blindfolds can make some team

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<sup>3</sup>PDF, *Blindfold-An Audio-only Adventure Game*, ([vj2013.dei.uc.pt](http://vj2013.dei.uc.pt)), accessed on February 7<sup>th</sup>, 2017, 08:00 P.M

building activities more memorable and wearing blindfolds can be fun. So that the students can be more interested and enjoy in English learning process.

Based on the reason above, the researcher is inspired to make a classroom action research, because the researcher wants to know how far blindfold game media can improve students' vocabulary. So, the researcher makes a classroom action research with the title **“The Implementation of Blindfold Game Media to Improve Students' Vocabulary Mastery at MTs Nurul Huda Tanjung Pura”**.

#### **B. The Identification of the Study**

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

1. Students have studied and known English since elementary school, but they still have few vocabularies.
2. The teacher gives an intruction in English, but the students just keep silent and do nothing.
3. The teacher gives a task, but students do not want to do it.

#### **C. The Limitation of the Study**

Based on identification of the study, the write limits her study on **“The Implementation of Blindfold Game Media to Improve Students' Vocabulary Mastery at MTs Nurul Huda Tanjung Pura”**.



#### **D. The Formulation of the Study**

Based on the background of the study that has been discussed before, the problems of the study are formulated as follows:

1. How is the students' vocabulary mastery in English vocabulary by using blindfold game media at MTs Nurul Huda Tanjung Pura?
2. Can blindfold game media improve the students' vocabulary mastery at MTs Nurul Huda Tanjung Pura?

#### **E. The Objective of the Study**

Based on the formulation of the Study, the objective of the study is to find out:

1. To find out the implementation of blindfold game media to improve students' vocabulary mastery at MTs Nurul Huda Tanjung Pura.
2. To find out Blindfold game media improve the students' vocabulary mastery at MTs Nurul Huda Tanjung Pura.

#### **F. The Significance of the Study**

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

1. The researcher, this research is used to improve the research in teaching vocabulary.

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

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Theoretical Framework**

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

#### **1. Vocabulary Mastery**

##### **a. Vocabulary**

##### **1) Definition of Vocabulary**

In Oxford Dictionary vocabulary is all the words in a language.<sup>4</sup> Vocabulary can be defined, roughly, as the words we teach in the foreign language.<sup>5</sup> ‘Without grammar very little can be conveyed, without vocabulary

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<sup>4</sup>Oxford, (2008), *Oxford Learner's Pocket Dictionary*, Oxford: Oxford University Press, p.495

<sup>5</sup>Penny Ur, (1991), *A Course in Language Teaching Practice and Theory*, Cambridge: Cambridge University Press, p.60

*nothing* can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.<sup>6</sup>

A vocabulary is the basic unit of language form. Without sufficient vocabulary, someone can't communicate effectively or express ideas. If a learner doesn't know how to expand their vocabulary, they gradually lose interest in learning. Besides, the words come into two forms like oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing.<sup>7</sup>

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

## **2) Types of Vocabulary**

There are four types of vocabulary, they are: (a) Reading vocabulary: a literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening. (b) Listening vocabulary: a person's listening vocabulary is all the words he or she can recognize when

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<sup>6</sup>Scott Thornbury, *op.cit*, p.13

<sup>7</sup>Firdaus Nasution, (2014), *Increasing Students' Ability in Mastering Vocabulary in Reading Text By Using Two Stay-Two Stay at Eleven Years Of MAS Ishlahiyah Panipahan Riau*, theses: UINSU, p.6

listening to speech. People may still understand words they were not exposed to before using cues such as tone, gesture, the topic of discussion and the social context of the conversation. (c) Speaking vocabulary: a person's speaking vocabulary is all the words he or she uses in speech. (d) Writing vocabulary: words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating.<sup>8</sup>

### 3) Problems in Learning Vocabulary

In learning and teaching process there are so many problems we will find, besides memorizing, they will find other difficulties that the students have. Some factors that often cause these problems are:<sup>9</sup> (a) Pronunciation: research shows that words are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners. (b) Spelling: words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc. (c) Length and complexity: long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'. (d) Grammar: also problematic is the grammar associated with the words,

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<sup>8</sup>([Vocabulary,Wikipedia.org](http://Vocabulary.Wikipedia.org)), Accessed December 21<sup>st</sup>, 2016, at 11:49P.M

<sup>9</sup>Priska Aprillianty, *The Effectiveness of Personal Vocabulary Notes (PVN) Technique on Students' Vocabulary Understanding*, THESES, UIN Syarif Hidayatullah Jakarta, p.8

especially if this differs from that of its first language equivalent. (e) Meaning: when two words overlap in meaning, learners are likely to confuse them.

## **b. Vocabulary Mastery**

Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to "master" a concept, skill, or subject, everyone has a different definition.<sup>10</sup>

While, in Oxford Dictionary vocabulary is all the words in a language.<sup>11</sup> ‘Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.’ This is how the linguist David Wilkins summed up the importance of vocabulary learning.<sup>12</sup>

Based on the explanation above, it can be concluded that vocabulary mastery is a skill of students in language. And basic unit of language is vocabulary. Without sufficient vocabulary, someone can’t communicate effectively or express ideas.

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<sup>10</sup>Thomas R. Guskey and Eric M. Anderman, 2014, *Educational Leadership: Getting Students to Mastery*, vol.71, No.4, (<http://www.ascd.org/publications/educational-leadership/dec13/vol71/num04/In-Search-of-a-Useful-Definition-of-Mastery.aspx>), accessed on February 20, 2017, 10:54 A.M

<sup>11</sup>Oxford., *Op.cit*, p.495

<sup>12</sup>Scott Thornbury., *op.cit*, p.13

## **2. Blindfold Game Media**

### **a. Blindfold Game**

#### **1) Definition of Blindfold Game**

The Blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assests, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience.<sup>13</sup>

The Blindfold Game is one of the media that can improve students' vocabulary. The Blindfold Game is a practical exercise in verbal communication that used blindfold in the games. This game used to teach directions, numbers, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. The Blindfold can impel team members into working together more closely and blindfold can make some team building activities more memorable and wearing blindfold can be fun. So that the students can be more interested and enjoy in English learning process.<sup>14</sup>

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<sup>13</sup>PDF, *Blindfold-An Audio-only Adventure Game*, ([vj2013.dei.uc.pt](http://vj2013.dei.uc.pt)), accessed on February 7<sup>th</sup>, 2017, 08:00 P.M

<sup>14</sup>*Blindfold Game*, (<http://www.theteambuildingactivitiesshop.co.uk/blindfoldgames.htm>), accessed on February 20, 2017, 11:26 A.M

## **2) Types of Blindfold Game**

### **a) Blindfold Cat and Mouse**

Blindfold Cat and Mouse is a fully accessible card game inspired by the kipbo card game, for both sighted and visually impaired people, designed for rapid audio play.

The objective of the game is to be the first one to empty your stock pile. You have a stock pile with 30 cards, 4 discard piles, and your hand of 5 cards. Your opponent has the same. The deck consists of cards from 1 to 12.

The game starts by playing a 1 card from your hand onto a build pile. Then if you have a 2 card, you play it, then a 3 card and so on, until you play a 12. The build pile is cleared off, and you start again. If you cannot play a card, you discard a card, and your opponent goes. There are other rules, but that's quick summary of the game.

### **b) Blindfold Bingo**

Blindfold Bingo is an fully accessible audio game where you play bingo by yourself, or against several computer players. In bingo, numbers are announced, and you press to dab your card on that number. You can choose how many other computer players are playing, and how many cards they can buy. If you get a bingo, you win 50% of the coins that were used to purchase cards by you and the other players.

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



or an inside diamond. You can record yourself saying bingo, and blindfold bingo will play it back to you when you get a bingo. You can also select from other people's voices, and share your voice with the people who play blindfold bingo.

c) Blindfold Word Games

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

d) Blindfold War

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

The way of blindfold war is each player starts with a deck of 26 cards. The game takes place through a series of battles in which each player reveals one card. The player with the highest card wins both cards. If both players reveal a card of the same rank, a war ensues, giving each player a chance to win many of their opponent's cards. The cards are not visible; instead, you play by listening. Tap the screen to play your next card, and the computer plays its next card too.

e) Blindfold Wildcard

Blindfold Wildcard is a fully accessible card game that is a variant of the game "UNO" for both sighted and visually impaired people, designed for rapid audio play. Blindfold Wildcard tells you if a card can be played. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken.

Blindfold Wildcard includes several modes of play, such as discard or draw, and discard or draw until you can discard. Since there are many rules choices for the game, you can customize it for many of those rules. You play against the computer. The cards are not visible; instead, you play by listening.

You can flick up or down to hear the cards, and tap to play a card or draw from the deck. A complete guide to the gestures is included in the help.<sup>15</sup>

So, based on the types of blindfold game above, the researcher used Blindfold Word Game in her research especially in *Unscramble*. In *Unscramble*, the students must arrange the unscramble word to become the right word.

## **b. Media**

### **1) Definition of Media**

Gerlach and Elly say that media was human being, material, or an event that built the condition which makes students be able in getting knowledge, skill, or behavior. It means teacher, text book, and school environment are media. Specifically, meaning of media in learning process is tools or electric tools to get, to process and to rearrange visual or verbal information.<sup>16</sup> Dja'far Siddik also states that media is a tool. In this case, he states that media is educational tool. Dja'far Sidik explains:

Alat pendidikan adalah perangkat atau media yang berfungsi sebagai alat bantu memperlancar penyelenggaraan pendidikan agar lebih efektif dan efesien dalam mencapai tujuan pembeajaran (Educational tool is equipment or media that functions as a helping tool to expedite an effective and efficient education in order to reach the purpose of learning).<sup>17</sup>

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<sup>15</sup>Marty's *Blindfold Game*, (<https://blindfoldgames.org/>), accessed on February 10, 2017, 10:00 A.M

<sup>16</sup>Azhar Arsyad, (2002), *Media Pembelajaran*, Jakarta: PT Raja Grafindo Persada, p.3

<sup>17</sup>Dja'far Siddik, (2011), *Ilmu Pendiidkan Islam*, Bandung: Citapustaka Media Perintis, p.137

In learning process, media has the important meaning. Because there is an obscurity in learning process that can be helped by using media. A difficult material can be simple to explain to the students by using media. Media can represent something difficult to say in words or sentences. Even abstract material can be concrete by using media. Therefore, the students will feel easier to understand the material than without using media.

Significantly, the role of media will not appear if its use is not suitable with the content and the purpose that have been formulated. Therefore, the purpose of teaching has to be foundation to use media. If it is ignored, so media is no longer as the helping tool in teaching, but as the obstacle in reaching the purpose of learning effectively and efficiently.<sup>18</sup>

Islam asks us to use a good way in teaching. Allah the Almighty states in An-Nahl verse 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ

إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

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<sup>18</sup>Syaiful Bahri Djamarah and Aswan Zain, (2010), *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, p.120-121

Meaning:

“Call to the way of your Lord with wisdom and goodly exhortation, and have disputations with them in the best manner, surely your Lord best knows those who go astray from His path, and He knows best those who follow the right way.”<sup>19</sup>

Allah the Almighty orders human to use a good way in teaching. As a teacher, it is important to determine a good way of teaching. Using media is the one of good ways in teaching. By using media, the aim of learning will be easy to achieve.

Based on the explanation above, it can be concluded that media is any tools that used by a teacher to conveys a message in order to achieve the purpose of learning.

## **2) Function of Media**

Generally, the functions of media are<sup>20</sup>:

- a) Making the message clear.
- b) Overcoming the limitations of the space and time.
- c) Increasing students' interest to learn.
- d) Making possibility to make an interaction between the students and the environment or reality.

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<sup>19</sup>Muhammad Habib Shakir, *The Quran Translation Muhammad Habib Shakir English Only*, (TahrikeTarsile Quran)

<sup>20</sup>Arief S Sadimman, *et.al*, (2012), *Media Pendidikan: Pegertian, Pengembangan, dan Pemanfaatannya*, Jakarta: PT Raja Grafindo Persada, p.17-18

- e) Making the students themselves learn based on their ability and interest.
- f) Giving the same stimulant.
- g) Making the same experience.
- h) Creating the same perception.

### **3) Blindfold Game Media**

Based on the explanation above, it can be concluded that Blindfold game media is the way that used by a teacher to conveys a message in order to achieve the purpose of learning by using blindfold.

## **B. The Related Study**

1. Muttahidah, Neaty. *Improving Students' Vocabulary through Vocabulary Card (A Classroom Action Research in the First Year of MTs. Nurul Falah, Ciputat)*. Skripsi. Department of English Education the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta. 2011.

The objective of the research is to improve the students' vocabulary. This research was conducted at MTs. Nurul Falah Ciputat Tangerang academic year 2010-2011 as the subject of the research. The subjects of this research were consisted of 30 students' of first grade.

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research means that the research worked

collaboratively with the English teacher in the class. The CAR (Classroom Action Research) was done based on Kemmis and McTaggart's design, its content of two cycles in each cycle consists 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 of 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.

2. Ade Purnama Sari Ritonga. *Improving Students' Ability in Mastering Vocabulary by Word Square Method at MTs. Nur Ihsan Medan*. A thesis. Department of English Education faculty of Tarbiyah and Teachers

Training State Institute for Islamic Studies of North Sumatera Medan.  
2013.

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 pre test 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 pre test 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 pre test 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. The result of the



research showed that Word Square Method significantly improved students' vocabulary ability.

3. Thesis, Siti Inayah. entitle: *Using Flashcards to Improve Students' Understanding on Present Continuous Tense*. 2010.

The research aimed to examine the development of it as media in improving students' understanding in present continuous tense. The subject of the research were 41 students in the seventh grade. The research used three cycles, and she found that the students's score increased from the pre test until the post test of the first and second cycle. Thus, by using flashcards could improve students' understanding in present continuous tense.

### **C. The Conceptual Framework**

Vocabulary is an important role in learning language. By mastering the vocabulary, the students are able to understand and communicate easily especially in English. In relation to give the students' vocabualary knowledge, the teachers should present the new vocabulary within some interesting learning activities, so that they can motivate and engage the students. One of the ways that can gather students' interest into the classroom is using blindfold game.

Blindfold game can be used to improve students' vocabulary ability. Blindfold games are practical exercise in verbal communication that used blindfold in the games. It can be implemented in many ways. Blindfold game makes the teaching and learning process less boring for the students, because it is eye-catching and motivating.

#### **D. The Hypothesis**

The hypothesis of this study can be formulated as follows: the students' vocabulary mastery in English vocabulary can improve by using Blindfold game media.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Setting**

This research was conducted at MTs Nurul Huda Tanjung Pura, which is located at Desa Pematang Cengal, Kec. Tanjung Pura, Kab. Langkat. The researcher chose this location because some reasons, namely: (1) The same title has not been before. (2) This school is not so far from the researcher's place. (3) The English teacher still uses the old method in teaching and learning process in class. (4) The English teacher never uses Blindfold Game media in teaching English.

#### **B. Data and Data Source**

##### **1. Data**

There are two main categories of data called quantitative and qualitative. Koshy explained that quantitative data can be measured and represented by numbers. This kind of data could be presented in the form of tables and charts. Besides, qualitative data could be presented in the form of transcripts, descriptions, and document for analysis.<sup>21</sup> At the end of the research, the scores would gain from the pre-test which compared with the post-test scores.

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<sup>21</sup>Valsa Koshy, *Action Research for Improving Practice: A practical Guide*, p.86

## **2. Data Source**

The subjects of the research are the students of eight grade at MTs Nurul Huda Tanjung Pura. There were 42 students in this class. The students' characteristics were basically almost same.

## **C. Research Method**

According Tuckman in Syahrums book that research is a systematic attempt to provide an answer to question. It means, the research is the process of problem solving research.<sup>22</sup>

This research was conducted by applying Classroom Action Research. Classroom Action Research is kind of research which is conducted during the learning process. It is designed to help the teacher to find out what happened in the class and use the information to take action for the future improvement of the teaching-learning process.

This study belongs to Classroom Action Research. Classroom Action Research is utilized because it is aimed at increasing outcomes of teaching and learning. It helps the teacher more understand of the process. Classroom Action Research is portrayed as a cyclical or spiral process involving steps of planning,

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<sup>22</sup>Syahrums dan Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p.2

acting, observing, and reflecting with each of these activities being systematically and self critically implemented and interrelated.<sup>23</sup>

According to Wallace, Classroom Action Research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues.<sup>24</sup> It means that before implementing the Classroom Action Research, the researcher or the teacher needs to identify any problem real found in the classroom before implementing the Classroom Action Research.

According to Suharsimi:

Peneilitan Tindakan Kelas merupakan rangkaian tiga buah kata yang masing-masing dapat dijelaskan sebagai berikut: (1) Penelitian-menunjuk pada suatu kegiatan mencermati suatu objek dengan menggunakan cara dan aturan metodologi tertentu untuk memperoleh data atau informasi yang bermanfaat dalam meningkatkan mutu suatu hal yang menarik minat dan penting bagi peneliti. (2) Tindakan-menunjuk pada suatu gerak kegiatan yang dengan sengaja dilakukan dengan tujuan tertentu. Dalam hal ini, gerak kegiatan adalah adanya siklus yang terjadi secara berulang untuk siswa yang dikenai suatu tindakan. (3) Kelas-konsep pendidikan dan pengajaran adalah sekelompok peserta didik yang dalam waktu yang sama, belajar hal yang sama dari pendidik yang sama pula (A Classroom Action Research consists of three words. They are: (1) Research: examine the activities of an object, use the rules of a particular methodology to obtain data or information to improve the quality of thing that interest and important for researcher. (2) Action: something moment activities that deliberately made with a specific purposes, which in this study the form is series of cycle activity. (3) Class: a group of student who receive the lesson from the teacher. In the other hand, class is the room of a group of students who are studying).<sup>25</sup>

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<sup>23</sup>Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Published by Routiedge, p.4

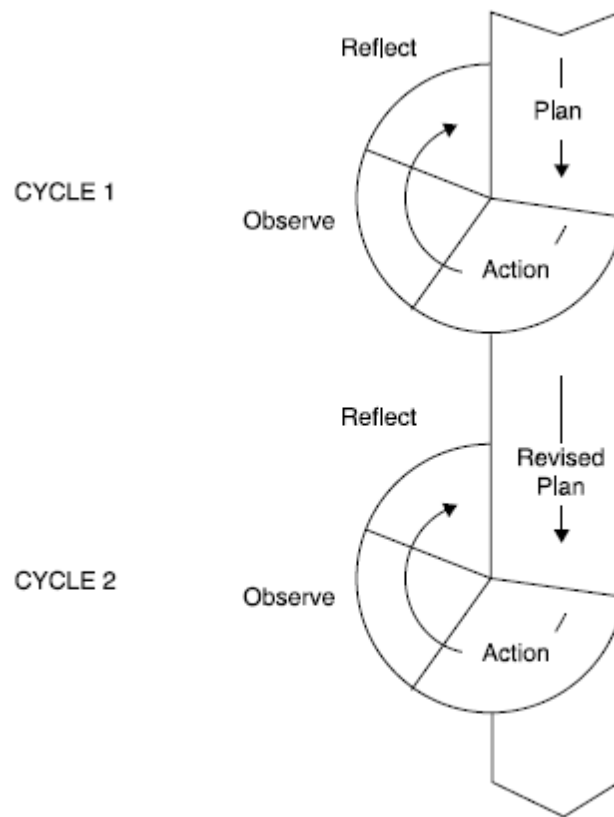
<sup>24</sup>Michael J. Wallace, (2006), *Action Research for Language Teacher*, Cambridge: Cambridge University Press, p.5

<sup>25</sup>Suharsimi Arikunto, dkk, (2015), *Penelitian tindakan kelas*, Jakarta: Bumi Aksara, p.2

From this design of research is expected learning problem can be solved. This research start based on teacher observation in teaching learning process. Classroom Action Research gives a chance to the teacher to be more creative in teaching so that can increase their ability in transferred knowledge and to solve the problem.

In this research, the researcher collected the data based on the procedure of classroom action research, namely Cycle I and Cycle II. The Cycle I was carried out in two meetings and The Cycle II was also carried out in two meetings. Each cycle had four steps namely planning, action, observation, and reflection. There was pre-test before conducting the cycle in order to get the background situation of teaching-learning process in the class and the information of students' basic knowledge in English. At the end of teaching-learning process in each cycle, the researcher was also conducted a test to know the improvement of students' ability in English vocabulary. The procedure of data collection can be seen visually as follow:

**Figure 1.Cycles in Classroom Action Research**



## **1. Cycle I**

### **a. Planning**

Planning is an arrangement for doing something. In this phase, there would be many activities organized that will be done in action phases related to identify problem, such as: (1) The researcher prepared lesson plan. (2) The researcher prepared the tests for each meeting. (3) The researcher prepared the facilities and media that will be used. (4) The researcher prepared questionnaire sheet and observation sheet. (5) The researcher planned and designed the application of teaching vocabulary by Blindfold Game.

b. Action

Action is the process of doing. Action is the implementation of planning. Everything that has been planned will be done in two meetings for Cycle I. Those activities will be done as the following: (1) Teacher gives the appreciation to activate the students' prior knowledge. (2) The researcher motivates the students. (3) The researcher tells the students goal of the activity. (4) The researcher explains the material clearly. (5) After that the researcher mentions one by one the pronunciation of the words, the spell of the word and the meaning. (6) The researcher repeats her reading so that the students follow her again in the same time. (7) To know the students' understanding with the material, the researcher makes a game, namely blindfold game. (8) The researcher acts as teacher, and the teacher explain the rules of the game. (9) In this section, the teacher will ask students to make some group and every group has questions, some unscrambled words and blindfold. (10) Then, the every group should delegate to use blindfold. (11) The teacher starts the game and the student starts to answer the questions that they have. (12) After five seconds, the students must put the paper up to show that they have finished with the answer. (13) Then, the teacher checks the answers one by one, if they make wrong answer they are asked to leave the game area, and for them who have right answer, they can continue the games until the end.

c. Observation

Observation will be done when the classroom action research is going on. Observation is phase to record everything happens during teaching-learning



process including the effects of the action. The purposes of observation is to find out the information of action, such as students' attitudes, behaviors, and activities while giving action even the obstacles that happened in observer's book. The observer will observe whole teaching learning process in the classroom. The observer is to see how the teaching and learning design points have been implemented as a whole or not, then whether the result is good or not. This step will provide the observer the data as the result of the respond of the step in acting. This observation will prove the action.

d. Reflection

Reflection is as the evaluation of the action which has been done. The teacher should make it as the feedback of the running of the cycle. Through doing the reflection, the researcher will reflect on everything done and make conclusion as a whole. The conclusion concerns with the process and the result. Whatever the weakness or the strength found will be listed on so that the writer can evaluate what need to be evaluated and improve what need to be improved if there is no improving in the first cycle. Therefore it must be continue to The Second Cycle.

## **2. Cycle II**

Cycle II was conducted based on the result of reflection in Cycle I. the researcher aimed to get the significant improvement in Cycle II. (a) Planning: the researcher are making a plan the implementation of lesson plan that related to the Cycle I that had evaluated and developed for the action of Cycle II. (b) Action: in this section, the researcher did the action that looked on the reflection that had

evaluated and revised. (c) Observation: in this section, the collaborator checked the observation sheet making a checklist in the observation format. The researcher did interview to know the classroom and the actions that happened in the classroom. (d) Reflection: in this section, the researcher reflected the evaluation of teaching learning process and evaluated what had been done in The Cycle II.

#### **D. Techniques of Collecting Data**

In this research, the data is collected by using quantitative data and qualitative data. In collecting quantitative data, the researcher conducts vocabulary test. In this research, there are two kinds of test given by the researcher to the students. They are pre-test and post-test. The tests are made by the researcher from some resources such as: students' book exercise, internet, etc. The tests are conducted by the researcher in order to know the improvement the students' vocabularies ability of the subject they have learnt.

The qualitative data describes the condition, situation and responses of the students during teaching-learning process. In this qualitative data, the researcher uses (1) Observation sheet: the researcher employed observation sheet to find out the data about "Blindfold Word Game" as a media to teach vocabulary. The indicators being measured in the observation sheet are; the topic, the technique of conducting the media, the teaching learning process. (2) Interview sheet: the researcher will give questionnaires to the students, to know what the students responses toward teaching learning process. (3) Test: test is a short examination of knowledge or ability. Consisting of question that must be answered. It is given to

know students ability in vocabulary. There are pre-test, post-test I and post-test II.

(4) Diary notes: diary note was used in write about students' activity in the class.

The diary note was conducted to get information about students' response during teaching learning process. (5) Photography evidence: the picture that has been taken during the research is purposed for providing reference points. The function of photography is a way of reporting, observation, reflections, and reaction of students in teaching and learning process.

#### **E. Techniques of Analysing the Data**

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

The mean of the students' score for each cycle was obtained by using the following formula:

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

Where:

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

$\sum X$  : The total of score

N : The number of the students

To categorize the number of students who belonged to competent category of students' vocabulary mastery was obtained by using the following formula:

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

Where:

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

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

T : The total of students

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

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

Where:

$\bar{D}$  : Mean of different of post test 1 and post test 2

D : Difference

N : Subject of students

While the qualitative data were analyzed with the teaching is suggested by Miles and Huberman. According to Miles and Huberman, qualitative analysis

defined as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.<sup>26</sup> Those can be explained as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

After data reduction the next step in analyzing the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. In this study, the researcher used essay in displaying the data, because it is most common data display used in qualitative research. After this step, the researcher can go to the last step in analyzing qualitative data.

3. Conclusion Drawing and Verification

This was the last step of data analysis that was drawing conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things mean-is nothing regulations, patterns,

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<sup>26</sup>Matthew B. Miles and A. Michael Huberman, (1994), *Qualitative Data Analysis*, USA

explanation, possible configurations, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher could get the result and conclusion of the research.

## **CHAPTER IV**

### **DATA ANALYSIS AND RESEARCH FINDING**

#### **A. The Data Analysis**

The data were analyzed by using the qualitative data and the quantitative data. The qualitative data were taken from interview sheet, observation sheet, test, diary note, and photography evidence. The quantitative data were taken from the mean of students' score in taking vocabulary test.

The research was conducted in one class. The number of students was 42 students. The research was accomplished in two cycles. The research was conducted in five meetings. There was pre-test before conducting the cycle in the first meeting. The first cycle included the post-test I that was conducted after the researcher taught the students in two meetings. The second cycle included the post-test II that was conducted after the researcher taught the students in two meetings too. The steps performed by the researcher in each cycle were based on the rule of classroom action research namely planning, action, observation, and reflection.

#### **1. The Qualitative Data**

The qualitative data were taken from interview sheet, observation sheet, test, diary note, and photography evidence.

##### **a. The Interview Sheet**

There were teacher and students as the informants of interview during the study. For the teacher, the interview was conducted twice, before and after implementing blindfold game as media. At the first time, the researcher asked the teacher's problem in teaching English especially in vocabulary at the second time, the researcher asked the teacher's opinion about blindfold game as media. For the students, the interview was also conducted twice, before and after implementing blindfold game as media. At the first time, the researcher asked the students' problem in learning English especially in vocabulary. At the second time, the researcher asked the students' opinion about blindfold game as media in improving the students' vocabulary mastery. (The interview sheet could be seen in appendix XI and XII page 98-101)

b. The Observation Sheet

In the observation sheet, the researcher observed the students' situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled observation sheet in order to know the students' activities during teaching learning process which blindfold game was applied to improve the students' vocabulary mastery. It also was done to know how the interaction between the teacher and the students. From the observation, the researcher noted that the students were so excited, active, and enthusiastic in learning vocabulary by using blindfold game. (The observation sheet could be seen in appendix X page 90-97)

c. The Diary Notes



The diary note was written by the researcher during conducting the researcher each meeting. The diary note indicated that in the first cycle the students were interested but the situation of classroom was still crowded. In the second cycle, the students were more interested and more seriously to learn. The students were also seemed master the lesson. (The diary note could be seen in appendix XIV page 102-103)

d.      **The Photography Evidence**

The photography is one of source as documentation or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the vocabulary test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching-learning process. (The photography evidence could be seen in appendix XVI page 107-112)

**2.      The Quantitative Data**

The quantitative data was taken from the result of test during the research that was conducted in five meetings. Pre-test was given in the first meeting, and post-test I was given in the third meeting and post-test II was given in the fifth meeting. The students' score showed the improvement continuously. The improvement of the students' score can be seen in the following table:

**Table II**

**The Students' Score in Pre-Test, Post-Test I, and Post-Test II**

(See Appendix VI page 83-84)

No.	The Initial of Students' Name	Score		
		Pre-test	Post-test I	Post-test II
1	AH	35	65	85
2	AHA	40	60	
3	AA	15	60	80
	$\sum X$	1485	2460	3270
	$\bar{X}$	35.36	58.57	77.86

From the table above, it was found that the students' score in pre-test was 1485, and the students' mean was 35.36, the students' score in post-test I was 2460 with the students' mean was 58.57 and the students' score in post-test II was 3270 with the students' mean was 77.86.

**a. The Students' Vocabulary Mastery Before Treatment (Pre-Test)**

The researcher gave a test. The test was given to the students before the treatment of blindfold game. The researcher noted that the score which passed of 75 was successful depending on KKM in the school. It was found that the mean of

students' score was kept improving from pre-test until post-test of the second cycle. Here the students' score of pre-test as follow:

**Table III**

**The Students' Vocabulary Mastery before Treatment (Pre-Test)**

(See Appendix VII page 85-86)

No.	The Initial of Students' Name	Test	
		Pre-Test	Criteria of Success $\geq 75$
1	AH	35	Failed
2	AHA	40	Failed
3	AA	15	Failed
	$\sum X$	1485	
	$\bar{X}$	35.36	

From the table of pre-test, The students that got pass the test was 0 students, and the students did not get pass was 42 students. In additon, The total score of the students was 1485 and the number of students who took the test was 42 students, so the mean of the students was:

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

$$\bar{X} = \frac{1485}{42}$$

$$\bar{X} = 35.36$$

From the analysis above, the students' vocabulary mastery was low. The mean of the students' score was 35.36. The percentage of students who got pass in vocabulary test was calculated by applying the following formula:

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

$$P1 = \frac{0}{42} \times 100\%$$

$$= 0\%$$

And,

$$P2 = \frac{42}{42} \times 100\%$$

$$= 100\%$$

**Table IV**

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

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P1	Passed	0	0%
P2	Failed	42	100%
<b>TOTAL</b>		42	100%

From the data analysis above, the students' vocabulary mastery was low. It could be seen from the mean of the students' score was 35.36. The percentage of

the students' score was 0 students got pass score or it was 0%. In the other hand, 42 students got fail score or it was 100%. It can be concluded that the students' vocabulary mastery in pre-test was low. So, the researcher would do post-test in the first cycle.

**b. The First Cycle**

1) The Treatment Done in The First Cycle (Post-Test I)

The researcher gave the test more in post-test I. The test was given after implementing of blindfold game. The researcher found improvement of the students' score in post-test of the first cycle. Here the students' score of post-test in the first cycle.

**Table V**

**The Students' Score in Post Test of The First Cycle (Post-Test I)**

(See Appendix VIII page 87-88)

No.	The Initial of Students' Name	Test	
		Post-Test I	Criteria of Success $\geq 75$
1	AH	65	Failed
2	AHA	60	Failed
3	AA	60	Failed

$\sum X$	2460
$\bar{X}$	58.57

From the table of post-test in the first cycle, the students that got success the test was 11 students, and the students did not get success was 31 students. Total score of the students was 2460 and the number of students who took the test was 42 students, so the mean of the students was:

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

$$\bar{X} = \frac{2460}{42}$$

$$\bar{X} = 58.57$$

From the data analysis above, the students' vocabulary mastery in post-test I was still low. It could be seen of the mean score of the students was 58.57. It's mean that the score did not get success categorize. The percentage of students who got success in vocabulary test was calculated by applying the following formula:

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

$$P1 = \frac{11}{42} \times 100\%$$

$$= 26\%$$

And,

$$P2 = \frac{31}{42} \times 100\%$$

$$= 74\%$$

**Table VI**

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

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P1	Passed	11	26%
P2	Failed	31	74%
	<b>TOTAL</b>	42	100%

From the table analysis in post-test I, the researcher concluded that the students' vocabulary mastery was still low. It could be seen from the mean of the students' score was 58.57. The percentage of the students' score was 11 students got success or it was 26%. In the other hand, 31 students got unsuccessful score or it was 74%. It can be concluded that the students' vocabulary mastery in post-test I in the first cycle was categorized unsuccessful. The researcher would continue in the second cycle.

2) **The Students' Response in Learning Process of The first Cycle**

Based on the researcher's observation, the students' response in learning teaching process was enough. It could be seen on list of the observation sheet that have done by the researcher. The researcher got the point that they still difficult in English vocabulary, the atmosphere of the class was not enjoy and quiet, many students were noisy and did not pay their attention to the teacher while learning.

Beside that, the students were not self-confident when the teacher asked them about the meaning of some words because of the lack of their vocabulary. It was not just from the students, but also the teacher. When the researcher did interview to the teacher, and the teacher said that the problem of the students in learning English was vocabulary, it could be seen when the teacher taught by using English most of them could not understand because their vocabulary is low. In the other hand, the teachers' technique when teaching was not suitable, so they felt English was very difficult and bored.

Not just it, the researcher's feeling when learning teaching process was still unsatisfaction. The researcher felt unhappy in the first meeting because the students that could their attention to the teacher was still low. Most of the students were still noisy in the class and the students' score when giving test was still low.

The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a) Planning

In this cycle, the researcher had prepared all of material that was used while learning, such as preparing lesson plan, preparing test, preparing the facilities and media, and preparing observation sheet. The time allocation would be done for eighty minutes for one meeting.

In this step, there were some activities had been done by the researcher, they are: making lesson plan consisted of the action, preparing the teaching material of blindfold game that was needed in action, preparing the test to



measure the result of the study, preparing observation sheet, interview sheet and diary notes.

b) Action

In this step, there were some activities that had been done by the researcher, they are: (1) The researcher made the students understood about the benefit and the aim of blindfold game. (2) The researcher explained about the lesson. (3) The teacher asked the students to divide into 4 groups. (4) The teacher gave blindfold and carton that contained some unscramble words that should be arranged by each group. (5) The students arranged the unscramble words became the right words. (6) Assessing the students' participation and success in the activity.

c) Observation

In observation, the researcher recorded every action, command, question for the students. The students' responses and behaviour while learning was recorded by using diary note, observation sheet and documentation. In this step, there were some activities that had been observed by the researcher, they are: (1) Many students were still not active and could not understand while the teacher asked them to arrange unscramble words. Although some of them could be active. (2) 31 students still got 75 below.

d) Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning

English through blindfold game as media, the students' difficulties and problems while learning. All of it would be asked by the teacher in the end of meeting.

Through the reflection, the reseacher knew the problems and the results of the students when did test. Look at the students' result test and observation sheet and also diary notes that was written in appendix. From the students' responses and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. In the second cycle was held to achieve the improvement score of the students' vocabulary mastery.

**c. The Second Cycle**

**1) The Treatment Done in The Second Cycle (Post-Test II)**

The Researcher choosed to continue the research in cycle two. The aim was to improve the students' score in vocabulary mastery after doing post-test in the first cycle. Here the students' score of post-test in the second cycle.

**Table VII**

**The Students' Score in Post Test of The Second Cycle (Post-Test II)**

(See Appendix IX page 89-90)

No.	The Initial of Students' Name	Test	
		Post-test I	Criteria of Success $\geq 75$
1	AH	85	Passed

2	AHA		Failed
3	AA	80	Passed
	$\sum X$	3270	
	$\bar{X}$	77.86	

From the data of post-test in the second cycle, The students that got success the test were 37 students, and the students did not get succes were 5 students. The total score of the students was 3270 and the number of students who took the test was 42 students, so the mean of the students was:

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

$$\bar{X} = \frac{3270}{42}$$

$$\bar{X} = 77.86$$

From the analysis data above, the students' vocabulary mastery in post-test II improved. It could be seen of the mean score of the students was 77.86. It means that the score was categorized success. The percentage of students who were succes in vocabulary test was calculated by applying the following formula:

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

$$P1 = \frac{37}{42} \times 100\%$$

$$= 88.09\%$$

And,

$$P2 = \frac{5}{42} \times 100\%$$

$$= 11.9\%$$

**Table VIII**

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

	<b>Criteria</b>	<b>Total Students</b>	<b>Percentage</b>
P1	Passed	37	88.09%
P2	Failed	5	11.9%
	<b>TOTAL</b>	42	99.99%

From the table analysis in post test II, the researcher concluded that the students' vocabulary mastery improved. It could be seen from the mean of the students' score was 77.86. The percentage of the students' score was 37 students got success or it was 88.09%. In the other hand, 5 students got unsuccess score or it was 11.9%. It can be concluded that the students' vocabulary mastery in post-test in the second cycle was categorized success and improved. So the researcher stopped in this cycle.

2) **The Students' Response in Learning Process in Cycle II**

The students' response while learning English vocabulary was improvement. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning English

vocabulary by using blindfold game. The phenomenon in the class also changed. The students were more active than before and paid their attention to the teacher. Beside it, the teacher said that blindfold game was more effective and suitable media to teach vocabulary because the result of the students' interview stated that the students were very happy because they could improve their vocabulary, and they felt enjoy while learning process. the media would be used her to teach English vocabulary next time. The researcher also looked at the improvement of the students in every meeting.

Then, it could be seen of the additional activities that have been done by the teacher while teaching in four steps, planning, action, observing and reflection.

a) Planning

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

b) Action

The researcher tried to do best while teaching the material. Beside it, the researcher also motivated the students to improve their vocabulary through blindfold game. There were some activities that had been done by the researcher, they were: (1) The researcher made the students understood about the benefit and

the aim of blindfold game. (2) The researcher explained about the lesson. (3) The teacher asked the students to divide into 4 groups. (4) The teacher gave blindfold and carton that contained some unscramble words that should be founded by each group. (5) The students founded the unscramble words that existed in the box that provided. (6) Assesing the students' participation and success in the activity.

c) Observation

Observation was done for the second cycle. The students' activity during the teaching learning process had been observed. (1) Many students were more effective and more active in learning the material through blindfold game. (2) A few of students was still confuse and made noisy during learning the material. (3) The mean score of the students was categorized succes 77.86.

d) Reflection

In reflection of the second cycle, the researcher had taken the result test and observation. It was be feedback of teaching learning process by the researcher, so the researcher could conclude as follow: (1) The researcher could increase on the students' vocabulary mastery through blindfold game. It was showed by he observation sheet, diarynotes that improved every meeting. (2) The improvement of the students' score. It was based on the percentage of the students' score, they were 26% that got passed in the first cycle. And they were

88.09% in the second cycle. It means that there was improvement from the first cycle to the second cycle, they were 62.09%.

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

### 3. The Hypothesis Test

Statistic was used to test the hypothesis in the research, as follow:

**Table IX**

**The Statistic Analysis of The Students' Score Post-Test in the First cycle and post-test in the Second Cycle**

No	The initial of Students' Name	Post-Test I	Post-Test II	D	$D^2$
1	AH	65	85	20	400
2	AHA	60		60	3600
3	AA	60	80	20	400
4	AS	45	75	30	900
5	BSP	60	80	20	400
6	DA	55	75	20	400
7	HH	60	85	25	625

8	HWS	60	75	15	225
9	IMD	40	80	40	1600
10	IM	25	55	30	900
11	JP	75	100	25	625
12	JF	20	90	70	4900
13	KN	95	100	5	25
14	LL	65	80	15	225
15	MJ	65	85	20	400
16	MIQ	25	80	55	3025
17	MI	60	85	25	625
18	MR	75	75	0	0
19	MY	60	80	20	400
20	MS	30		30	900
21	MIR	35	50	15	225
22	MSH	60	80	20	400
23	MZ	55	50	5	25
24	ND	40	75	35	1225
25	NA	90	100	10	100
26	PA	70	90	20	400
27	RJ	50	75	25	625
28	RT	35	75	40	1600



29	RII	55	75	20	400
30	RN	75	100	25	625
31	RL	80	95	15	225
32	RD	50	80	30	900
33	SR	85	100	15	225
34	SH	65	80	15	225
35	SG	80	90	10	100
36	SPS	80	85	5	25
37	SA	85	100	15	225
38	SL	55	80	25	625
39	SY	35	75	40	1600
40	TS	65	75	10	100
41	TR	40	75	35	1225
42	ZBD	75	100	25	625
<b>TOTAL</b>		$\sum X_1$ = 2460	$\sum X_2$ = 3270	$\sum D$ = 986	$\sum D^2$ = 32300

From the last computation have been found:

$$\bar{D} = \frac{\sum D}{N} = \frac{986}{42} = 23.48$$

As follow:

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

$$t = \frac{23.48}{\sqrt{\frac{32300 - \frac{(986)^2}{42}}{42(42-1)}}$$

$$t = \frac{23.48}{\sqrt{\frac{32300 - 23147.52}{1722}}}$$

$$t = \frac{23.48}{\sqrt{\frac{9152.48}{1722}}}$$

$$t = \frac{23.48}{\sqrt{5.31}}$$

$$t = \frac{23.48}{2.3}$$

$$t = 10.21$$

From computation above, it could be seen that the coefficient of  $t_{\text{observation}} = 10.21$  and  $t_{\text{table}}$  to  $df = N-1 = 42-1 = 41$ , with the level  $\alpha = 0.05$  was . In the coefficient of  $t_{\text{observation}} (10.21) > t_{\text{table}} (2.02)$ . Thus, alternative hypothesis ( $H_a$ ) could be accepted. Based on the finding, the alternative hypothesis ( $H_a$ ) stating that the implementation of blindfold game as media could improve the students' vocabulary mastery.

## **B. The Research Finding**

The result indicated that there was an increasing on the students' vocabulary mastery by using blindfold game. The mean of the first cycle was 58.57, it was good enough. The mean of second cycle was 77.86, it indicated that the score and the mean in second cycle were better than the first cycle. The percentage of students who got point  $\geq 75$  also grew up. In the pre-test, the students who got  $\geq 75$  up were 0 students (0%). In the post-test of the first cycle I students who got point  $\geq 75$  up were 11 students (26%). It means that there was an increasing about 26 %. The post-test of the second cycle II, students who got point  $\geq 75$  to up there were 37 students (88.09%) and the increasing was about 62.09%. For the total increasing of the students' score from pre-test to pots-test of the second cycle II was 88.09%. In other words, the students' vocabulary mastery improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from observation sheet, interview sheet, diary notes, and photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Observation sheet for the students, it could be concluded that the students were active during the teaching-learning process, although at the first meeting they were not interest and confuse about the meaning of the words and some students made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting in learning vocabulary fro day by day. From diary note, it was found that written by the researcher during conducting the

researcher each meeting the teaching process. From photography, it was found that student were active and enthusiastic in following teaching-learning process.

Based on the result of the quantitative and qualitative data, it could be concluded that Blindfold Game could improve students' vocabulary mastery especially at MTs Nurul Huda Tanjung Pura.

### **C. The Discussion**

This research was conducted to find out the improving of the students' vocabulary mastery by using Blindfold Game. Blindfold game was one of games that could be used by the teacher in teaching English to improve the students' vocabulary mastery.

The research that had been done by the researcher indicated that Blindfold game was effective or could be used in teaching vocabulary. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of the first cycle and post-test of the second cycle. The increasing because of the teacher knew how to control the class and created the active class. Besides that, the blindfold game helped the students to understand the subject easily.

Based on the quantitative data could be seen the students' vocabulary mastery improved and became well in the first meeting to the next meeting. And the qualitative data, it showed the increasing of teacher's and students' activity during teaching-learning process. The data could be seen from observation sheet, interview sheet, diary note, and photography evidence that indicated the students were active and paid attention the subject that the teacher taught. The students'

also students' also felt spirit in doing the task by using blindfold game and they created the supportive situation during teaching-learning process.

So, it could be concluded tha the result of the research showed that the implementation of blindfold game could improve the students' vocabulary mastery. It could be seen from the quantitative data by proving the students' score got better in the post-test of the first cycle than pre-test, and the post-test of the second cycle got better than the first cycle. Another could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the result and discussion about improving the students' vocabulary mastery through the implementation of blindfold game as media could be concluded that:

1. The students' vocabulary mastery was good after being taught by using Blindfold Game. It was showed from the percentage of pre-test was 0%, post-test in the first cycle was 26% and post-test in the second cycle was 88.09%. There was improvement in every cycle. Additionally, It can be seen from the hypothesis data. The researcher uses t-test formula. From the formula, the researcher found that  $t_{\text{observation}} > t_{\text{table}}$  or in the coefficient of  $t_{\text{observation}} (10.21) > t_{\text{table}} (2.02)$ , with the level  $\alpha = 0.05$  and the number of the students are 42. Thus, alternative hypothesis ( $H_a$ ) could be accepted. Based on the finding, the alternative hypothesis ( $H_a$ ) stating that the students' vocabulary could be improved through the implementation of blindfold game as media.
2. The students' response was very good after implementating of blindfold game. It could be seen the students' response while learning process. The students' responses were more active, enthusiastic, spirit, and enjoyable in learning vocabulary by using Blindfold Game.

## **B. Suggestions**

This research showed that the implementation of blindfold game as media could improve the students' vocabulary mastery especially at MTs Nurul Huda Tanjung Pura. There are following suggestion offered:

1. For the English teacher, it is useful to apply Blindfold Game as one of teaching alternative methods to make the students' will feel spirit.
2. For the students, they will feel spirit, interest and motivate when the teacher used Blindfold Game in learning process so that they can understand the material well.
3. For the other researcher, who wants to develop all information and knowledge about blindfold game for those who have interest in doing research related the topic are able to make research in other discipline.

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## **APPENDIX I**

### **LESSON PLAN**

School	: MTs.s Nurul Huda Pematang Cengal
Subject	: English
Grade/ Semester	: VIII/II
Skill	: Vocabulary
Time Allocation	: 4 x 40 minutes (2 kali pertemuan)
Cycle	: 1

#### **A. Standard of Competency**

6. Understanding the meaning of simple functional texts in the form of descriptive and recount related with close environment.

#### **B. Basic Competency**

- 6.2 Conveying the meaning and the rhetorical steps in the written form in accurate, fluent, and acceptable manners to communicate in daily life content.

#### **C. Indicators**

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

#### **D. Instructional Objectives**

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

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

#### **E. Materials**

### **1. Simple Past Tense**

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

Subject + Verb 2 + Object

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

### **2. Vocabulary**

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

### **3. Examples of vocabulary in simple past tense**

Vocabulary refers into simple past tense such as verb 2 and adverb of time. In verb 2 such as: visited, played, bought, swam, etc. and in adverb of time such as: yesterday, last week, two days ago, etc.

Example in the sentences:

- She visited Bali two days ago.
- He bought a lot of souvenirs at Yogyakarta.
- I went Jakarta last week.

**F. Method/ Technique : Discussion, question-answer, and Blindfold game.**

### **G. Teaching and Learning Activities**

#### **1. Opening Activities**

- a. Teacher greets the students
- b. Teacher asks one student to lead the prayer.
- c. Teacher checks the students' attendance.
- d. Reviewing the materials on the previous meeting.
- e. Motivating the students and describing the material which are going to be discussed.
- f. Telling the objective of the lesson.

## **2. Main Activities**

- a. Proposing some elicited questions on what they have known about simple past.
- b. The teacher explained the matery briefly.
- c. The teacher gave some unscramble words that included in simple past, such as verb 2 and adverb of time.
- d. After that students arranged the unscramble words become the right words.
- e. Adding by the games related to the topic.
- f. The teacher asked the students to make some group and every group got cartoon that have some unscramble words and blindfold.
- g. The teacher gave the instructions of the game.
- h. One of they used blindfold and another gave the instruction, and the student who used blindfold must follow the instruction that the others gave.
- i. The students started the game, the student that used blindfold must arranged the unscramble word and follow the instructions given.

## **3. Closing Activities**

- a. The teacher and the students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion
- c. The teacher leads the closing prayer.
- d. The teacher says goodbye.

## **H. Media**

- Whiteboard
- Marker
- Some pieces of paper
- Blindfold

## **I. Source**

1. Relevant English Book for eighth grade of Junior High School.
2. Internet.

## **J. Assessment**

Indicators	Assessment technique	Instrument form	Instrument
<ul style="list-style-type: none"> <li>Arrange the words in the bracket into the right words.</li> </ul>	Written	Essei	<p><i>Arranges the unscramble words become the right words.</i></p> <ol style="list-style-type: none"> <li><i>I (n-e-w-t) to Jakarta yesterday.</i></li> <li><i>My father washed his car (l-s-a-t-e-e-w-k).</i></li> <li><i>My mother (b-g-h-o-u-t) some fruits two days ago.</i></li> <li><i>Yesterday, I did not (m-o-c-e) in English class.</i></li> <li><i>We (l-a-r-n-e-d-e) Match yesterday.</i></li> </ol>

**a. Instrument:**

1. They (l-a-p-y-e-d) football last month.
2. Father (b-u-g-h-t-r-o) some cakes last night.
3. Did you father drink the coffee (y-d-a-e-e-r-y-s-t)?
4. You did not (r-i-g-b-n) the dictionary.
5. They played the game (s-t-l-a-i-g-h-n-t).

6. He (w-r-e-t-o) a letter yesterday.
7. Shifa (l-e-a-d-e-n-c) the blackboard.
8. Rudi (e-n-t-w) to zoo last week.
9. Rani and her mother (a-d-e-m) a rainbow cake last night
10. Rizka (e-d-t-i-i-v-s) her grandmother last week.

**Key answer:**

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

**b. Assessment direction.**

1. Maximal score = 100

$$2. \text{ Student's score} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Tanjung Pura, March , 2017

English Teacher

Researcher

**Rapita Yusna S.pd**

**Rini Andriyani**

**NIM: 34131096**

## **APPENDIX II**

### **LESSON PLAN**

School	: MTs.s Nurul Huda Tanjung Pura
Subject	: English
Grade/ Semester	: VIII/II
Type Text	: Recount Text
Theme	: Simple Past Tense (Regular and Irregular Verb)
Skill	: Vocabulary
Time Allocation	: 4 x 40 minutes (2 kali pertemuan)
Cycle	: 2

#### **A. Standard of Competency**

6. Understanding the meaning of simple functional texts in the form of descriptive and recount related with close environment.

#### **B. Basic Competency**

- 6.2 Conveying the meaning and the rhetorical steps in the written form in accurate, fluent, and acceptable manners to communicate in daily life content.

#### **C. Indicators**

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

#### **D. Instructional Objectives**

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

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

## **E. Materials**

### **1. Simple Past Tense**

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

Subject + Verb 2 + Object

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

#### **Chart: Verbs of simple past tense**

##### **Regular verbs**

##### **Regular Verbs**

<b>Regular verb</b>	<b>Past tense</b>	<b>Past participle</b>
Accept	Accepted	Accepted
Add	Added	Added
Bake	Baked	Baked
Bolt	Bolted	Bolted
Call	Called	Called
Care	Cared	Cared
Delay	Delayed	Delayed
Talk	Talked	Talked
Work	Worked	Worked

##### **Irregular verbs**

##### **Irregular Verbs**

<b>Irregular verb</b>	<b>Past tense</b>	<b>Past participle</b>
Come	Came	Come
Cut	Cut	Cut
Drive	Drove	Driven
Drink	Drank	Drunk



Eat	Ate	Eaten
Fly	Flew	Flown
Make	Made	Made
Sing	Sang	Sung
Teach	Taught	Taught
Write	Wrote	Written

**F. Method/ Technique : Discussion, question-answer, and Blindfold game.**

**G. Teaching and Learning Activities**

**1. Opening Activities**

- g. Teacher greets the students
- h. Teacher asks one student to lead the prayer.
- i. Teacher checks the students' attendance.
- j. Reviewing the materials on the previous meeting.
- k. Motivating the students and describing the material which are going to be discussed.
- l. Telling the objective of the lesson.

**2. Main Activities**

- j. Proposing some elicited questions on what they have known about simple past.
- k. The teacher explained the matery briefly.
- l. The teacher gave some unscramble words that included in simple past, such as verb 2 and adverb of time.
- m. After that students arranged the unscramble words become the right words.
- n. Adding by the games related to the topic.
- o. The teacher asked the students to make some group and every group got cartoon that have some unscramble words and blindfold.
- p. The teacher gave the instructions of the game.
- q. One of they used blindfold and another gave the instruction, and the student who used blindfold must follow the instruction that the others gave.

- r. The students started the game, the student that used blindfold must arranged the unscramble word and follow the instructions given.

### 3. Closing Activities

- e. The teacher and the students make conclusion from the material given today.  
f. The teacher gives feedback from today's discussion  
g. The teacher leads the closing prayer.  
h. The teacher says goodbye.

### H. Media

- Whiteboard
- Marker
- Some pieces of paper
- Blindfold

### I. Source

1. Relevant English Book for eighth grade of Junior High School.
2. Internet.

### J. Assessment

Indicators	Assessment technique	Instrument form	Instrument
<ul style="list-style-type: none"> <li>• Arrange the words in the bracket into the right words.</li> </ul>	Written	Essei	<p><i>Arranges the unscramble words become the right words.</i></p> <p>Yesterday, I and my family (e-n-w-t) to Way Kambas National Park to see the elephants and rhinos conserved there. Way Kambas</p>

			<p>National Park is a national park which is used as elephant and rhino sanctuary (l-a-c-e-t-o-d) in Labuhan Ratu District, East Lampung, Lampung, Indonesia.</p> <p>When we got to there, we (w-a-s) some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances.</p> <p>Unfortunately, we could not see the sumatran rhinoceros because visitors must have a special permit I advance to see them. Visitors or ordinary tourists cannot see the afternoon we (w-a-s) some animals which were being fed.</p>
--	--	--	--

**b. Instrument:**

Last weekend, I (e-n-t-w) to my grandma's house in the village near my town. In that beautiful village, I had many activities. I went to my grandma's farm and (e-d-f) the animals. I also (l-p-e-n-t-a-d) some flowers in the garden and (p-y-l-a-e-d) with the village kids. They were cheerful and kind-hearted. They even (a-

v-e-g) me hand-made souvenirs before I went home. I am sure that I'll never forget the days. I (p-e-n-t-s) in that village.

**Key answer:**

Last weekend, I went to my grandma's house in the village near my town. In that beautiful village, I had many activities. I went to my grandma's farm and fed the animals. I also planted some flowers in the garden and played with the village kids. They were cheerful and kind-hearted. They even gave me hand-made souvenirs before I went home. I am sure that I'll never forget the days. I spent in that village.

**b. Assessment direction.**

1. Maximal score = 100

2. Student's score =  $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

Tanjung Pura, March , 2017

English Teacher

Researcher

**Rapita Yusna S.pd**

**Rini Andriyani**

**NIM: 34131096**

## APPENDIX III

### PRE-TEST

Arrange the unscramble words become the right words

1. They (l-a-p-y-e-d) football last month.
2. Father (b-u-g-h-t-r-o) some cakes last night.
3. He (w-r-e-t-o) a letter yesterday.
4. Shifa (l-e-a-d-e-n-c) the blackboard.
5. Rudi (e-n-t-w) to zoo last week.
6. You did not (r-i-g-b-n) the dictionary.
7. They played the game (s-t-l-a-i-g-h-n-t).
8. Rani and her mother (a-d-e-m) a rainbow cake last night.
9. Did you father drink the coffee (y-d-a-e-e-r-y-s-t)?
10. Rizka (e-d-t-i-i-v-s) her grandmother last week.

Dear: Sarah,

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

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

I hope we can visit there again nest time.

16. I (s-o-l-t) my drawing book two days ago.
17. I was (l-i-t-e-n-i-n-g-s) to music when my teacher (e-e-n-t-r-e-d) my class.

18. I and my brother (e-n-w-t) to campus and then we (r-a-e-l-x-e-d) in a cafeteria.
19. Angeline (l-e-t-s-i-d-e-n) to English conversation when her friend was (n-i-s-g-i-g-n) beside her.
20. The students went to (o-o-z) when they were (t-s-u-y-i-d-n-g) animal's name.

## THE KEY ANSWER OF PRE-TEST

Arrange the unscramble words become the right words

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

Dear: Sarah,

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

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

I hope we can visit there again nest time.

16. I lost my drawing book two days ago.
17. I was listening to music when my teacher entered my class.
18. I and my brother went to campus and then we relaxed in a cafeteria.
19. Angeline listened to English conversation when her friend was singing beside her.
20. The students went to zoo when they were studying animal's name.

## APPENDIX IV

### POST-TEST (CYCLE I)

Arrange the unscramble words become the right words

1. He (w-r-e-t-o) a letter yesterday.
2. They (l-a-p-y-e-d) football last month.
3. Father (b-u-g-h-t-r-o) some cakes last night.

Dear: Sarah,

Sarah, I am 4. (w-i-n-g-r-t-i) to you just to memorize about our holiday in your city last year.

I am so 5. (p-p-y-h-a) being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the 6. (p-l-e-a-c-s). We bought many foods and souvenirs there. We also 7. (k-o-o-t) the pictures scenery. We are so happy 8. (g-n-s-p-e-d-n-i) time together.

I hope we can visit there again nest time.

9. Shifa (l-e-a-d-e-n-c) the blackboard.
10. Rani and her mother (a-d-e-m) a rainbow cake last night.
11. Angeline (l-e-t-s-i-d-n) to English conversation when her friend was (n-i-s-g-i-g-n) beside her.
12. Rudi (e-n-t-w) to zoo last week.
13. You did not (r-i-g-b-n) the dictionary.
14. I was (l-i-t-e-n-i-n-g-s) to music when my teacher (e-e-n-t-r-e-d) my class.
15. They played the game (s-t-l-a-i-g-h-n-t).
16. The students went to (o-o-z) when they were (t-s-u-y-i-d-n-g) animal's name.



17. Did you father drink the coffee (y-d-a-e-e-r-y-s-t)?
18. Rizka (e-d-t-i-i-v-s) her grandmother last week.
19. I (s-o-l-t) my drawing book two days ago.
20. I and my brother (e-n-w-t) to campus and then we (r-a-e-l-x-e-d) in a cafeteria.

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

Arrange the unscramble words become the right words

1. He wrote a letter yesterday.
2. They played football last month.
3. Father brought some cakes last night.

Dear: Sarah,

Sarah, I am 4. writing to you just to memorize about our holiday in your city last year.

I am so 5. happy being there with you. We visited many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the 6. places. We bought many foods and souvenirs there. We also 7. took the pictures scenery. We are so happy 8. spending time together.

I hope we can visit there again nest time.

9. Shifa cleaned the blackboard.
10. Rani and her mother made a rainbow cake last night.
11. Angeline listened to English conversation when her friend was singing beside her.
12. Rudi went to zoo last week.
13. You did not bring the dictionary.
14. I was listening to music when my teacher entered my class.
15. They played the game last night.
16. The students went to zoo when they were studying animal's name.
17. Did you father drink the coffee yesterday?
18. Rizka visited her grandmother last week.
19. I lost my drawing book two days ago.
20. I and my brother went to campus and then we relaxed in a cafeteria.

## **APPENDIX V**

### **POST-TEST (CYCLE II)**

**Arrange the unscramble words in this text become the right word.  
(question no. 1-10)**

#### **Visiting Way Kambas**

Yesterday, I and my family 1. (e-n-w-t) to Way Kambas National Park to see the elephants and rhinos conserved there. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary 2. (l-a-c-e-t-o-d) in Labuhan Ratu District, East Lampung, Lampung, Indonesia.

When we got to there, we 3. (w-a-s) some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the sumatran rhinoceros because visitors must have a special permit I advance to see them. Visitors or ordinary tourists cannot see the afternoon we saw some animals which were being fed.

#### **A Trip to Borobudur Temple**

Three years ago, I and my classmates 4. (v-i-i-s-t-e-d) Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I 5. (r-a-r-e-v-i-d) there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we 6. (w-i-t-a-e-d) him for a moment we 7. (e-e-n-t-r-e-d) into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra

Dynasty. Borobudur temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see much beautiful scenery. I and my friends 8. (e-n-t-w) around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we 9. (l-e-f-t) so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be 10. (v-o-e-l-d) by all of the visitors and the government.

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

- |              |             |
|--------------|-------------|
| 1. Caught    | 6. Promised |
| 2. Formed    | 7. Believed |
| 3. Attracted | 8. Tried    |
| 4. Began     | 9. Cried    |
| 5. Arrived   | 10. Became  |

D I E D E S F O R M E D E D  
I N N C A L L E D Z O O U X  
D C Y A R D E D O E S X I Z  
E A A U I S D F G H O S T E  
V X D G V A E N S D I D M N  
I D E H A N V Q U R A E N J  
R E S T I N E T Y U I C F R  
R F I X R R I L L M R A D A  
A N M D F I L H G I T R E D  
D O O R E D E N E Z A T E S  
Q I R N A D B D F O O T E S  
A P P L I C A T B E C A M E  
R O U N D E D F O U N D E D  
B E G A N J I N T O P E S N  
A C D F O T E S G O T H U N

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

**Arrange the unscramble words in this text become the right word.  
(question no. 1-10)**

### **Visiting Way Kambas**

Yesterday, I and my family 1. went to Way Kambas National Park to see the elephants and rhinos conserved there. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary 2. located in Labuhan Ratu District, East Lampung, Lampung, Indonesia.

When we got to there, we 3. saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the sumatran rhinoceros because visitors must have a special permit I advance to see them. Visitors or ordinary tourists cannot see the afternoon we saw some animals which were being fed.

### **A Trip to Borobudur Temple**

Three years ago, I and my classmates 4. visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I 5. arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we 6. waited him for a moment we 7. entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see much beautiful scenery. I and my friends 8.

went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we 9. felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be 10. loved by all of the visitors and the government.

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

- |              |             |
|--------------|-------------|
| 1. Caught    | 6. Promised |
| 2. Formed    | 7. Believed |
| 3. Attracted | 8. Tried    |
| 4. Began     | 9. Cried    |
| 5. Arrived   | 10. Became  |

D I E D E S F O R M E D E D  
I N N C A L L E D Z O O U X  
D C Y A R D E D O E S X I Z  
E A A U I S D F G H O S T E  
V X D G V A E N S D I D M N  
I D E H A N V Q U R A E N J  
R E S T I N E T Y U I C F R  
R F I X R R I L L M R A D A  
A N M D F I L H G I T R E D  
D O O R E D E N E Z A T E S  
Q I R N A D B D F O O T E S  
A P P L I C A T B E C A M E  
R O U N D E D F O U N D E D  
B E G A N J I N T O P E S N  
A C D F O T E S G O T H U N



## **APPENDIX VI**

### **The Students' Score in Pre-Test, Post-Test I, and Post-Test II**

<b>No.</b>	<b>The Initial of Students' Name</b>	<b>Score</b>		
		<b>Pre-test</b>	<b>Post-test I</b>	<b>Post-test II</b>
1	AH	35	65	85
2	AHA	40	60	
3	AA	15	60	80
4	AS	40	45	75
5	BSP	35	60	80
6	DA	20	55	55
7	HH	40	60	85
8	HWS	25	60	75
9	IMD	20	40	80
10	IM	15	25	75
11	JP	55	75	100
12	JF	30	20	90
13	KN	70	95	100
14	LL	40	65	80
15	MJ	35	65	85
16	MIQ	15	25	80

17	MI	40	60	85
18	MR	30	75	75
19	MY	40	60	80
20	MS	15	30	
21	MIR	10	35	50
22	MSH	55	60	80
23	MZ	20	55	50
24	ND	30	40	75
25	NA	60	90	100
26	PA	45	70	90
27	RJ	20	50	75
28	RT	30	35	75
29	RII	30	55	75
30	RN	55	75	100
31	RL	45	80	95
32	RD	35	50	80
33	SR	50	85	100
34	SH	10	65	80
35	SG	40	80	90
36	SPS	65	80	85
37	SA	50	85	100

38	SL	40	55	80
39	SY	20	35	75
40	TS	55	65	75
41	TR	20	40	75
42	ZBD	45	75	100
	$\sum X$	1485	2460	3270
	$\bar{X}$	35.36	58.57	77.86

## **APPENDIX VII**

### **The Students' Vocabulary Mastery before Treatment (Pre-Test)**

<b>No.</b>	<b>The Initial of Students' Name</b>	<b>Test</b>	
		<b>Pre-Test</b>	<b>Criteria of Success <math>\geq 75</math></b>
1	AH	35	Failed
2	AHA	40	Failed
3	AA	15	Failed
4	AS	40	Failed
5	BSP	35	Failed
6	DA	20	Failed
7	HH	40	Failed
8	HWS	25	Failed
9	IMD	20	Failed
10	IM	15	Failed
11	JP	55	Failed
12	JF	30	Failed
13	KN	70	Failed
14	LL	40	Failed
15	MJ	35	Failed
16	MIQ	15	Failed

17	MI	40	Failed
18	MR	30	Failed
19	MY	40	Failed
20	MS	15	Failed
21	MIR	10	Failed
22	MSH	55	Failed
23	MZ	20	Failed
24	ND	30	Failed
25	NA	60	Failed
26	PA	45	Failed
27	RJ	20	Failed
28	RT	30	Failed
29	RII	30	Failed
30	RN	55	Failed
31	RL	45	Failed
32	RD	35	Failed
33	SR	50	Failed
34	SH	10	Failed
35	SG	40	Failed
36	SPS	65	Failed
37	SA	50	Failed

38	SL	40	Failed
39	SY	20	Failed
40	TS	55	Failed
41	TR	20	Failed
42	ZBD	45	Failed
	$\sum X$	1485	
	$\bar{X}$	35.36	

## APPENDIX VIII

### The Students' Score in Post Test of the First Cycle (Post-Test I)

No.	The Initial of Students' Name	Test	
		Post-Test I	Criteria of Success $\geq 75$
1	AH	65	Failed
2	AHA	60	Failed
3	AA	60	Failed
4	AS	45	Failed
5	BSP	60	Failed
6	DA	55	Failed
7	HH	60	Failed
8	HWS	60	Failed
9	IMD	40	Failed
10	IM	25	Failed
11	<b>JP</b>	<b>75</b>	<b>Passed</b>
12	JF	20	Failed
13	<b>KN</b>	<b>95</b>	<b>Passed</b>
14	LL	65	Failed
15	MJ	65	Failed

16	MIQ	25	Failed
17	MI	60	Failed
18	<b>MR</b>	<b>75</b>	<b>Passed</b>
19	MY	60	Failed
20	MS	30	Failed
21	MIR	35	Failed
22	MSH	60	Failed
23	MZ	55	Failed
24	ND	40	Failed
25	<b>NA</b>	<b>90</b>	<b>Passed</b>
26	PA	70	Failed
27	RJ	50	Failed
28	RT	35	Failed
29	RII	55	Failed
30	<b>RN</b>	<b>75</b>	<b>Passed</b>
31	<b>RL</b>	<b>80</b>	<b>Passed</b>
32	RD	50	Failed
33	<b>SR</b>	<b>85</b>	<b>Passed</b>
34	SH	65	Failed
35	<b>SG</b>	<b>80</b>	<b>Passed</b>
36	<b>SPS</b>	<b>80</b>	<b>Passed</b>



37	<b>SA</b>	<b>85</b>	<b>Passed</b>
38	SL	55	Failed
39	SY	35	Failed
40	TS	65	Failed
41	TR	40	Failed
42	<b>ZBD</b>	<b>75</b>	<b>Passed</b>
	$\sum X$	2460	
	$\bar{X}$	58.57	

## **APPENDIX IX**

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

#### **(Post-Test II)**

<b>No.</b>	<b>The Initial of Students' Name</b>	<b>Test</b>	
		<b>Post-test I</b>	<b>Criteria of Success <math>\geq 75</math></b>
1	<b>AH</b>	<b>85</b>	<b>Passed</b>
2	AHA		Failed
3	<b>AA</b>	<b>80</b>	<b>Passed</b>
4	<b>AS</b>	<b>75</b>	<b>Passed</b>
5	<b>BSP</b>	<b>80</b>	<b>Passed</b>
6	DA	55	Failed
7	<b>HH</b>	<b>85</b>	<b>Passed</b>
8	<b>HWS</b>	<b>75</b>	<b>Passed</b>
9	<b>IMD</b>	<b>80</b>	<b>Passed</b>
10	<b>IM</b>	<b>75</b>	<b>Passed</b>
11	<b>JP</b>	<b>100</b>	<b>Passed</b>
12	<b>JF</b>	<b>90</b>	<b>Passed</b>
13	<b>KN</b>	<b>100</b>	<b>Passed</b>
14	<b>LL</b>	<b>80</b>	<b>Passed</b>

15	<b>MJ</b>	<b>85</b>	<b>Passed</b>
16	<b>MIQ</b>	<b>80</b>	<b>Passed</b>
17	<b>MI</b>	<b>85</b>	<b>Passed</b>
18	<b>MR</b>	<b>75</b>	<b>Passed</b>
19	<b>MY</b>	<b>80</b>	<b>Passed</b>
20	MS		Failed
21	MIR	50	Failed
22	<b>MSH</b>	<b>80</b>	<b>Passed</b>
23	MZ	50	Failed
24	<b>ND</b>	<b>75</b>	<b>Passed</b>
25	<b>NA</b>	<b>100</b>	<b>Passed</b>
26	<b>PA</b>	<b>90</b>	<b>Passed</b>
27	<b>RJ</b>	<b>75</b>	<b>Passed</b>
28	<b>RT</b>	<b>75</b>	<b>Passed</b>
29	<b>RH</b>	<b>75</b>	<b>Passed</b>
30	<b>RN</b>	<b>100</b>	<b>Passed</b>
31	<b>RL</b>	<b>95</b>	<b>Passed</b>
32	<b>RD</b>	<b>80</b>	<b>Passed</b>
33	<b>SR</b>	<b>100</b>	<b>Passed</b>
34	<b>SH</b>	<b>80</b>	<b>Passed</b>
35	<b>SG</b>	<b>90</b>	<b>Passed</b>

36	<b>SPS</b>	<b>85</b>	<b>Passed</b>
37	<b>SA</b>	<b>100</b>	<b>Passed</b>
38	<b>SL</b>	<b>80</b>	<b>Failed</b>
39	<b>SY</b>	<b>75</b>	<b>Failed</b>
40	<b>TS</b>	<b>75</b>	<b>Failed</b>
41	<b>TR</b>	<b>75</b>	<b>Failed</b>
42	<b>ZBD</b>	<b>100</b>	<b>Passed</b>
	$\sum X$	3270	
	$\bar{X}$	77.86	

## APPENDIX X

### OBSERVATION SHEET OF TEACHER

#### (CYCLE I)

**School** : MTs Nurul Huda Tanjung Pura

**Grade** : Eighth Grade

**Subject** : English

Focus	Observation Item	Observation Score					
		0	1	2	3	4	5
The researcher as the teacher	Teacher comes on time						
	The teacher greets the students						
	The teacher ask the students' condition						
	The teacher checks the attendance list						
	Teacher motivates the students						
	Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom						

The teacher tells to the students  
the goal of teaching and learning

Teacher gives the explanation  
about the topic that will be learned

Teacher explain the material  
clearly

The teacher gives the students a  
chance to express their opinion  
and to give a question that related  
to the lesson

The teacher gives the test to the  
students

Teacher uses the time effectively

Teacher concludes the material of  
teaching

Description:

5 : Perfect

4 : Excellent

3 : Above average

2 : Average

1 : Unsatisfactory

0 : Not applicable

The Teacher

The Researcher

**Rafita Yusna, S.Pd**

**Rini Andriyani**

**NIM.34131096**

## **OBSERVATION SHEET OF STUDENTS**

### **(CYCLE I)**

**School : MTs Nurul Huda Tanjung Pura**

**Grade : Eighth Grade**

**Subject : English**

FOCUS	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
Students	Students come to class on time						
	The students respond to the greeting						
	The students tell their condition to the teacher						
	The students are ready to learn the material						
	Students study seriously						
	Students are interested and enthusiastic in studying English vocabulary						

Students participate in learning process

Students ask the teacher about material that do not understand

The students give opinion about the question that the teacher give

the students' motivation in learning process

Interaction between teacher and students

Students do the test seriously

Description:

5 : Perfect

4 : Excellent

3 : Above average

2 : Average

1 : Unsatisfactory

0 : Not applicable

The Teacher

The Researcher

**Rafita Yusna, S.Pd**

**Rini Andriyani**

**NIM.34131096**



## APPENDIX XI

### OBSERVATION SHEET OF TEACHER

#### (CYCLE II)

**School** : MTs Nurul Huda Tanjung Pura

**Grade** : Eighth Grade

**Subject** : English

Focus	Observation Item	Observation Score					
		0	1	2	3	4	5
The researcher as the teacher	Teacher comes on time						
	The teacher greets the students						
	The teacher ask the students' condition						
	The teacher checks the attendance list						
	Teacher motivates the students						
	Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom						

The teacher tells to the students  
the goal of teaching and learning

Teacher gives the explanation  
about the topic that will be learned

Teacher explain the material  
clearly

The teacher gives the students a  
chance to express their opinion  
and to give a question that related  
to the lesson

The teacher gives the test to the  
students

Teacher uses the time effectively

Teacher concludes the material of  
teaching

Description:

- 5 : Perfect
- 4 : Excellent
- 3 : Above average
- 2 : Average
- 1 : Unsatisfactory
- 0 : Not applicable

The Teacher

**Rafita Yusna, S.Pd**

The Researcher

**Rini Andriyani**

**NIM.34131096**

**OBSERVATION SHEET OF STUDENTS  
(CYCLE II)**

**School : MTs Nurul Huda Tanjung Pura**

**Grade : Eighth Grade**

**Subject : English**

FOCUS	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
Students	Students come to class on time						
	The students respond to the greeting						
	The students tell their condition to the teacher						
	The students are ready to learn the material						
	Students study seriously						
	Students are interested and enthusiastic in studying English vocabulary						
	Students participate in learning process						
	Students ask the teacher about material that do not understand						
	The students give opinion about						

the question that the teacher give

the students' motivation in  
learning process

Interaction between teacher and  
students

Students do the test seriously

Description:

5 : Perfect

4 : Excellent

3 : Above average

2 : Average

1 : Unsatisfactory

0 : Not applicable

The Teacher

The Researcher

**Rafita Yusna, S.Pd**

**Rini Andriyani**

**NIM.34131096**

## **APPENDIX XII**

### **INTERVIEW SHEET OF THE TEACHER**

#### **Interview Sheet with the Teacher before Using Blindfold Game Media**

- The researcher : Hi, how are you miss?? Miss sorry to bother you, actually I have told to the headmaster that I will do my research here.
- The teacher : ohh, I am okkey. Oh yaaa.. actually he has told me yesterday.
- The researcher : May I ask you something miss? What curriculum do you use in teaching English miss?
- The teacher : I use KTSP, rini.
- The researcher : Do the eighth grade students' have difficulties in learning English?
- The teacher : Yes they do, they have difficulties in learning vocabulary. They are difficulties to follow the lesson, they are not serious in studying.
- The researcher : Do you teach the vocabulary separately or integrated with the language skills?
- The teacher : I teach vocabulary separately with the language skill.
- The researcher : How do you teach vocabulary?
- The teacher : I teach vocabulary by using picture, and ask the students do the exercises from the textbook.
- The researcher : What is the standard score of English study?
- The teacher : The standard score is 75

#### **Interview Sheet with the Students after Using Blindfold Game Media.**

- The researcher : What do you think about blindfold game media that has been used in teaching English vocabulary?
- The teacher : It is very creative, and motivate them to study ya rin.

The researcher : Do you think this media can improve the students' English vocabulary?

The teacher : This media can improve the students' English vocabulary. Because this media can make the students is more active and enthusiastic in studying English vocabulary.

The researcher : Would you like to applicant this media in teaching English vocabulary?

The teacher : Yes. Sure.

## **APPENDIX XIII**

### **INTERVIEW SHEET OF THE STUDENTS**

#### **Interview Sheet with the Students before Using Blindfold Game Media**

##### **Students I**

The researcher : hai, lagi sibuk? Mis mau tanya tanya ini, lagi istirahat kamukan?

The student : oh, iya miss..lagi keluar main ini miss, nanyak apa miss?

The researcher : ada belajar bahasa Inggris kamu kan?? Hmm... menurut kamu belajar bahasa Inggris itu sulit gak?

The student : kalau saya miss, saya suka bahasa Inggris, jadi enak lah miss.

The researcher : Ohh...gitu, mantep lah yaa.... kalau tentang vocabulary (kosa kata) bahasa Inggris, gimana menurut kamu?

The student : Menurut saya kadang-kadang mudah dan kadang-kadang sulit miss, ada kata kata yang payah diinget.

The researcher : jadi gimana cara kamu meningkatkan vocabulary? Kamu ngalami kesulitan?

The student : ya kalau saya gak paham miss, saya tanyak guru nya miss. Ya, saya mengalami sedikit kesulitan.

The researcher : Bagaimana guru kamu mengajarkan vocabulary?

The student : ya kadang enak dipahami miss, kadang juga saya susah paham nya

##### **Students II**

The researcher : hai, lagi sibuk? Mis mau tanya tanya ini, lagi gak sibuk kamukan?

The student : oh, enggak miss, gak sibuk saya, miss mau tanyak apa miss, ihh, takutlah saya miss tanyak tanyak.

The researcher : loh kok takut ada ada aja, miss mau tanyak tentang pelajaran bahasa Inggris sama kamu.ada belajar bahasa Inggris kamu kan?? Hmm... menurut kamu belajar bahasa Inggris itu sulit gak?

The student : payah miss, payah bacanya.

The researcher : Ohh...gitu, jadi kalau tentang kosakata/kata kata dalam bahasa Inggris gimana?

The student : Ya semua payah miss.

The researcher : jadi gimana cara kamu meningkatkan vocabulary pas belajar dikelas? Kamu ngalami kesulitan?

The student : ya kalau saya gak tau, tanyak sama gurunya, kalau gak tanyak sama kawan?

### **Students III**

The researcher : Menurut kamu belajar vocabulary itu susah gak?

The student : Menurut saya, sulit kalau gak serius belajarnya.

The researcher : Bagaimana kamu meningkatkan vocabulary? apakah kamu mengalami kesulitan?

The student : Ya. Saya pernah mengalami kesulitan dalam belajar vocabulary tetapi saya belajar dan saya bisa.

The researcher : Bagaimana guru kamu mengajarkan vocabulary?

The student : Guru saya sangat serius dalam mengajar bahasa Inggris khususnya vocabulary.

### **Interview Sheet with the Students after Using Blindfold Game Media.**

#### **Students I**

The researcher : Masih merasa sulit gak belajar vocabulary bahasa Inggris ?



The student : enggak miss, kalau ini enak tadi miss, seru pun miss

The researcher : Menurut kamu kosakata kamu bisa meningkat enggak pakai media game tadi?

The student : Kalau saya ia miss, jadinya bertambah kosakata saya karna belajar tadi.

## **Students II**

The researcher : Masih merasa sulit gak belajar vocabulary bahasa Inggris ?

The student : enggak kok miss, enak belajar tadi, gak serius serius kali.

The researcher : Menurut kamu kosakata kamu bisa meningkat enggak pakai media game tadi?

The student : Kalau saya ia miss, jadinya bertambah kosakata saya. Mudah mudahan gak lupa lupa kata katanya.

## **Students III**

The researcher : Apakah sekarang kamu masih merasa sulit belajar vocabulary bahasa Inggris?

The student : enak kok miss, seru lagi. Jadi belajarnya gak terlalu serius-serius kali tapi yang dipelajari paham miss. Miss masuk lagi aja besok. Kita main game kayak gitu lagi miss

The researcher : belum tau miss masuk lagi atau tidak. Menurut kamu apakah *Blindfold Game* ini bisa meningkatkan vocabulary bahasa Inggris kamu?

The student : Tentu saja. Karena medianya menarik miss, lucu dan kami juga belum pernah belajar pakek media kayak gitu miss. Pakek penutup mata gitu, terus disuruh cari-cari kata. Yang pasti, saya senang miss jadinya belajar bahasa inggris.

## **APPENDIX XIV**

### **DIARY NOTES**

#### **The first meeting, Thursday, 9<sup>th</sup> March 2017 (Pre- Test)**

The researcher's first impression is not good. The classroom was noisy enough. The researcher is accompanied by the teacher entered the classroom. The researcher opened the class and delivered her purpose why she stood up in front of the class. After that the researcher divided the paper test. Then the teacher gave and explained the instruction. After that, the students did what the researcher asked. But the situation of the class still crowded because they confused to do the test and they had difficult to answer the question. The researcher asked the students to keep silent and did the test by themselves. While the students did the test, the researcher did interview to them. When the time was over, the researcher asked the students to gather the paper on the table. After that, the researcher closed the meeting.

#### **The second meeting, Saturday, 11<sup>th</sup> March 2017 (Applicating the strategy in cycle I)**

The researcher explained the material about simple past tense. The students paid attention and listened carefully but it could be heard the male students' voice talking. The researcher checked the students' understanding repeatedly and most of students had understood the lesson. The researcher asked students to make fourth group and every group had been a blindfold and cartoon that contained the unscramble words. The researcher gave the instruction of way the game. The students were interest and enthusiastic. After finishing the game, the researcher and the students discussed together the lesson.

**The third meeting, Wednesday, 15<sup>th</sup> March 2017 (Giving the post-test I in cycle I)**

The researcher reviewed the previous material. The researcher asked some questions to the students about the previous material. Some of students remembered but others did not. The researcher gave the post-test I to the students. The students did the post-test I seriously but some of student did not. Several students also asked the researcher to translate some words.

**The fourth meeting, Saturday, 18<sup>th</sup> March 2017 (applying the strategy in cycle II)**

The classroom was more silent than before. The students seemed excited to learn. The students asked to the researcher what are we do. The researcher explained the material about simple past tense. The students paid attention and listened carefully but it could be heard the male students' voice talking. The researcher checked the students' understanding repeatedly and most of students had understood the lesson. The researcher asked students to make fourth group and every group had been a blindfold and cartoon that contained the unscramble words. The researcher gave the instruction of way the game. The students were interest and enthusiastic. After finishing the game, the researcher and the students discussed together the lesson.

**The fifth meeting, Wednesday, 22<sup>th</sup> March 2017 (Giving the post-test II in cycle II)**

The researcher reviewed the previous material. The researcher asked some questions to the students about the previous material. The students remembered well the material. The researcher gave the post-test II to the students. The students did the post-test II seriously. Several students also asked the researcher to translate some words.

## **APPENDIX XV**

### **THE NAMES' OF STUDENTS AND THE INITIAL OF STUDENTS**

<b>No.</b>	<b>Names' of Students</b>	<b>Initial of Students</b>
1	Abu Hanipah	AH
2	Abu Hasan Ashari	AHA
3	Agus Ariyanto	AA
4	Anisah Sapitri	AS
5	Bayu Syah Putra	BSP
6	Daud Azhar	DA
7	Hardian Harahap	HH
8	Hermawansyah	HWS
9	Ibnu Mujahid	IMD
10	Imam	IM
11	Jihan Pahera	JP
12	Julfikar	JF
13	Kharimuddin Naja	KN
14	Lisa Liyana	LL
15	M. Jaka	MJ

16	M. Iqbal	MIQ
17	M. Irvan	MI
18	M. Rizki	MR
19	M. Yusuf	MY
20	Masrifah	MS
21	M. Imberon Rosadi	MIR
22	Mutiara Syahrani Harahap	MSH
23	Muzakir	MZ
24	Nadilla	ND
25	Novika Afridami	NA
26	Poppi Aggraini	PA
27	Riki Juanda	RJ
28	Ratna	RT
29	Riski Ilham Ilmansyah	RII
30	Rizal Naim	RN
31	Rosa Linda	RL
32	Rudi	RD
33	Sabrina	SR
34	Salma Hanum	SH
35	Sandi Gunawan	SG

36	Sindi Pertama Sari	SPS
37	Siti Andriani	SA
38	Susilawati	SL
39	Syahrido	SY
40	Tiara Sari	TS
41	Trisni	TR
42	Zubaidah	ZBD

## **APPENDIX XVI**

### **PHOTOGRAPHY EVIDENCE (DOCUMENTASI)**

**Interview the students**



**Giving the pre-test**



## Explaining the material in cycle I





**Applicating the blindfold game in cycle I**



**Giving the post-test I**



**The students did the post-test I seriously but some of them also still discussed with their classmate**





## Explaining the material in cycle II



## Applicaing the blindfold game in cycle II



## Giving post-test II



## The students did post-test II seriously

