

**IMPROVING STUDENTS VOCABULARY THROUGH
BLINDFOLD GAME AT THE SEVENTH GRADE OF MTS
AL MAWASIR PADANG KALUA LAMASI**



IAIN PALOPO

A THESIS

*Submitted to the English Language Study of S1 Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo in Partial Fulfillment of Requirement
For S.Pd Degree of English Education*

By:

WAHYUNI TOBAHARU

REG NUM : 15.0202.0122

**ENGLISH STUDY PROGRAM OF TARBIYAH AND
TEACHER TRAINING FACULTY OF STATE INSTITUTE
FOR ISLAMIC STUDIES (IAIN) PALOPO**

2019

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FOR ISLAMIC STUDIES (IAIN) PALOPO**

2019

THESIS APPROVAL

This thesis, entitled "Improving Students' Vocabulary Through Blindfold Game at the Seventh Grade of MTS Al Mawasir Padang Kalua Lamasi" written by **Wahyuni Tobaharu, Reg. Number 15.02.2.0122**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on **Friday, October 04th 2019 M**, coincided with **Safar 4th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S Pd, degree in English language teaching.

Palopo, October 04th, 2019 M
Safar 4th 1441 H

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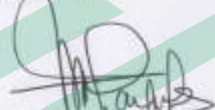
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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

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Assalamu'alaikum Wr.Wb

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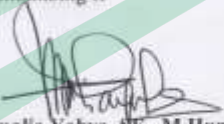
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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr.Wb.

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ABSTRAK

Wahyuni Tobaharu, 2019. *Improving Students' Vocabulary through Blindfold Game at the Seventh Grade of MTS Al Mawasir Padang Kalua Lamasi*. Thesis Tarbiyah Department. Consultant (1). Dr. Muhaemin, M.A (2). Amalia Yahya, S.E., M.Hum

Key words: *Vocabulary, Blindfold Game*

This research about the use of blindfold game to improve vocabulary of the seventh grade students of MTs Al Mawasir Padang Kalua Lamasi. The problem statement of the thesis is blindfold game effective to improve the students' vocabulary of the seventh grade of MTs Al Mawasir Padang Kalua Lamasi? The objective of this research is to find out whether or not blindfold game improve students' vocabulary of the seventh grade students of MTs Al Mawasir Padang Kalua Lamasi.

The researcher used pre-experimental method. The population was all of the seventh grade students of MTs Al Mawasir Padang Kalua Lamasi. There were 21 students in academic year 2018/2019. Because the size of population was a little so that, the took sample technique is total sampling technique. The instrument of this research was vocabulary test. There were 55 items.

The researcher analyzed the data quantitatively by using inferential statistics SPSS 20. The students' result of the mean score in the pre-test of pre-experimental was lowest than the mean score in the post-test ($30.00 < 85.95$). The researcher found that the p Value was 0.00 and the alpha was 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). The researcher found that that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. It means that the use of blindfold game effective to improved students' vocabulary.

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الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

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Finally, the researcher prays to the Allah SWT gives reward to all of people who have helped the researcher and the researcher hopes this thesis can be useful and gives positive contribution for readers and other researchers.

Lamasi, 17 Mei 2019

**The
Researcher**

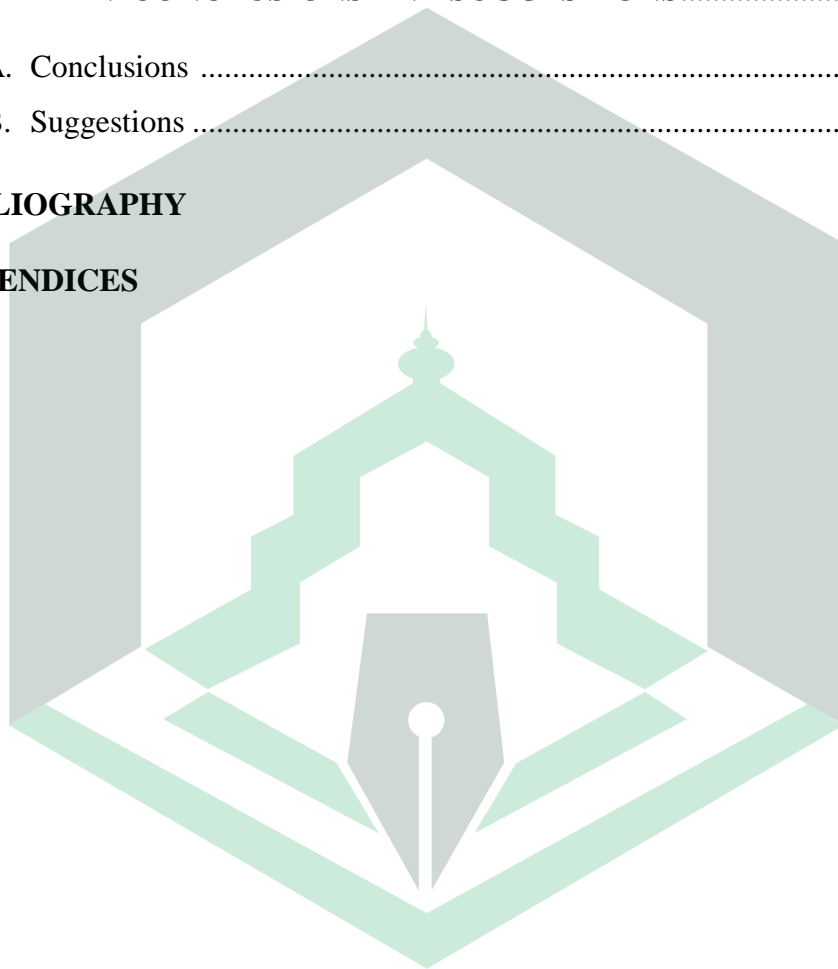


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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is one of the English components taught to the learners and it has a primary role for all language skills. Vocabulary is important for adult learners since it is the one area of language learning that does not appear to be slowed down by age. ¹ It means, without a proportional amount of vocabulary anyone will get trouble in speaking, reading, listening, and writing.

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies are something that for lifetime. It holds a special place among the components.² In other hand, vocabulary was the first step for all learners to learn English. Vocabulary is not a single process, because many aspects of the language is related, such us the sound and the structure. All the aspects are related, they are attached one another.

Based on the explanation above the researcher can be concluded vocabulary is the most important aspect of learning English. We will not understand English without vocabulary, without vocabulary also we will not be able to practice English or communicate well if we do not understand vocabulary. And someone also cannot make a good sentence or how to write in English without knowing the vocabulary.

¹ Misbahuddin, *The Correlation Between Students Mastery of Vocabulary and Their Reading Ability*, (Thesis UIN Syarif Hidayatullah, Jakarta, 2011)p.1

² Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London : Mahwa new Jersey),p.2

Learning vocabulary is not easy for students. These problems were discovered by the researcher during the observation on students of MTs Al Mawasir Padang Kalua Lamasi. The researcher started observation on 4-5 January 2019. She found that the students sometimes studied English and also not studied English, the teachers sometimes come for learning and sometimes they don't, because if there is a matter that must be completed in the district capital (Belopa) and also because the location of the school is quite far from their home. And the students were never taught vocabulary, this happens because the conditions there are not very supportive. Because teachers are teaching at this school and their residence is far from the school. Even the headmaster lives in mountainous areas.

After the researcher interviewed the headmaster and English teacher Mrs. Syarianti S.Pd and Mrs. Sujani S.Ag, they said that they wanted to come to teach every day. But if the rain had come down their vehicles it was difficult to travel to school, because the trip to this school must pass through mountains and rice fields. And also in addition to facilities and classrooms that were still lacking too due, to the laziness of students to learn, and the lack of student attention in learning English. Then the teacher also has difficulty dealing with naughty students, and Students find it difficult to distinguish between noun, adjective, verb, and adverb. Based on the interviewed above, the researcher wants to improve students' vocabulary through the blindfold game. As we know that if a teacher teaches by using interesting games. The students would also feel not bored, fun, better in accepting and understanding the lessons when I give.

B. Problem Statement

Based on the background above the researcher formulated the problem statement namely: is blindfold game effective to improve the students' vocabulary of the seventh grade of MTs Al Mawasir Padang Kalua Lamasi?

C. Objective of the Research

Related to the problem statement above, this research aims to find out whether or not the blindfold game "connect word type" effective to improve the students' vocabulary of the seventh-grade students of MTs Al Mawasir Padang Kalua Lamasi.

D. Significance of the Research

The result of this research is expected to give both theoretically and practically.

1. Theoretically

The result of this research is expected to find out game to improve students' vocabulary through blindfold game.

2. Practically

a. Teacher

The teacher gets more information about one of the appropriate activities, especially in learning English. So the teacher hopes to create an interesting teaching-learning process by using the blindfold game to improve students' vocabulary

b. Student

Can be increase students' motivation to be better in learning vocabulary through blindfold game.

c. Researcher

This research can be used as experience of how to conduct research using blindfold game.

d. Writer and Reader

This research can be used as reference for further study on vocabulary.

E. Scope of The Research

This research about improving students' vocabulary through blindfold game "connect word type". When blindfold connect words type is mention noun or adjective, like the words teacher to connect words become ruler and etc. There are 100 noun, 70 adjective, 55 verb, and 40 adverb.

F. Operational Definition

Based on the title is "Improving Students' Vocabulary through Blindfold Game at the Seventh Grade of MTS Al Mawasir Padang Kalua Lamasi". The researcher gives definition as follow:

1. Vocabulary

Vocabulary is the basic unit of language form, without vocabulary someone or students cannot to communicative effectively or express ideas.. The researcher will teach vocabulary namely:

- a. Noun : Teacher, headmaster, student, garden, rice field, mosque, flag, chair, table, door, pen, book, dictionary, veil, etc.

- b. Verb : Walk, write, read, run, speak, drink, eat, drink, etc.
 - c. Adjective : Beautiful, heavy, cheap, expensive, small, big, etc.
 - d. Adverb : Sometimes, always, seldom, yesterday, tonight, etc.
2. Blindfold game.

Blindfold game is one of the game used the strategies teachers use in teaching vocabulary to students. Where blindfold game describe every vocabulary in the form of noun about adjective, verbs, and adverb. This game is very good because make the students enjoy and fun in learning English.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are few researchers who conducted previous research aimed at teaching students' vocabulary.

1. Osah Fandilah (2017), in her thesis under the title of “ *The English Vocabulary Mastery of Fifth Grade Students of SDN 3 Bacin Kudus in Academic 2016/2017 By Using Blindfold Game*”. she states there is significant difference between English vocabulary mastery of the fifth grade students of SDN 3 Bacin Kudus before and after taught by using blindfold game. The vocabulary mastery of the fifth grade students of SDN 3 Bacin Kudus in academic 2016/2017 taught by using blindfold game is “good” and without using blindfold game is “fair”.³
2. Rini Andriyani (2017), in her thesis “ *The Implementation of Blindfold Game to Improve Students' Vocabulary at MTs Nurul Huda Tanjung Pura*”. She states that blindfold game could improve the students vocabulary through pre-test and post-test.⁴
3. Yusmayanti, in her thesis (2016) “ *Improving Vocabulary of the Seventh Grade Students through Blindfold Game at SMP Negeri 5 Sojol Palu*, she

³Osah fandilah “ *The English Vocabulary Mastery of Fifth Grade Students of SDN 3 Bacin Kudus in Academic 2016/2017 By Using Blindfold Game*”(Muria Kudus University 2017)

⁴Rini Andriyani, “ *The Implementation of Blindfold Game to Improve Students' Vocabulary at Mts Nurul Huda Tanjung Pura*” (UIN Medan Sumatera Utara 2017)

states that improve the other skills based on the activity that will be improve speaking, writing, and vocabulary.⁵

Based on the previous research, the researcher can concluded that all of the previous related research above talked about improve students' vocabulary by using blindfold game as the researcher's research. And the differences is the method because there are researchers used classroom action research and also used quasi experimental while this researcher used pre-experimental.

B. Concept of Vocabulary

Vocabulary is one of the important factors in English language. Besides, vocabulary is the important factor for practicing language as a means of communication. More words we know, more ideas we can explore, so we can communicate the ideas effectively.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the native speakers, using the language in different context, reading or watching Tv. Research in recent year have done a get deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified and unsimplified material and to process different kinds of oral and written text, as well as the kinds of strategies learners use in understanding, using, and

⁵Yusmayanti, " *Improving Vocabulary of the Seventh Grade Students through Blindfold Technique at SMP Negeri 5 Sojol Palu*(Thesis UNTAD Palu 2016)

remembering word.⁶ There are 3000 to 5000 words suggested for learners continuing to tertiary education studies.⁷

1. Definition of Vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.⁸ It means that people can not write a word or make a sentence well, when they do not master it.

Vocabulary is a part of a language that underlies the understanding of the language itself as stated by Nunan that vocabulary is more than list of target language words.⁹ Vocabulary is a part of language system, in addition the quality of learners' vocabulary influences the four language skill.

William Morris stated that: vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated a lexicon or glossary.¹⁰ Meanwhile Jack C. Richards and Willy A Renandya said that vocabulary is a core component of language proficiency and provides much of the basis for how well when learners speak, listen, read, and write.¹¹

⁶Jack Richards and Willi A. Renandya " *Methodology in Language Teaching*", (cct.I: United Stated of America; Cambaridge University Press, 2002). P.255

⁷Ibid, P. 256

⁸Virginia French Allen, *Techniques In Teaching Vocabulary*, (Oxford University Presss.1983).p.7

⁹Nunan, *How to Teach Vocabulary*, (1991:101)

¹⁰William Moris, *The American Heritage Onary of The English Language*, (Boston: American Heritage Publishing Co. Inc).p.1434

¹¹Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching, and Anthology of Current Practice*, (New York: Cambaridge University Press 2002)p.255

2. 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:¹² (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 content 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 favoriving their ‘learn ability’. (d) Grammar: also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent. (e) Meaning: when two words overlap in meaning, learners are likely to confuse them.

3. Types of Vocabulary

There are four types of vocabulary, they are: (a) Reading Vocabulary: a literature person’s vocabulary is all the words they 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 they can recognize when listening to speech. People may still understand words they were not exposed to before

¹²PriskaAprilianti, *The Efectiviness of Personal Vocabulary Notes (PVN) Technique on Students’Vocabulary Understanding*, THESES, UIN SyarifHidayatullah Jakarta,p.8

using cues such as tone, gestures, the topic of discussion and the social context of the conversation. (c) Speaking Vocabulary: a person's speaking vocabulary is all the words they use in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse, though slight and unintentional, may be compensated by facial expressions and tone of voice. (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.¹³

4. The kinds of Vocabulary

Jo Ann Aebersold and Mary Lee field classifies vocabulary into two categories, they are:

- a. Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write.
- b. Productive vocabulary is the vocabulary that the people actually to speak and write.¹⁴

Edinburgh Gate divides into two categories, namely: *active* vocabulary and *passive* vocabulary. Active vocabulary is the words someone can use, and passive is the words someone can understand, but dos not use.¹⁵ He also said that: “

Vocabulary was divided into function word and content word. The function words are closed class; we can not add to the prepositions or auxiliaries or modals or any

¹³ ([Vocabulary, Wikipedia.org](https://en.wikipedia.org/wiki/Vocabulary))

¹⁴Jo Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (United state of America Cambaridge University Press, 1997), p. 139

¹⁵Edinburgh Gate, Longman Dictionary Of Contemporary English, International Edition (England: Person Educational Limited, 2003),p.1843

other structure word of the language. The content words are on the other hand, can be added to at any time as a new scientific advances make new words and communication about new inventions necessary. It means that to have good English, people have to master not only in grammar but also in vocabulary. So that people have to recognize both of it.

Djalinus Syah and Azimar Enong classifies vocabulary into *general vocabulary* and *special vocabulary*.¹⁶ *General vocabulary* is the words that are used in general, and *special vocabulary* is the words that are used in the certain field or job, profession or special science and technology..

5. Techniques in Presenting Vocabulary

There are many ways in presenting vocabulary, those are: The teacher gives the example firstly how to pronounce this word correctly, and say it clearly, the teacher asks to students follow and repeat it after that write it on the board.

- a. Get the class to Say the word clearly and write it on the board
- b. repeat the word in chorus

Teacher tries to repeat word, so that students can practice more, and they understand it.

- c. Translate the word into the students' own language

Teacher gives the word on the text that has prepared, and also asks them to translate it into students' own language.

¹⁶Djalinusyah and Azimarenong, *Tata Bahasa Inggris Modern*,.....p.1

d. Ask student to translate the word

Commonly, the teacher give the text, read it correctly after that he or she asks students to translate the word.

e. Draw a picture to show what the word means

One technique of presenting new word is draw a picture to show and explain the word means.

f. Give an English example to show how to the word is used

The teacher gives an English example expensive, and students follow, and repeat it, it hopes can show how the word use.

g. Ask question using the new word.¹⁷

After the teacher gives an English example, follow, and repeat it correctly. Then the teacher ask questions using the new word to measure whether students can understand or not.

As Jeremy Harmer stated that: there many occasions when some form of presentations, those are:¹⁸

a. Realia

One way of presenting words is to bring the things represent into the classroom-by bringing 'realia' into the room. Words like 'postcard, ruler, pen, ball, flag, etc. can obviously be presented in this way. The teacher holds up the object (or points it). Says the word and then gets students to repeat it.

¹⁷Adrian Doff, *Teach English a Training Course for Teachers*, (Cambaridge University Press 1998),p.1

¹⁸Harmer Jeremy, *The Practice of English Language Teaching, New Edition*, (New York: Longman 1991),p.161-162

b. Pictures

Pictures can be used to explain the meaning of vocabulary items, teachers can draw things on the board or bring in pictures. They can illustrate concepts such as above and opposite just as easily hats, coats, walking, sticks, cars, smiles, frowns, etc. words

c. Mime, action and gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in picture. Actions, in particular, are probably better explained by mime. Concept like smoking or running are easy to present in this way those are ways of walking, expressions, prepositions ('to', 'toward', etc). and times (a hand jerked back over the shoulder to represent the past, for example).

d. Contrast

Teachers saw how words exist because of their sense relations and it can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'small'. We many present these concepts with pictures or mime, and by drawing attention to the contrast in meaning we ensure our students' understanding.

e. Enumeration

Other sense relation is that of general and specific words. We can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items. The same is true of 'vegetable' or 'furniture', for example.

f. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant. If we are explaining the meaning of 'mate' (=friend) we have to point out that it is a colloquial word use in informal context and that it is more often used for males than for females.

g. Translation

Translation is quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words, and in the second place, even where translation is possible, it may make it a bit too easy for students by discouraging them from interacting with the words.

6. The Learning of Vocabulary

Learning a language means learning its vocabularies. Vocabulary is used for communication both in spoken and written while the language is used to share information and ideas, and also deliver messages. It shows that the language and vocabulary is complete each other. Furthermore there will no language acquisition or language learning without understanding its vocabulary, either in the first or second language (Kweldju, 2004).¹⁹

¹⁹Kweldju, *Learning Vocabulary to Learners*(Cambridge University Press 2004).p. 46

Further, Wilkins (in Thornbury 2002) emphasized that vocabulary learning is very important.²⁰ He says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Students may communicate using English productively if they master certain amount of words. Nevertheless, learning words is not something that is done and finished yet (Cameron, 2001). Learning vocabulary is learning new words together with the pronunciation, the spelling, the part of speech, the meaning, and also the use of those words.²¹ She also said that learning vocabulary is a cyclical process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. It means that every time the students meet those words they are indirectly improve their knowledge about the words.

Nation (2008) states that “vocabulary learning cannot be left to itself”. This should be well prepared. He describes how to maximize vocabulary learning from communicative task as presented below.²²

- 1) Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.
- 2) Design the task so that the written input needs to be used.
- 3) Get each learner in the group actively involved.
- 4) Ensure that the vocabulary is used in ways that encourage learning.

²⁰Thornbury, S. 2002. *How to Teach Vocabulary*, UK: Pearson Education Ltd.

²¹ Cameron , L. 2001, *Teaching Language to Learners* UK : Cambridge University Press

²²Nation, I.S.P. 2001, *Learning Vocabulary in Another Language* Cambridge: Cambridge University Press.

5) Make an observation checklist for monitoring the activity, and if possible, use it.

Meanwhile, Brown (in Cameron, 2001) describes five essential steps in vocabulary learning based on research into learners' strategies. The five essential steps are having sources for encountering new words, getting a clear image whether visual or auditory or both, for the forms of new words, learning the meaning of the words, making a strong memory connection between the forms and meanings of the words and using the words.

As mentioned earlier that learning vocabulary includes the understanding of the forms of new words. Related to this, learners are expected to know how a word is pronounced and how it is written. These are key parts of the words knowledge. Several ways can be done by the teacher to attend to word forms. First, students listen and repeat what the teacher says. Second, the students observe the written form such as word spelling, the first and last letters, etc. Third, the students notice grammatical information such as giving attention to the article used in plural or singular nouns. Fourth, students copy and organize the new words in language activities (Brewster and Ellis, 2003).²³

In learning a foreign language, 'learners are not only expected to know many new words but they are also expected to remember the new words and their meanings' (Thornbury, 2002). In fact, learning is remembering.²⁴ Without remembering, what they have learned is wasteful. Learners can remember new

²³Brewster, and Ellis. 2003, *Good Practice in Teaching and Learning Vocabulary*. <http://www.llas.uk/reseources/guidecontents.aspx>

²⁴Thornbury, S. 2002. *How to Teach Vocabulary*. UK: Pearson Education Ltd.

vocabulary if they can memorize the new words in the long term memory. This can help them to recall the new words when needed.

7. The Teaching of Vocabulary

Teaching vocabulary is not easy. The teacher needs a good preparation before teaching vocabulary in the classroom. Depending on the teaching goal, a teacher is required to have knowledge about what words to be taught. The teacher may refer to the levels of vocabulary described by Beck et al and Nation.²⁵ when deciding which words to teach.

a. Level I Words

These are words that are used over and over in everyday speech. Since they are used in a variety of contexts, virtually all students learn them. Level I words are sometimes referred to as ‘conversational speech’.

b. Level II Words

These are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as ‘academic vocabulary’, and as ‘instructional vocabulary’.

c. Level III Words

These are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field.

d. Level IV Words

²⁵Beck et and Nation, I.S.P. 2001. *Teaching Vocabulary in Another Language*, Cambridge: Cambridge University Press.

These are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

In line with Beck et al., Nation states that there are some principles for teachers in the teaching of vocabulary.²⁶

- 1) High frequency words should be taught to the students because they are important enough to deserve time in class.
- 2) Academic words should be taught to the learners with academic purpose.
- 3) Technical words are only learnt while the students are studying the content matter of the certain subjects.
- 4) Low frequency words may be taught after the students have a good control of the high frequency, academic and technical words. The teacher should not spend much time to teach low frequency words because it is wasting-time. But the teacher may give the students strategy to learn it. a) Guessing meaning from context. b) Learning from word cards. c) Using word parts. d) Using dictionary

Thornbury suggests some implications in teaching vocabulary they are:

- 1) By building networks of association the learners need tasks and strategies to help them organize their mental lexicon.
- 2) The learning of new words involves a period of 'initial fuzziness' and the teacher needs to accept it.
- 3) Learners need to wean themselves off a reliance on direct translation from their mother tongue.

²⁶Nation, I.S.P.2005 *Teaching Vocabulary*

- 4) Words should be presented in their typical context so that learners can get a feel for the meaning, register, collocations, and syntactic environments of those words.
- 5) Teaching should direct attention to the sound of new words, particularly the stress.
- 6) Learners should aim to build vocabulary range as quickly as possible.
- 7) The learning of words should involve the learners.
- 8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- 9) Multiple decisions about words should be made by the learners.
- 10) If new words are used to express personally relevant meaning, they may be reinforced.

The followings are some teaching vocabulary as proposed by some experts. Teaching vocabulary is a crucial aspect in learning a language as languages are based on words.²⁷ It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the instructional emphasis on word learning.²⁸ Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language.

²⁷Alqahtani, (2015) The importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education* , III (3),pp.21-34

²⁸Berne, J.I. and Blachowicz, C.L.Z. (2008). What Reading Teachers Say About Vocabulary Instruction: voices from the classroom. *The Reading Teacher*, 62(4),pp.314-323

a. Teaching vocabulary using objects

According to Takad and Singleton This technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the use of visual aids, and demonstration.²⁹ In addition, Gairns and Redman state that real objects technique is appropriately employed for beginner or young learners and when presenting concrete noun.³⁰ Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. Teaching vocabulary by drilling, spelling, and active involvement

Drilling is employed to make learners get accustomed to the word form especially to how it sound.³¹ To make learners more familiar with the word, drilling should be clear and natural. Meanwhile according to Reed the primary means of spelling is actually memorizing words.³² Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronun.

C. The Definition of Noun, Adjective, Verb, and Adverb

1. Definition of Noun

²⁹Takad, V.P and Singleton, D. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*. Canada: Multilingual Matters Ltd.

³⁰Gairns, R. and Redman, S.(1986). *Working With Words: A Guide to Teaching and Learning Vocabulary*. USA: Cambaridge University Press

³¹Thombury, S. (2002). *How to Teach Vocabulary*. England: Pearson Education Limited

³²Reed, D. K. (2012) *Why Teach Spelling?* Portsmouth, NH:RMC Research Corporation, Center on Instruction

According to Richards (2002) noun is word which can occur as the subject or object of a verb or the object complement of a preposition, can be modified by an adjective, and can be used with determiner. Noun typically refer to people, animals, places, things, or abstractions.³³

Noun is a member of class of words that can function at the subject or object in a contraction, refer to places, animals, things, states, or qualities.³⁴ Noun is a word that refers to a person, a place, or a thing, a quality or activity.³⁵

2. **Kinds of Noun**

1) Concrete noun in the real noun is the real noun

Example: book, chair, table, etc.

2). Abstract noun (non real)

Example: friendship, faith, happiness, etc.³⁶

3). Countable noun and uncountable noun

Countable noun is words whose numbers can be calculated. While uncountable noun is words whose numbers can not be calculated.

4). Singular noun and plural noun

³³Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics*, 2002. P.366

³⁴Random House Webster's Collage Dictionary. *America United States of America*, 2001.p. 842

³⁵Oxford Advanced Learners Dictionary of Current English, (Oxford University Press, English Edition, 2010) p. 1042

³⁶I Didimus Manulang, *Tangkas 16 Tenses*, (Kelompok Karisma Publishing, Tangerang Selatan, 2012) p. 92

Singular noun is word the showing that the object is single and not more than. While plural noun is the word whose showing that the object is more than one.³⁷

3. Definition of Adjective

According to Junaid (2014) adjective is words used to explain the nature and add meaning of nouns and pronouns. For example: Black, white, yellow, green, blue, red, grey, purple, orange, brown, sad, happy, smart, diligent, cute, funny, naughty, busy, etc.

According to Richard (2002), adjective is a word that describes the thing, quality, state, or action which a noun refers to. For example black in a black hat is a adjective. Adjective usually have the following properties:

- a. They can be used before a noun, e.g. *a heavy bag*
- b. They can be used after be, become, seem, etc. As complements, e.g. *the bag is heavy.*
- c. They can be used after a noun as a complement, e.g. *these books make the bag heavy.*
- d. They can be modified by an adverb, e.g. *a very heavy bag*
- e. They can be used in a a comparative form or superlative form, e.g. *the bag seems heavier now.*

4. Definition of Verb

³⁷Ibid. p. 93

Verb is word or phrase that expresses and action, an event,, or a state.³⁸ Verb is important part of the speech, because without verb, word cannot be said as a sentence.

5. Definition of Adverb

Adverb is the word that explains noun or pronouns. The kinds of adverb are³⁹:

- a. Adverb of time
- b. Adverb of manner
- c. Adverb of place
- d. Adverb of frequency
- e. Adverb of degree
- f. Adverb of sentence

D. Game

1. Definition of Game

Jill Hadfield stated that “ a game is an activity with rules, a goal and an element of fun”.⁴⁰ Meanwhile Julia Dobson has her own opinion about gamesI “myself have found that a good language game is wonderful ways to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning and my even reinforce that learning”⁴¹.

³⁸Oxford Advanced Learners Dictionary of Current English, (Oxford University press, Eight Edition, 2010)p. 17133

³⁹Azhar Arsyad, *Dasar-dasar Penguasaan Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 1997),p.110

⁴⁰Jill Hadfield, *Advanced Communication Games*, (Longman,1987).p.iii

⁴¹Julio Dobson, ‘*Try One of My Games*’. Washington. D.C,p.295

Andrew Wright, David Betteridge and Michael Buckby stated in *Games for Language Learning Book*” game to an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others.⁴² It means that games is interesting things, because games might make students enthusiastic to play it, sometimes it is challenging because when students are playing games, they have to be a winner in that games, and it is also entertaining because students fun and enjoy in playing and interacting each others.

Based on explanation above, it can be concluded that game is part of interesting activities, which it can be done in the classroom as a secret plan or trick, so that it entertains for the students, and it also can make the teaching learning process fun especially either for the teacher or the students.

2. The Types of Game

According to Jill Hadfield divided games into two kinds, they are:

- a. Competitive games, in which players or teams race to be the first to reach the goal.
- b. Co-operative games, in which players or teams work together towards a common goal.⁴³

Meanwhile, Mario Rinvolcuri and Paul Davis state there are many kind of language games:

- a. Competitive games. This games usually the formats taken from radio and television games. It makes sense to borrow happy contexts from the

⁴²Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning* (Cambridge University Press 2006).p.1

⁴³Jill Hadfield, *Advanced Communication Games*.....p.iii

students' word of entertainment. Competitive activities that pit pairs against pairs and there against there are excellent for fostering collaboration and mutual help each team.

- b. Cognitive game. This is collaborative sentence making game. It exercise mostly open-ended, where the student expands one sentence into two utterances by adding either one or two words.
- c. Feeling and grammar. In this section the students concentrate on expressing real things about themselves and people round them. They do in using prescribed structures. With some types of learner this is much more effective than direct, primary focus on the grammar.
- d. Listening to people. In this game, students create a very situation in a language classroom. The grammar is being practiced in a person centered atmosphere of concentration on meaning.
- e. Movement and grammar. This game, offers students move while practicing and internalizing grammar. They are moving but not washing time.
- f. Meaning and translation. This game allows the intermediate until the advance students to decide whether the sentences given are meaningful or rubbish.
- g. Problem solving, in this game, students have to find multiple solutions to technical human and cultural problems. They also express themselves with a given set of vocabulary and structures.⁴⁴

⁴⁴Mario Rinfolcuri and Paul Davis, More Grammar Games (Cambridge, Cambridge University Pres, 2005).p.x-xiv

3. The Function of Game

Specific explanation is given by Hurwitz and Goddard that games will help student to develop another of specifically linguistics skill, such as:

- a. To spell

Teacher give the example first how to spell word correctly, and students say, repeat what the teacher said or write the letters of a word in the correct order.

- b. To use a dictionary

Students use dictionary to get what is the meaning of a word and how to pronounce of a word, and so on.

- c. To define

Students say or explain what the meaning of a word or phrase, so that they can make sentence well.

- d. To pronounce words correctly

Students practice how to pronoun words well and they can check in dictionary how to pronounce words correctly.

- e. To express his ideas in coherent sentences and paragraphs

These games will help students to practice express his ideas /in coherent sentences and paragraphs.

- f. To use figures of speech and verbal imagery

Playing this game usually use figures of speech and verbal imagery.

- g. To add new words

This game can be help students to improve their vocabulary.

- h. To punctuate

Students can use or know about punctuation, such as: full stop, comma, and question mark.

- i. To recognize verbal incongruities and nuances of meaning.⁴⁵

Students can identify and recognize verbal incongruities and nuances of meaning.

From explanations above, it means that game is one of strategy to make the students fun, enjoy when student learning English.

4. The Purpose Using Game

Gretchen e. Weed stated that using game in teaching language has many purposes as follows:

- a. Physical activity: to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.
- b. Enjoyment: to create a climates of fun and interest that will help the students look forward to their English lesson and games learned in class are also something they can do outside of class to have fun.
- c. Cultural content: to use games as a way of revealing general patterns of culture that should add to the students' grasp of the ways of English-speaking peoples. A simple little game indicates the role of individual competition and recognition of a winner-who alone receive a prize if one is given.

⁴⁵Abraham, B. Hurwitz and Arthur Goddard, *Games to Improve Your Child's English*, New York,p.17

- d. Language Learning: to serve as an adjunct to the techniques of learning of grammar and sound system of the new language. Game can be the experience that gives meaning to form and sound.⁴⁶

5. Advantages of Game

Everybody know that game is fun, but some people think that they are only fun. In fact, game is not only fun and enjoyable teaching techniques for the students to follow. Games make the students actively involved in the teaching learning process. Games can be used to review the material at the end of the lesson. Beside that, game can also increase the students' interest motivation to follow the lesson. As Lewis and Bedson stated games add variation to a lesson and increase motivation by providing a reasonable incentive to use the target language.⁴⁷ It means that, games are not only for time-filling activities when there are no more activities to do in the classroom but it can be used to help the teacher in the teaching learning process.

According to Ghana Sari, games have proven to have advantages and effectiveness in various ways as presented below:

- a. Games bring in relaxation and fun for students, thus help them learn and retain new materials more easily.
- b. Games usually involve friendly competition and they keep learners interested.
- c. Games bring real world context into the classroom and enhance students' use of English in a flexible, communicative way.

⁴⁶Gretchen E. Weed, *Using Games in Teaching Children*, (Tokyo),p.303

⁴⁷Lewis, G. and Bedson, G. 1999. *Games for Children*. Oxford: Oxford University Press

- d. Games are highly motivating and they give students more opportunity to express their opinions and feelings.
- e. Games add diversion to the regular classroom activities, “ break the ice” but they are also used to introduce new ideas.⁴⁸

E. Blindfold

1. Definition of Blindfold

Blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assets, which ends up being quite a challenge. The game simulates a realistic setting, allowing players to make sense of the sound driven experience.⁴⁹

The Blindfold Game is one of the media that can improve students' vocabulary. The Blindfold Game is a practical exercise in verbal communication that uses blindfold in the games. This game is 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 interesting and enjoy in English process.⁵⁰

⁴⁸Ghada Sari, *Advantages of Games*. Wikipedia.org

⁴⁹PDF, *Blindfold-An Audio-Only Adventure Game*, (vj2013.dei.uc.pt),

⁵⁰*Blindfold Game*, (<http://www.theteambuildingactivitiesshop.co.uk/blindfoldgames.htm>)

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 include 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 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) Connect Words: first you have to mention a noun or adjective, like the word 'BAG' to connect words become 'GARDEN'. (4) Unscramble: you must unscramble the word. The letters L, E, H, O, L unscramble to become the word 'HELLO'. (5) 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.⁵¹

So, based on the types of blindfold game above, the researcher used Blindfold Word Game in especially in connect words. In connect words, the students must arrange the connect word to become the right word.

F. Teaching Vocabulary By Using Blindfold Game

1. The teacher divides students into 4 groups and each group there are 5-6 members, where each group member has a leader and has the name of each group.
2. The teacher gives material like Noun: teacher, headmaster, student, garden, rice field, mosque, flag, chair, table, door, pen, book, dictionary, veil, key, etc. Verb: Walk, write, read, run, speak, drink, eat, drink, etc. Adjective: Beautiful, heavy, cheap, expensive, small, big, etc. Adverb: Above, under, in front of, usually, always, every morning, sometimes.
3. This game like this,. The teacher starts a game between group A and C, where group A is lined up with the group members as well as group C they line up according to the group.
4. When the leaders and group members are ready, then the teacher will count from 1 to 3 then groups A and C race forward to the whiteboard to write vocabulary and after that alternate with others members and so on. When the leader writes the word “happy” then the group members continue to the end from the word teacher becomes “yellow”.

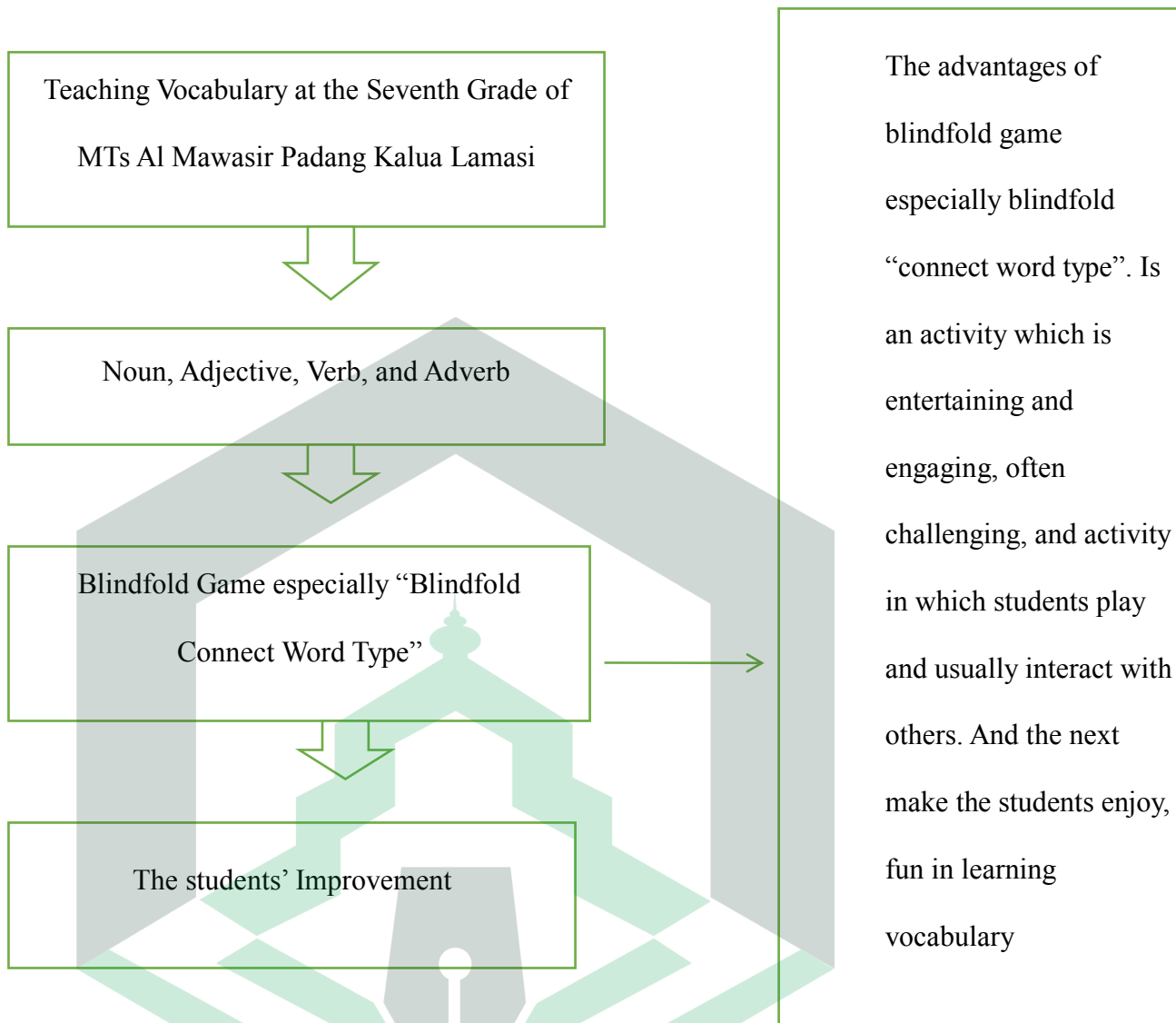
⁵¹Marty's *Blindfold Game*, (<http://blindfoldgames.org/>).

5. The students open the dictionary.
6. Each member in the group gets a turn to connect words, and every word they say must understand its meaning, and the students make the sentence⁵² And those who lose the game will be given a penalty. Penalties such as losing groups will give prizes like giving gum or cake to the winning group.

G. Conceptual Framework

McCarthy (2003:viii) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. In an English class, students need a positive stimulus to make their learning easier and more effective. One of some ways to help students enrich English vocabulary is a using a game. Therefore, the theoretical framework in this research has been driven by this theory and relevant empirical research that have been reviewed in the previous section. Thus the researcher conducted a pre-experimental research. The participant of the research was the seventh grade students of MTs Al Mawasir Padang Kalua Lamasi. The game the researcher used to teach the students was Blindfold game connect words. The research was to find out how blindfold game connect words can be used and applied to the students in teaching vocabulary in the real class. The theoretical framework of this study can be illustrated in a following:

⁵² *Blindfold Game*, (<http://www.theteambuildingactivitiesshop.co.uk/blindfoldgames.htm>)



H. Hypothesis

This research the researcher used statistic hypothesis namely:

1. H_0 : The use Blindfold game is not effective to improving vocabulary of the seventh grade students at MTs Al Mawasir Padang Kalua Lamasi.
2. H_1 : The use of Blindfold game is effective to improving vocabulary of the seventh grade at MTs Al Mawasir Padang Kalua Lamasi.



CHAPTER III

METHOD OF RESEARCH

In this chapter the discussion deals with research design, procedure of research, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Method and Design

1. Method

The researcher used pre-experimental research method. The researcher used pre-experimental method because the size of population was petite so that the taking sample technique is total population sampling. This method was used to know the effectiveness of blindfold game connect words in teaching vocabulary at the seventh grade of MTs Al Mawasir Padang Kalua Lamasi.

2. Design

The researcher was apply pre-test and post-test design. The design of this research as follows:



Where

O_1 = Pre-test

X = Treatment

O_2 = Post-test⁵³

⁵³Riaandriani, *The Effectiveness of Using Cartoon Media to Empowering Students'*

The researcher observation before treatment called pre-test and the observation done after treatment is called post-test. If the result of post test was better than pre-test, it means the blindfold game connect words is effective to improve students vocabulary. If the result of post-test was similar to pre-test it means that blindfold game connect words is not effective to improve students vocabulary.

B. Variables

This research consisted of two variables namely:

1. Independent variable. The independent variable is blindfold game, where those are suitable for students.
2. Dependent variable. The dependent variable is the improvement of students vocabulary.

C. Population and Sample

1. Population

The population was all seventh grade students at MTs Al Mawasir Padang Kalua Lamasi. There were 21 students in academic 2018/2019.

2. Sample .

The researcher used total population sampling. The researcher was examine the entire population that have a particle set of characteristic (they still have low achievement on vocabulary). The researcher choose the seventh grade to be respondent in this research. There were 21 students fourteen-boy and seventh-girl.

D. Instrument of the research

In this research, the researcher gave vocabulary test. Where the researcher provided 38 vocabularies such as: noun, adjective, verb, and adverb. The students must know from vocabulary blindfold game. The form of the test was translate words into Indonesian. If they are true they will get score, if they are lose they don't get score.

E. Procedure of Collecting Data

This research was conducted in MTS Al Mawasir Padang Kalua Lamasi especially at the seventh grade Desa Padang Kalua, Kecamatan Lamasi, Kabupaten Luwu with a distance of 80 km from Belopa.

The procedure of collection data as describe as follow:

1. Pre-test

The researcher gave pre-test to the students before the researcher gave treatment. In this part, the researcher gave the test which consisted of vocabulary picture. This test was aimed to measure the students vocabulary achievement before giving treatment to the students.

2. Treatment

After pre-test the researcher gave treatment to the students. It was expected to improve the students' vocabulary. The researcher conducted eight meetings and six treatments. These steps are follows:

a. First meeting, on 04 September 2019:

1). The teacher divides students into four groups and each group consists of five members in which each group has a leader and has their own group name.

2). The researcher taught noun. The researcher gave 50 nouns to the students and their meanings. Then the researcher gives an example of how to say the vocabulary.

3). The teacher starts a game between group A and C, where group A is lined up with the group members as well as group C they line up according to the group.

4). When the leaders and group members are ready, then the teacher will count from 1 to 3 then groups A and C race forward to the whiteboard to write vocabulary and after that alternate with others members and so on. When the leader writes the word “teacher” then the group members continue to the end from the word teacher becomes “ruler”.

5). Each team translate the words in the book makes a sentences.

6). The students open the dictionary.

7). Then at the end of the game the teacher gives a penalty like the losing group will give a prize of gum or chocolate to the winning group.

b. The second meeting on 04 September 2019

1) The teacher divides students into four groups and each group consists of five members in which each group has a leader and has their own group name.

2) The researcher gave adjective. The researcher gave 40 adjective to the students and their meanings.

- 3) The teacher starts a game between group A and C, where group A is lined up with the group members as well as group C they line up according to the group.
 - 4) When the leaders and group members are ready, then the teacher will count from 1 to 3 then groups A and C race forward to the whiteboard to write vocabulary and after that alternate with others members and so on. When the leader writes the word “happy” then the group members continue to the end from the word teacher becomes “yellow”.
 - 5) Each team translate the words in the book and makes a sentences.
 - 6) The students open the dictionary.
 - 7) Then at the end of the game the teacher gives a penalty like the losing group will give a prize of gum or chocolate to the winning group.
- c. The third meeting on 05 September 2019
- 1) The teacher divides students into four groups and each group consists of five members in which each group has a leader and has their own group name.
 - 2) The researcher gave verb. The researcher gave 35 verbs to the students and their meanings.
 - 3) The teacher starts a game between group A and C, where group A is lined up with the group members as well as group C they line up according to the group.
 - 4) When the leaders and group members are ready, then the teacher will count from 1 to 3 then groups A and C race forward to the whiteboard to write

vocabulary and after that alternate with others members and so on. When the leader writes the word “Read” then the group members continue to the end from the word teacher becomes “drink” and so on.

- 5) Each team translate the words in the book and makes a sentences.
 - 6) The students open the dictionary.
 - 7) Then at the end of the game the teacher gives a penalty like the losing group will give a prize of gum or chocolate to the winning group.
- d. The forth meeting on 10 September 2019
- 1) The teacher divides students into four groups and each group consists of five members in which each group has a leader and has their own group name.
 - 2) The researcher gave adverb. The researcher gave 40 adverb to the students and their meanings.
 - 3) The teacher starts a game between group A and C, where group A is lined up with the group members as well as group C they line up according to the group.
 - 4) When the leaders and group members are ready, then the teacher will count from 1 to 3 then groups A and C race forward to the whiteboard to write vocabulary and after that alternate with others members and so on. When the leader writes the word “Always” then the group members continue to the end from the word teacher becomes “sometimes” and so on.
 - 5) Each team translate the words in the book and makes a sentences.
 - 6) The students open the dictionary.

7) Then at the end of the game the teacher gives a penalty like the losing group will give a prize of gum or chocolate to the winning group.

e. The fifth meeting on 10 September 2019

1) The teacher divides students into four groups and each group consists of five members in which each group has a leader and has their own group name.

2) The researcher gave noun again. The researcher gave 50 nouns to the students and their meanings.

3) The teacher starts a game between group A and C, where group A is lined up with the group members as well as group C they line up according to the group.

4) When the leaders and group members are ready, then the teacher will count from 1 to 3 then groups A and C race forward to the whiteboard to write vocabulary and after that alternate with others members and so on. When the leader writes the word "Hat" then the group members continue to the end from the word teacher becomes "Tie" and so on.

5) Each team translate the words in the book and makes a sentences.

6) The students open the dictionary.

7) Then at the end of the game the teacher gives a penalty like the losing group will give a prize of gum or chocolate to the winning group.

f. The sixth meeting on 12 September 2019

- 1) The teacher divides students into four groups and each group consists of five members in which each group has a leader and has their own group name.
- 2) The researcher gave adjective and verb. The researcher gave 35 adjective and 20 verbs to the students and their meanings.
- 3) The teacher starts a game between group A and C, where group A is lined up with the group members as well as group C they line up according to the group.
- 4) When the leaders and group members are ready, then the teacher will count from 1 to 3 then groups A and C race forward to the whiteboard to write vocabulary and after that alternate with others members and so on. When the leader writes the word “Dumb” then the group members continue to the end from the word teacher becomes “Bring” and so on.
- 5) Each team translate the words in the book makes a sentences.
- 6) The students open the dictionary.
- 7) Then at the end of the game the teacher gives a penalty like the losing group will give a prize of gum or chocolate to the winning group.

3. Post-test

After giving treatment, the researcher give post-test. The post-test take 30 minutes, the researcher will be going to give post-test to know and to identify the students' prior knowledge of vocabulary after teaching by using blindfold game.

F. Technique of data analysis

Before analyzing the data, the researcher collected the data and analyzed by using procedures follows:

- a. Analyzing the raw data of pre-test. Each of the students' corrects answer got 1 and the wrong answer got 0.
- b. Scoring the students' correct answer of pre-test and post-test.

$$\text{Score} = \frac{\text{student's correct answer total number}}{\text{Total number}} \times 100$$

- c. Classifying the students' scores based on the following classification:
 1. 80 to 100 are classified as very good
 2. 61 to 80 is classified as good
 3. 41 to 60 are classified as fair
 4. 21 to 40 are classified as poor
 5. 1 to 20 is classified as very poor⁵⁴
- d. Calculating the rate percentage of students score by using the following formula:

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

Where:

P= percentage

F= frequency

N= total sample

⁵⁴Muhammad Kasiran, Teknis analisis item' Teshasilbelajardancaramenghitung Validity and Reabsility. (Surabaya: Usaha Nasional, 1948).

- e. Calculating the mean score, standard deviation, frequency table and test between vocabulary achievement of the pre-experimental by using SPSS 20 for windows evaluation.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

The findings of the research were shown to describe the result of the data that analyzed statistically and tabulating data in the experiment class with the Blindfold game. It comprised of the students' score in pre-test and post-test, classification percentages of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Score of Students' Pre-test and Post-test

Table 4.1 the score of students' pre-test and post-test

Respondent	Pre-test	Post-test
R1	40	95
R2	25	75
R3	40	100
R4	40	90
R5	25	75
R6	40	95
R7	30	95
R8	30	85
R9	40	100
R10	20	80
R11	25	85
R12	20	75
R13	30	85
R14	40	100
R15	20	75
R16	30	95
R17	30	80
R18	25	75
R19	30	95
R20	25	75
R21	25	75

The table above shows that there is a difference between the score of the students' pre-test and the score of the student post-test. Because when the students did the pre-test the researcher not yet gave the treatment to the students. And then, why the score of the students post-test was higher because the researcher already gave the treatment to the students. And most students answer vocabulary about nouns, adjectives, verbs, and adverbs. That happens because, according to students they can already distinguish between noun, adjective, verb, and adverb.

From the table above show that there is a difference between the score of the students' pre-test and score of the student pos-test.

2. The Rate Percentage of the Students' Pre-test

Table 4.2 the Rate Percentage Score of the Students' Pre-test

Classification	Score	Frequency	Percentage
Very good	80-100	0	0%
Good	61-80	0	0%
Fair	41-60	0	0%
Poor	21-40	14	66.7%
Very poor	1-20	7	33.3%
Total		21	100%

The table above show there were 14 (about 66.7%) students' got poor score, 7(33.3%) students' very poor score, and there was no students got fair, good, and very good score.

3. The Rate Percentage of the Students' Post-test

Table 4.3 the rate percentage score of the students' pre-test

Classification	Score	Frequency	Percentage
Very good	80-100	14	66.7%
Good	61-80	7	33.3%
Fair	41-60	0	0%
Poor	21-40	0	0%
Very poor	1-20	0	0%
Total		21	100%

The table 4.3 fourteen students' got very good score and there was seventh-students' got good score.

4. The Mean Score and Standard Deviation of the Students' pre-test and Post-test

Table 4.4 Mean Score and Standard Deviation of Students' Pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	21	20.00	40.00	30.0000	7.24569
Post-test	21	75.00	100.00	85.9524	9.82586
Valid N (listwise)	21				

From table 4.4, it shows that the highest score of students was 40 and the lowest score was 20. Besides, it also indicates that the mean score of students' pre-test was 30.00 and the standard deviation error was 7.245. And then the highest score of students was 100, and the lowest score was 75. Besides, it also indicates that the mean score of students' in post-test was 85.95 and the standard deviation error was 9.825

5. The Mean score and Standard Deviation of Pre-test and Post-test

Table 4.5 the mean score of the students' pre-test and post-test

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	30.0000	21	7.24569	1.58114
Post-test	85.9524	21	9.82586	2.14418

Table 4.5 shows the mean score of the students' pre-test was 30.00 and the mean score of the post-test was 85.95. The standard deviation of the pre-test was 7.245 and the standard deviation of the post-test was 9.825. It means the use of blindfold game "connect word type" improved the students' vocabulary.

6. The Mean Score Correlations of Pre-test and Post-test

Table 4.6 the mean score of students' pre-test and post-test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pretest & posttest	21	.843	.000

The table 4.6 the correlation of pre-test and post-test was 843.

7. The Paired Samples Test of Pre-test and Post-test

Table 4.7 the paired sample test of pre-test and post-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-55.95238	5.38958	1.17610	-58.40569	-53.49907	-47.574	20	.000

The hypothesis was tested by using SPSS 20. In this case, the researcher used a t-test (testing significance) for paired sample t-test, which is a test to know the significant difference between the result of the students' mean score in pre-test and post-test.

8. The Cumulative Percent of test of the Students' Pre-test and Post-test

Table 4.8 the cumulative percent test of pre-test

Pretest				
	Frequency	Percent	Valid Percent	Cumulative Percent
20.00	3	14.3	14.3	14.3
25.00	6	28.6	28.6	42.9
Valid 30.00	6	28.6	28.6	71.4
40.00	6	28.6	28.6	100.0
Total	21	100.0	100.0	

Table 4.9 the cumulative percent test of post-test

Posttest				
	Frequency	Percent	Valid Percent	Cumulative Percent
75.00	7	33.3	33.3	33.3
80.00	2	9.5	9.5	42.9
85.00	3	14.3	14.3	57.1
Valid 90.00	1	4.8	4.8	61.9
95.00	5	23.8	23.8	85.7
100.00	3	14.3	14.3	100.0
Total	21	100.0	100.0	

9. The Probability Value of test of the Students' Achievement

Table 4.10 the probability value of test of the students' achievement

Variable	P-Value	(α)
X2-X1	0.00	0.05

Assuming that the level of significance (α) = 0.05, the only thing which is needed: the degree of freedom (df) = N- 7, where df=14. The result of the statistical analysis for the significance level of 0.05 with deegres of freedom (df)=N-7, where (N)=14, df=7. Probability values were smaller than α (0.00<0.05). This show that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the game of blindfold game is effective to improve students' vocabulary.

B. DISCUSSION

Blindfold game connect word is one of the ways or strategies applied in the classroom in learning English especially in learning vocabulary. This strategy is helpful to increase students' interest and make the students' more relaxed and fun in increasing their vocabulary.

In determining the results of students score on pre-test and post-test, there is respondent get a value of 25 at the pre-test and then get a value of 75 at the post-test. This is because the pre-test the researcher have not given treatment, after the pre-test the researcher gave treatment as much 6 times the treatment. After that the researcher gives a post-test and the results are blindfold game "connect word type" can increase students' vocabulary. And also there is respondent in the pre-test get a value of, 30 and the students post-test score increased to 90. This was because in the pre-test the students had not been given treatment for 6 treatments. After treatment, the researcher gave a post-test to find out the blindfold game "connect word type" can improve students' vocabulary. This means that the blindfold game "connect word type" is effective to improve students' vocabulary. And the next there is respondent in the pre-test get a value of, 40 and the students post-test score increased to 100. This was because in the pre-test the students had not been given treatment for 6 treatments. After treatment, the researcher gave a post-test to find out the blindfold game "connect word type" can improve students' vocabulary. This means that the blindfold game "connect word type" is effective to improve students' vocabulary

At the beginning of the research, the researcher explained that there were several procedures used to find out the vocabulary of students. Several tests were conducted to collect data such as pre-test and post-test. Students are given a pre-test to know the extent of their abilities and knowledge about their vocabulary. After giving a pre-test, the researcher gave treatment. The researcher has done six treatments. In this treatment, the researcher explains things in class or outside the class and blindfold the game connect word. Then, the post-test the researcher gave a different vocabulary test as in the pre-test. The post-test was done after giving six treatments to the students, it was done to get the student scores in the post-test and to find out the increase in students' vocabulary.

Rini Andriyani (2017) found that blindfold games can improve the students' vocabulary on the eight grade of MTs Nurul Huda Tanjung Pura Medan. Miftahul Jannah (2011) also found that blindfold game can improve the students' vocabulary on the seventh grade of Yayasan Miftahul Jannah (YMJ) junior high school ciputat.

Moreover, it was perceived that the students were more eager and interested in learning English, especially for the implementation of the blindfold game in the students' classroom it was proved that this method influenced the students' motivation to study English comfortably. However, it was not denied that there also some weaknesses found in implementing this media. Therefore, the creative and good preparation of every teacher is very essential during the process of implementing this method.

The researcher some obstacles when a researcher in the school, such as when the rains were fallen, sometimes students arrive late because their home is very far from the school. Usually, they went to school on foot by passing mountains and rice fields and in the travel distance and as for namely 6 until 10 km. And as for the challenge is students cannot pronounce the vocabulary in English correctly. In summary, the researcher asserts that Blindfold Game is very good to apply in teaching vocabulary. That master in Blindfold Game makes the students easy, relaxed, and fun to learn about vocabulary in the further discussion.

The difference in this research is that previous researcher used classroom action research, she stated thus alternative hypothesis (H_a) stating that blindfold game scould improve students' vocabulary mastery and could make the classroom activities alive and active. Some used quasi experimental research, she is found that the result of experimental class was (27.98) and control class was (14.09). the research hypothesis was accapted. It means that the game use of blindfold game improve the students' vocabulary. But in this research used pre-experimental method (total sampling technique). The researcher hypothesis (H_1) was accapted, it means that blindfold Game can improve the students' vocabulary as the same the researcher research.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicates conclusions and some of suggestions related to the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapters, the researcher concludes in the following: having implemented the treatments by using the blindfold game in pre-experimental, the researcher concluded that blindfold game effective to improve students' vocabulary at the seventh grade of MTs Al Mawasir Padang Kalua Lamasi. Blindfold game "connect word type" effectively to use in learning and teaching process because it made students involve directly and also made students active in learning. It could be proven by the students' result of the mean score in the pre-test of pre-experimental is 30.00 and the mean score of the students in the post-test is 85.95. After giving treatment to the students and based on the result of data analysis or the finding in chapter IV, the researcher found that the p-Value is 0.00 and the alpha is 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). It evidenced that hypothesis (H_0) is rejected and hypothesis (H_1) is accepted.

B. Suggestions

Regarding the teaching vocabulary by applying blindfold game, the researcher gives some suggestion for the teacher and students as follow:

1. Suggestion for the Teacher

a. The teacher can apply the blindfold game to English teaching especially to teach vocabulary. Because the teacher must be able to make the atmosphere in the learning process more interesting, and fun, so that it is not easily bored in learning. And one of the strategies is the application of blindfold game.

b. The teacher should be creative and innovative to use various ways or strategies in the English teaching-learning process to upgrade the students' vocabulary.

2. Suggestion for the Students

a. The students should be more active in learning process having applied blindfold game "connect word type".

b. The students should learn more how to write the correct vocabulary based on its pronunciation.

3. Suggestion for the Next Researcher

The next writers can make the researcher about method or strategy in upgrading students' vocabulary and can use this research as an additional reference for further relevant research with different variables and conditions.

Finally, the writer realizes this thesis is far from being perfect and because of that; constructive critics and advice are expected for the perfection of the thesis. The researcher hopes that the result of this research can be useful for the readers.

It is hoped that the readers will have more information about the interactive activities technique. This research can be one of the references for the next researcher who wants to research vocabulary.



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APPENDIX. 1 SPSS

10. The Mean Score and Standard Deviation of the Students' pre-test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	21	20.00	40.00	30.0000	7.24569
Post-test	21	75.00	100.00	85.9524	9.82586
Valid N (listwise)	21				

11. The Mean score and Standard Deviation of Pre-test and Post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	30.0000	21	7.24569	1.58114
Post-test	85.9524	21	9.82586	2.14418

12. The Mean Score Correlations of Pre-test and Post-test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	21	.843	.000

13. The Paired Samples Test of Pre-test and Post-test

Table 4.7 the paired sample test of pre-test and post-test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-55.95238	5.38958	1.17610	-58.40569	-53.49907	-47.574	20	.000

14. The Cumulative Percent of test of the Students' Pre-test and Post-test

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20.00	3	14.3	14.3	14.3
25.00	6	28.6	28.6	42.9
30.00	6	28.6	28.6	71.4
40.00	6	28.6	28.6	100.0
Total	21	100.0	100.0	

the cumulative percent test of post-test

Posttest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75.00	7	33.3	33.3	33.3
80.00	2	9.5	9.5	42.9
85.00	3	14.3	14.3	57.1
90.00	1	4.8	4.8	61.9
95.00	5	23.8	23.8	85.7
100.00	3	14.3	14.3	100.0
Total	21	100.0	100.0	

APPENDIX 2 LESSON PLAN

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al Mawasir Padang Kalua Lamasi

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 2x40 menit

Keterampilan : Vocabulary

I. Standar Kompetensi:

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi Dasar:

- 1.1 Merespon instruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah
- 1.2 Merespon instruksi sangat sederhana secara verbal

III. Indikator Pembelajaran

1. Siswa dapat memahami kosa kata.
2. Siswa dapat memberikan intruksi sederhana menggunakan kosa kata.
3. Siswa dapat melakukan intruksi sederhana secara cepat dan tepat menngunakan kosa kata.

IV. Tujuan Pembelajaran

1. Siswa dapat meningkatkan kosa kata.
2. Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi Pembelajaran

1. Menjelaskan tentang pengertian vocabulary.
2. Menjelaskan tentang noun..
3. Memberikan contoh bagaimana cara memainkan blindfold game terkhusus connet words.

VI. Karakter siswa yang diharapkan

Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

VII. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hari, tempat, benda, dan lain sebagainya.

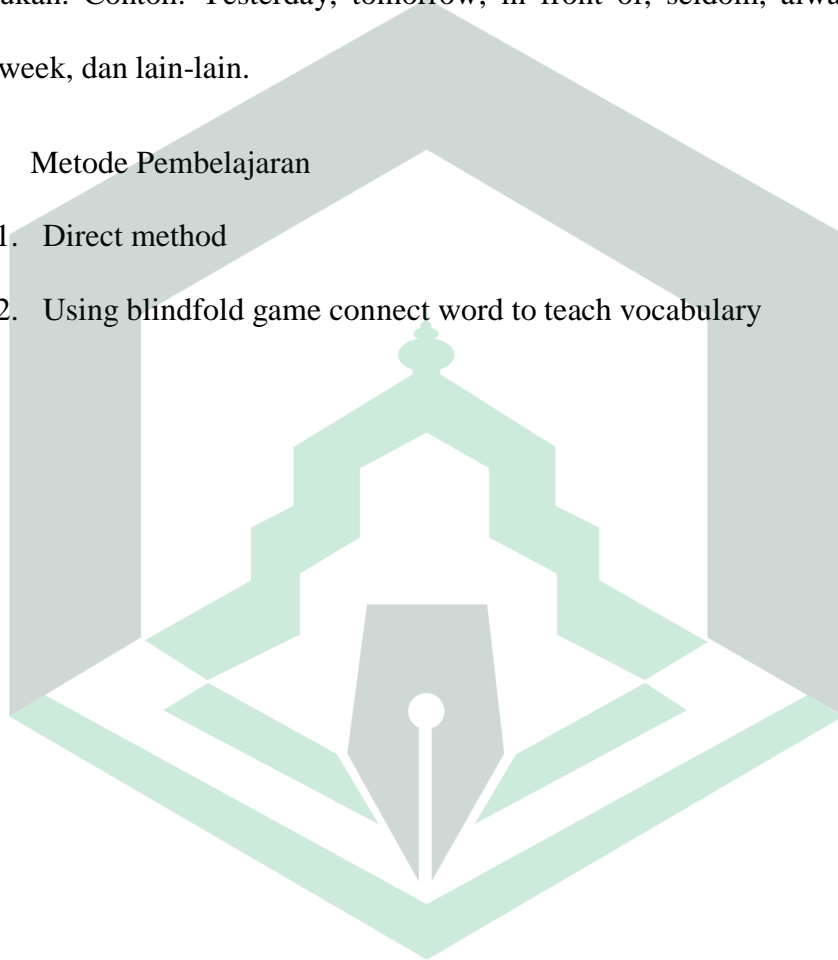
Kata sifat (adjective) adalah kata yang digunakan untuk menerangkan kata noun atau kata ganti. Contoh: Blue, red, white, yellow, green, orange, brown, silver, smart, diligent, beautiful, bored, cute, afraid, angry, sad, dan lain-lain.

Kata kerja (verb) adalah kata yang digunakan untuk menunjukkan tindakan atau keadaan menjadi subjek. Contoh: Run, drink, broken, sent, stand, advise, write, dan lain-lain.

Kata keterangan (adverb) adalah kata yang menjelaskan bagaimana sesuatu dilakukan. Contoh: Yesterday, tomorrow, in front of, seldom, always, usually, next week, dan lain-lain.

VIII. Metode Pembelajaran

1. Direct method
2. Using blindfold game connect word to teach vocabulary



IX. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>C. Kegiatan Awal</p> <ol style="list-style-type: none">1. Greeting (memberi salam dan saling tegur sapa)2. Ice Breaking (pengkondisian kelas)3. Memberikan motivasi belajar	25 menit
<p>D. Kegiatan Inti</p> <ol style="list-style-type: none">a. Guru menjelaskan kepada siswa tentang Blindfold game connect word.b. Guru menjelaskan tentang noun.c. Guru membagi siswa dalam 4 kelompok dan setiap kelompok terdiri dari 5 anggota, dimana setiap kelompok mempunyai seorang leader dan memiliki nama kelompok sendiri.d. Guru memulai permainan game antara group A dan C, dimana group A berbaris bersama dengan anggota kelompoknya, begitu pun dengan kelompok C.e. Ketika para leader dan anggota kelompok sudah siap, maka guru akan menghitung sampai 3 dan kelompok A dan C berlomba maju ke papan tulis	

untuk menulis kosa kata, setelah itu bergantian dengan anggota yang lainya dan seterusnya. Ketika leader menuliskan kata “ teacher ” kemudian anggota groupnya melanjutkan akhir dari kata drink menjadi “ ruller ”. dan seterusnya.

- f. Setiap anggota dalam group mendapatkan kesempatan untuk melakukan blindfold connect words . dan setiap kata yang disebutkan oleh siswa harus dimengerti oleh siswa.
- g. Setiap group yang menang, guru akan membelikan 1 point .
- h. Kemudian guru memberikan waktu selama 5 menit untuk membuat kalimat.
- i. kemudian diakhir permainan guru memberikan hukuman seperti, group yang kalah akan memberikan hadiah berupa permen karet kepada group yang menang.

E. Kegiatan Penutup

1. Siswa diminta untuk mengumpulkan hasil kerjanya.
2. Guru memberikan sedikit catatan.
3. Salam

X. Sumber Belajar

1. Buku yang relevan
2. Kamus
3. Whiteboard, and spidol

XI. Penilaian

1. Teknik: Pengamatan langsung
2. Bentuk: ketepatan dalam merespon

Mengetahui,
2019

Guru Mapel Bahasa Inggris,

Sariyanti S.Pd

NIP.

Senin, 19 Agustus

Peneliti,

Wahyuni Tobaharu

NIM. 15 0202 0122

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al Mawasir Padang Kalua Lamasi

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII

Waktu : 2x40 menit

Skill : Vocabulary

I. Standar Kompetensi:

Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi dasar

1.3 Merespon instruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah

1.4 Merespon instruksi sangat sederhana secara verbal

III. Indikator pembelajaran

1. Siswa dapat memahami kosa-kata
2. Siswa dapat memberikan instruksi sederhana menggunakan kosa-kata
3. Siswa dapat melaksanakan instruksi sederhana secara cepat dan tepat menggunakan kosa-kata

IV. Tujuan pembelajaran

1. Siswa dapat meningkatkan kosa-kata
2. Siswa dapat menggunakan kosa-kata dalam berinteraksi

V. Materi Pembelajaran

1. Menjelaskan tentang pengertian vocabulary
2. Menjelaskan tentang adjective
3. Memberikan contoh bagaimana cara memainkan blindfol game connect words

VI. Karakter siswa yang diharapkan

Dapat dipercaya (thrusworties), tekun (diligence), rasa hormat dan perhatian (respect), tanggung jawab (responsibility), berani (courage), dan ketulusan (honesty).

VII. Materi pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hari, tempat, benda, dan lain sebagainya.

Kata sifat (adjective) adalah kata yang digunakan untuk menerangkan kata noun atau kata ganti. Contoh: Blue, red, white, yellow, green, orange, brown, silver, smart, diligent, beautiful, bored, cute, afraid, angry, sad, dan lain-lain.

Kata kerja (verb) adalah kata yang digunakan untuk menunjukkan tindakan atau keadaan menjadi subjek. Contoh: Run, drink, broken, sent, stand, advise, write, dan lain-lain.

Kata keterangan (adverb) adalah kata yang menjelaskan bagaimana sesuatu dilakukan. Contoh: Yesterday, tomorrow, in front of, seldom, always, usually, next week, dan lain-lain.

VIII. Metode pembelajaran

1. Direct method
2. Using blindfold game connect word

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ol style="list-style-type: none"> 1. Greeting (memberi salam dan saling tegur sapa) 2. Ice Breaking (pengkondisian kelas) 3. Memberikan motivasi belajar 	25 menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru menjelaskan kepada siswa tentang Blindfold game conect word. 2. Guru menjelaskan tentang adjective. 3. Guru membagi siswa dalam 4 kelompok dan setiap kelompok terdiri dari 5 anggota, dimana setiap kelompok mempunyai seorang leader dan 	45 menit

<p>memiliki nama kelompok sendiri.</p> <ol style="list-style-type: none">4. Guru memulai permainan game antara group A dan C, dimana group A berbaris bersama dengan anggota kelompoknya, begitu pun dengan kelompok C. dan seterusnya5. Ketika para leader dan anggota kelompok sudah siap, maka guru akan menghitung sampai 3 dan kelompok A dan C berlomba maju ke papan tulis untuk menulis kosa kata, setelah itu bergantian dengan anggota yang lainya dan seterusnya. Ketika leader menuliskan kata “happy” kemudian anggota groupnya melanjutkan akhir dari kata drink menjadi “yellow”.” dan seterusnya.6. Setiap anggota dalam group mendapatkan kesempatan untuk melakukan blindfold connect word. dan setiap kata yang disebutkan oleh siswa harus dimengerti oleh siswa.7. Setiap group yang menang, guru akan membelikan 1 point .8. Kemudian guru memberikan waktu selama 5-10 menit untuk membuat kalimat seperti mendescribe kata benda.9. kemudian diakhir permainan guru memberikan	<p>15 menit</p>
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hukuman seperti, group yang kalah akan memberikan hadiah berupa permen karet kepada group yang menang.

C. Kegiatan Penutup

1. Siswa diminta untuk mengumpulkan hasil kerjanya.
2. Guru memberikan sedikit catatan.
3. Salam

XII. Sumber Belajar

4. Buku yang relevan
5. Kamus
6. Whiteboard, and spidol

XIII. Penilaian

3. Teknik: Pengamatan langsung
4. Bentuk: ketepatan dalam merespon

Mengetahui,
2019

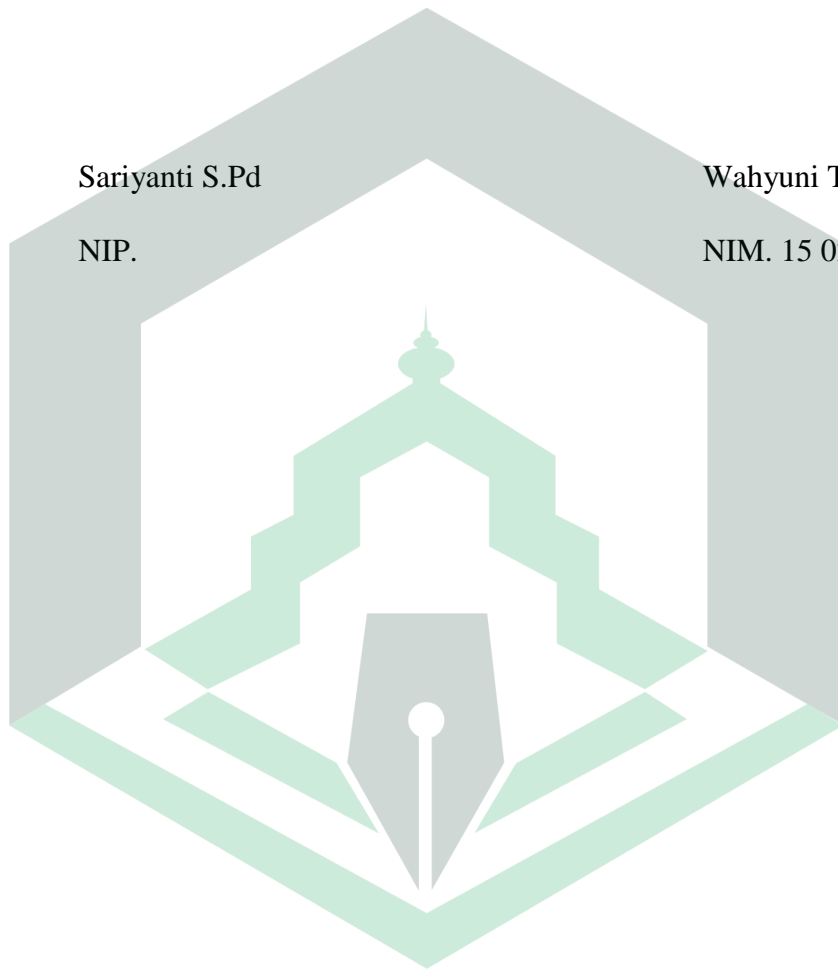
Senin, 19 Agustus

Guru Mapel Bahasa Inggris,

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Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al Mawasir Padang Kalua Lamasi

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII

Waktu : 2x40 menit

Skill : Vocabulary

I. Standar Kompetensi:

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi dasar

- 1.5 Merespon instruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah
- 1.6 Merespon instruksi sangat sederhana secara verbal

III. Indikator pembelajaran

1. Siswa dapat memahami kosa-kata
2. Siswa dapat memberikan instruksi sederhana menggunakan kosa-kata
3. Siswa dapat melaksanakan instruksi sederhana secara cepat dan tepat menggunakan kosa-kata

IV. Tujuan pembelajaran

1. Siswa dapat meningkatkan kosa-kata

2. Siswa dapat menggunakan kosa-kata dalam berinteraksi

V. Materi Pembelajaran

1. Menjelaskan tentang pengertian vocabulary
2. Menjelaskan tentang verb
3. Memberikan contoh bagaimana cara memainkan blindfol game connect words

VI. Karakter siswa yang diharapkan

Dapat dipercaya (thrusworties), tekun (diligence), rasa hormat dan perhatian (respect), tanggung jawab (responsibility), berani (courage), dan ketulusan (honesty).

VII. Materi pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hari, tempat, benda, dan lain sebagainya.

Kata sifat (adjective) adalah kata yang digunakan untuk menerangkan kata noun atau kata ganti. Contoh: Blue, red, white, yellow, green, orange, brown, silver, smart, diligent, beautiful, bored, cute, afraid, angry, sad, dan lain-lain.

Kata kerja (verb) adalah kata yang digunakan untuk menunjukkan tindakan atau keadaan menjadi subjek. Contoh: Run, drink, broken, sent, stand, advise, write, dan lain-lain.

Kata keterangan (adverb) adalah kata yang menjelaskan bagaimana sesuatu dilakukan. Contoh: Yesterday, tomorrow, in front of, seldom, always, usually, next week, dan lain-lain.

VIII. Metode pembelajaran

1. Direct method
2. Using blindfold game connect word

IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>D. Kegiatan Awal</p> <ol style="list-style-type: none"> 1. Greeting (memberi salam dan saling tegur sapa) 2. Ice Breaking (pengondisian kelas) 3. Memberikan motivasi belajar 	25 menit
<p>E. Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Guru menjelaskan kepada siswa tentang Blindfold game conect word. 2. Guru menjelaskan tentang verb. 3. Guru membagi siswa dalam 4 kelompok dan setiap kelompok terdiri dari 5 anggota, dimana setiap kelompok mempunyai seorang leader dan 	45 menit

memiliki nama kelompok sendiri.

4. Guru memulai permainan game antara group A dan C, dimana group A berbaris bersama dengan anggota kelompoknya, begitu pun dengan kelompok C.
5. Ketika para leader dan anggota kelompok sudah siap, maka guru akan menghitung sampai 3 dan kelompok A dan C berlomba maju ke papan tulis untuk menulis kosa kata, setelah itu bergantian dengan anggota yang lainya dan seterusnya. Ketika leader menuliskan kata “ sweep” kemudian anggota groupnya melanjutkan akhir dari kata drink menjadi “pay”.” dan seterusnya.
6. Setiap anggota dalam group mendapatkan kesempatan untuk melakukan blindfold connect word. dan setiap kata yang disebutkan oleh siswa harus dimengerti oleh siswa.
7. Setiap group yang menang, guru akan membelikan 1 point .
8. Kemudian guru memberikan waktu selama 5-10 menit untuk membuat kalimat seperti mendescribe kata benda.
9. kemudian diakhir permainan guru memberikan

hukuman seperti, group yang kalah akan memberikan hadiah berupa permen karet kepada group yang menang.

F. Kegiatan Penutup

4. Siswa diminta untuk mengumpulkan hasil kerjanya.
5. Guru memberikan sedikit catatan.
6. Salam

X. Sumber Belajar

1. Buku yang relevan
2. Kamus
3. Whiteboard, and spidol

XI. Penilaian

1. Teknik: Pengamatan langsung
2. Bentuk: ketepatan dalam merespon

Mengetahui,
2019

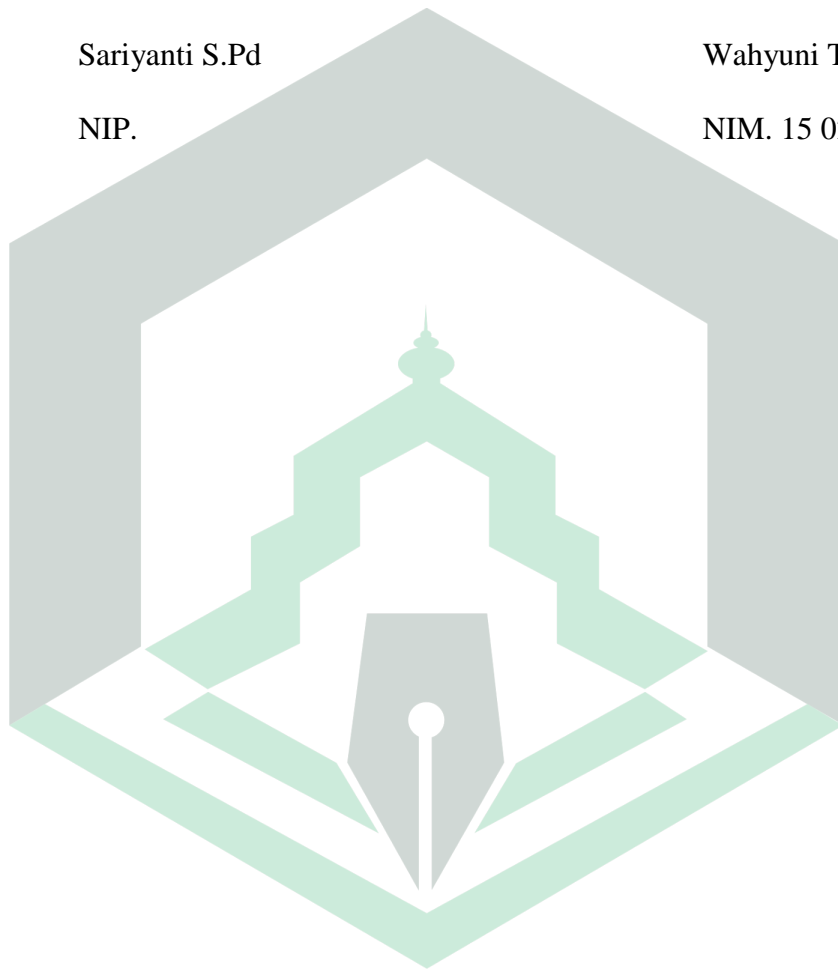
Senin, 19 Agustus

Guru Mapel Bahasa Inggris,

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NIM. 15 0202 0122



Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al Mawasir Padang Kalua Lamasi

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII

Waktu : 2x40 menit

Skill : Vocabulary

I. Standar Kompetensi:

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi dasar

- 1.7 Merespon instruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah
- 1.8 Merespon instruksi sangat sederhana secara verbal

III. Indikator pembelajaran

1. Siswa dapat memahami kosa-kata
2. Siswa dapat memberikan instruksi sederhana menggunakan kosa-kata
3. Siswa dapat melaksanakan instruksi sederhana secara cepat dan tepat menggunakan kosa-kata

IV. Tujuan pembelajaran

1. Siswa dapat meningkatkan kosa-kata
2. Siswa dapat menggunakan kosa-kata dalam berinteraksi

V. Materi Pembelajaran

1. Menjelaskan tentang Adverb
2. Menjelaskan bagaimana cara memainkan blindfold game connect words.

VI. Karakter siswa yang diharapkan

Dapat dipercaya (thrusworties), tekun (diligence), rasa hormat dan perhatian (respect), tanggung jawab (responsibility), berani (courage), dan ketulusan (honesty).

VII. Materi pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hari, tempat, benda, dan lain sebagainya.

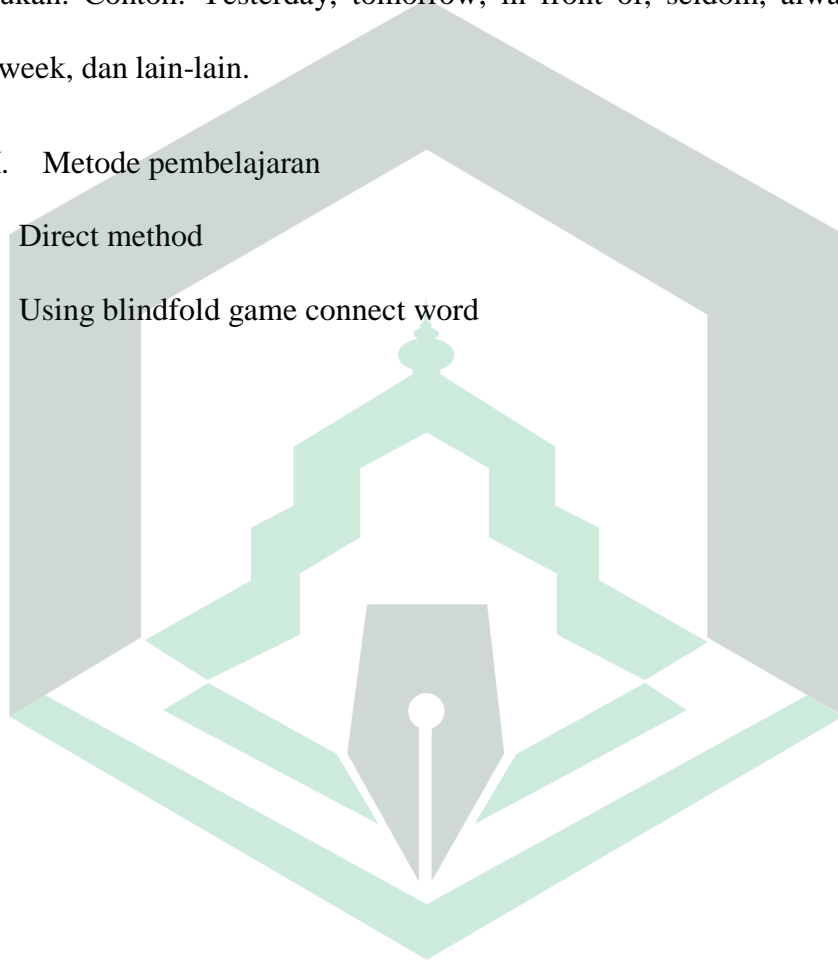
Kata sifat (adjective) adalah kata yang digunakan untuk menerangkan kata noun atau kata ganti. Contoh: Blue, red, white, yellow, green, orange, brown, silver, smart, diligent, beautiful, bored, cute, afraid, angry, sad, dan lain-lain.

Kata kerja (verb) adalah kata yang digunakan untuk menunjukkan tindakan atau keadaan menjadi subjek. Contoh: Run, drink, broken, sent, stand, advise, write, dan lain-lain.

Kata keterangan (adverb) adalah kata yang menjelaskan bagaimana sesuatu dilakukan. Contoh: Yesterday, tomorrow, in front of, seldom, always, usually, next week, dan lain-lain.

VIII. Metode pembelajaran

1. Direct method
2. Using blindfold game connect word



IX. Langkah pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ol style="list-style-type: none">1. Greeting (memberi salam dan saling tegur sapa)2. Ice Breaking (pengkondisian kelas)3. Memberikan motivasi belajar	25 menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none">1. Guru menjelaskan kepada siswa tentang Blindfold game conect word.2. Guru menjelaskan tentang adverb.3. Guru membagi siswa dalam 4 kelompok dan setiap kelompok terdiri dari 5 anggota, dimana setiap kelompok mempunyai seorang leader dan memiliki nama kelompok sendiri.4. Guru memulai permainan game antara group A dan C, dimana group A berbaris bersama dengan anggota kelompoknya, begitu pun dengan kelompok C. dan seterusnya.5. Ketika para leader dan anggota kelompok sudah siap, maka guru akan menghitung sampai 3 dan kelompok A dan C berlomba maju ke papan tulis untuk menulis kosa kata, setelah itu bergantian	45 menit

dengan anggota yang lainya dan seterusnya.
Ketika leader menuliskan kata “ always ”
kemudian anggota groupnya melanjutkan akhir
dari kata drink menjadi “ seldom ”. dan
seterusnya.

6. Setiap anggota dalam group mendapatkan kesempatan untuk melakukan blindfold connect word. dan setiap kata yang disebutkan oleh siswa harus dimengerti oleh siswa.
7. Setiap group yang menang, guru akan memberikan 1 point .
8. Kemudian guru memberikan waktu selama 5 menit untuk membuat kalimat.
9. kemudian diakhir permainan guru memberikan hukuman seperti, group yang kalah akan memberikan hadiah berupa permen karet kepada group yang menang.

C. Kegiatan Penutup

1. Siswa diminta untuk mengumpulkan hasil kerjanya.
2. Guru memberikan sedikit catatan.
3. Salam

X. Sumber Belajar

15. Buku yang relevan

16. Kamus

17. Whiteboard, and spidol

I. Penilaian

1. Teknik: Pengamatan langsung

2. Bentuk: ketepatan dalam merespon

Mengetahui,
2019

Senin, 19 Agustus

Guru Mapel Bahasa Inggris,

Peneliti,

Sariyanti S.Pd

Wahyuni Tobaharu

NIP.

NIM. 15 0202 0122

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al Mawasir Padang Kalua Lamasi

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 2x40 menit

Keterampilan : Vocabulary

I. Standar Kompetensi:

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi Dasar:

- 2.1. Merespon instruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah
- 2.2. Merespon instruksi sangat sederhana secara verbal

III. Indikator Pembelajaran

1. Siswa dapat memahami kosa kata.
2. Siswa dapat memberikan intruksi sederhana menggunakan kosa kata.
3. Siswa dapat melakukan intruksi sederhana secara cepat dan tepat menggunakan kosa kata.

IV. Tujuan Pembelajaran

1. Siswa dapat meningkatkan kosa kata.
2. Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi Pembelajaran

1. Menjelaskan tentang pengertian vocabulary.
2. Menjelaskan tentang noun.
3. Memberikan contoh bagaimana cara memainkan blindfold game terkhusus connet words.

VI. Karakter siswa yang diharapkan

Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

VII. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hari, tempat, benda, dan lain sebagainya.

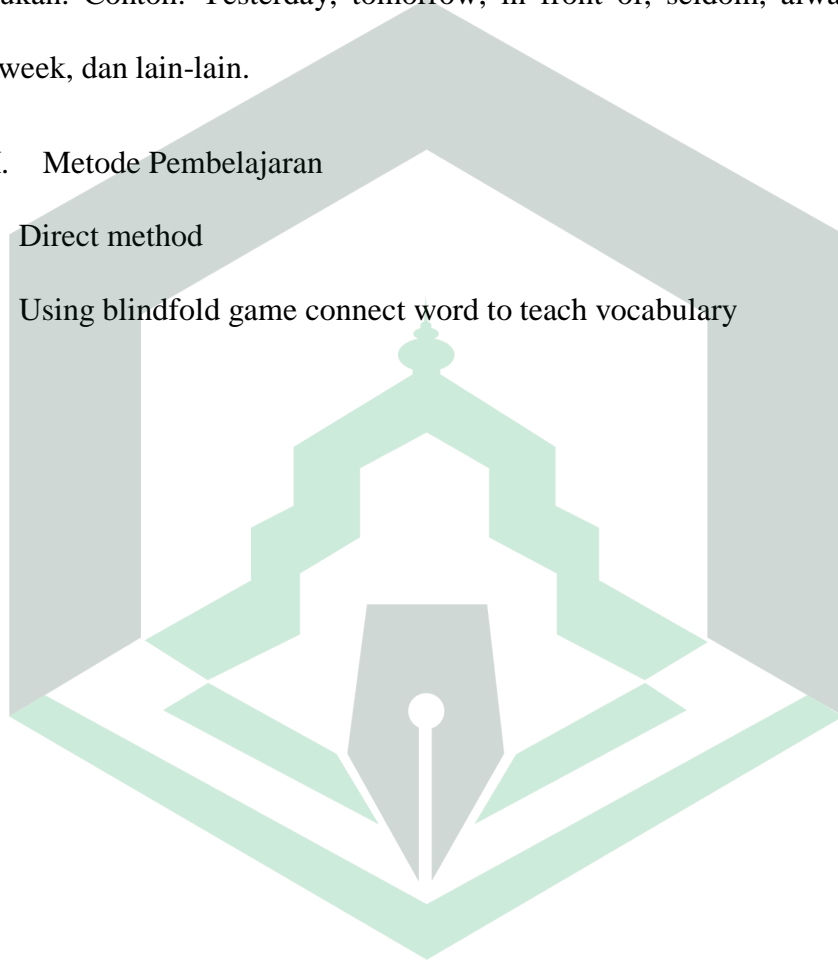
Kata sifat (adjective) adalah kata yang digunakan untuk menerangkan kata noun atau kata ganti. Contoh: Blue, red, white, yellow, green, orange, brown, silver, smart, diligent, beautiful, bored, cute, afraid, angry, sad, dan lain-lain.

Kata kerja (verb) adalah kata yang digunakan untuk menunjukkan tindakan atau keadaan menjadi subjek. Contoh: Run, drink, broken, sent, stand, advise, write, dan lain-lain.

Kata keterangan (adverb) adalah kata yang menjelaskan bagaimana sesuatu dilakukan. Contoh: Yesterday, tomorrow, in front of, seldom, always, usually, next week, dan lain-lain.

VIII. Metode Pembelajaran

1. Direct method
2. Using blindfold game connect word to teach vocabulary



IX. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ol style="list-style-type: none">1. Greeting (memberi salam dan saling tegur sapa)2. Ice Breaking (pengkondisian kelas)3. Memberikan motivasi belajar	25 menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none">1. Guru menjelaskan kepada siswa tentang Blindfold game conect word.2. Guru menjelaskan tentang noun.3. Guru membagi siswa dalam 4 kelompok dan setiap kelompok terdiri dari 5 anggota, dimana setiap kelompok mempunyai seorang leader dan memiliki nama kelompok sendiri.4. Guru memulai permainan game antara group A dan C, dimana group A berbaris bersama dengan anggota kelompoknya, begitu pun dengan kelompok C.5. Ketika para leader dan anggota kelompok sudah siap, maka guru akan menghitung sampai 3 dan kelompok A dan C berlomba maju ke papan tulis untuk menulis kosa kata, setelah itu bergantian	45 menit

dengan anggota yang lainya dan seterusnya.

Ketika leader menuliskan kata “ table ” kemudian anggota groupnya melanjutkan akhir dari kata drink menjadi “ eraser ”. dan seterusnya.

6. Setiap anggota dalam group mendapatkan kesempatan untuk melakukan blindfold connect words . dan setiap kata yang disebutkan oleh siswa harus dimengerti oleh siswa.

7. Setiap group yang menang, guru akan membelikan 1 point .

8. Kemudian guru memberikan waktu selama 5 menit untuk membuat kalimat.

9. kemudian diakhir permainan guru memberikan hukuman seperti, group yang kalah akan memberikan hadiah berupa permen karet kepada group yang menang.

C. Kegiatan Penutup

1. Siswa diminta untuk mengumpulkan hasil kerjanya.

2. Guru memberikan sedikit catatan.

3. Salam

XI. Sumber Belajar

1. Buku yang relevan
2. Kamus
3. Whiteboard, and spidol

XII. Penilaian

1. Teknik: Pengamatan langsung
2. Bentuk: ketepatan dalam merespon

Mengetahui,
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Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Al Mawasir Padang Kalua Lamasi

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 2x40 menit

Keterampilan : Vocabulary

I. Standar Kompetensi:

1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.

II. Kompetensi Dasar:

2.3.Merespon instruksi sangat sederhana dengan tindakan secara berirama dalam konteks sekolah

2.4.Merespon instruksi sangat sederhana secara verbal

III. Indikator Pembelajaran

1. Siswa dapat memahami kosa kata.
2. Siswa dapat memberikan intruksi sederhana menggunakan kosa kata.
3. Siswa dapat melakukan intruksi sederhana secara cepat dan tepat menggunakan kosa kata.

IV. Tujuan Pembelajaran

1. Siswa dapat meningkatkan kosa kata.
2. Siswa dapat menggunakan kosa kata dalam berinteraksi.

V. Materi Pembelajaran

1. Menjelaskan tentang pengertian vocabulary.
2. Melanjutkan penjelasan tentang adjective dan adverb.
3. Memberikan contoh bagaimana cara memainkan blindfold game terkhusus connet words.

VI. Karakter siswa yang diharapkan

Dapat dipercaya, tekun, tanggung jawab, berani, rasa hormat dan perhatian, serta ketulusan.

VII. Materi Pokok

Kosa kata adalah suatu komponen kemahiran bahasa dan menyediakan banyak dasar untuk seberapa baik siswa dapat practice dengan baik, berbicara, mendengarkan, membaca, dan menulis.

Kata benda (noun) adalah kata yang berfungsi untuk nama. Jenis kata ini dapat digunakan untuk menunjukkan nama seseorang, hari, tempat, benda, dan lain sebagainya.

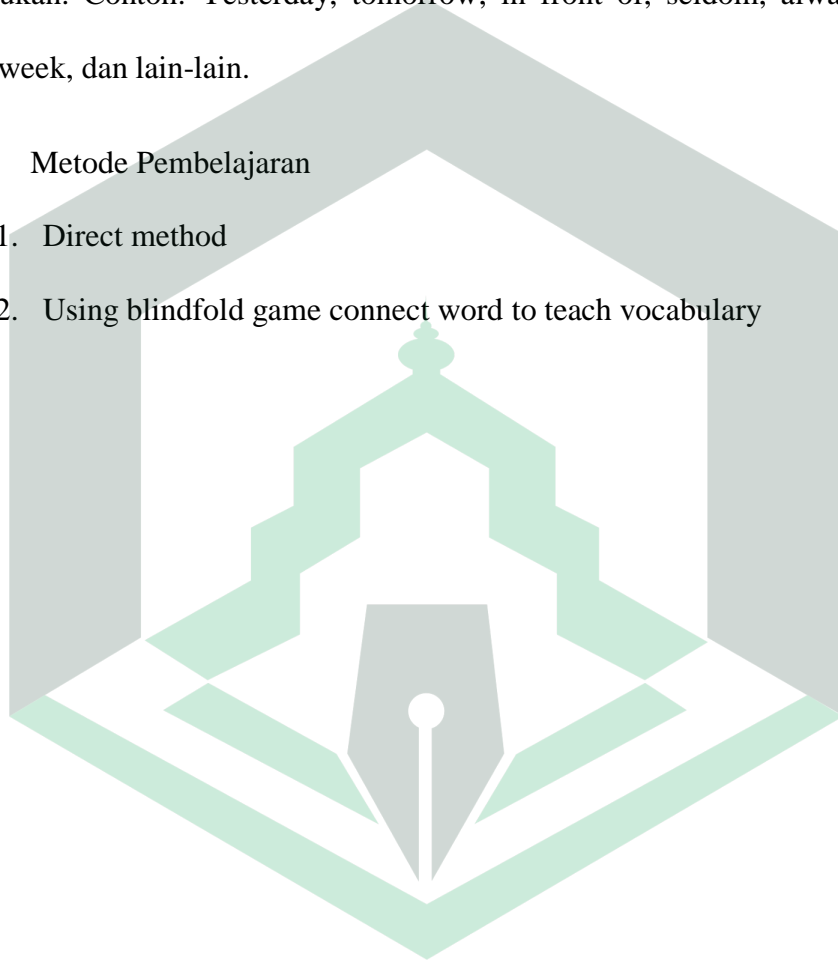
Kata sifat (adjective) adalah kata yang digunakan untuk menerangkan kata noun atau kata ganti. Contoh: Blue, red, white, yellow, green, orange, brown, silver, smart, diligent, beautiful, bored, cute, afraid, angry, sad, dan lain-lain.

Kata kerja (verb) adalah kata yang digunakan untuk menunjukkan tindakan atau keadaan menjadi subjek. Contoh: Run, drink, broken, sent, stand, advise, write, dan lain-lain.

Kata keterangan (adverb) adalah kata yang menjelaskan bagaimana sesuatu dilakukan. Contoh: Yesterday, tomorrow, in front of, seldom, always, usually, next week, dan lain-lain.

VIII. Metode Pembelajaran

1. Direct method
2. Using blindfold game connect word to teach vocabulary



IX. Langkah Pembelajaran

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Awal</p> <ol style="list-style-type: none">1. Greeting (memberi salam dan saling tegur sapa)2. Ice Breaking (pengkondisian kelas)3. Memberikan motivasi belajar	25 menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none">1. Guru menjelaskan kepada siswa tentang Blindfold game conect word.2. Guru menjelaskan tentang noun.3. Guru membagi siswa dalam 4 kelompok dan setiap kelompok terdiri dari 5 anggota, dimana setiap kelompok mempunyai seorang leader dan memiliki nama kelompok sendiri.4. Guru memulai permainan game antara group A dan C, dimana group A berbaris bersama dengan anggota kelompoknya, begitu pun dengan kelompok C.5. Ketika para leader dan anggota kelompok sudah siap, maka guru akan menghitung sampai 3 dan kelompok A dan C berlomba maju ke papan tulis untuk menulis kosa kata, setelah itu bergantian	45 menit

dengan anggota yang lainya dan seterusnya.

Ketika leader menuliskan kata “ kind ” kemudian anggota groupnya melanjutkan akhir dari kata drink menjadi “ destroy ”. dan seterusnya.

6. Setiap anggota dalam group mendapatkan kesempatan untuk melakukan blindfold connect words . dan setiap kata yang disebutkan oleh siswa harus dimengerti oleh siswa.
7. Setiap group yang menang, guru akan membelikan 1 point .
8. Kemudian guru memberikan waktu selama 5 menit untuk membuat kalimat.
9. kemudian diakhir permainan guru memberikan hukuman seperti, group yang kalah akan memberikan hadiah berupa permen karet kepada group yang menang.

C. Kegiatan Penutup

1. Siswa diminta untuk mengumpulkan hasil kerjanya.
2. Guru memberikan sedikit catatan.
3. Salam

X. Sumber Belajar

1. Buku yang relevan
2. Kamus
3. Whiteboard, and spidol

XI. Penilaian

1. Teknik: Pengamatan langsung
2. Bentuk: ketepatan dalam merespon

Mengetahui,
2019

Senin, 19 Agustus

Guru Mapel Bahasa Inggris,

Peneliti,

Sariyanti S.Pd
NIP.

Wahyuni Tobaharu
NIM. 15 0202 0122

Appendix.3 Pre-test.

Look at the picture and translate into Indonesian and English

NAME :

Class :





Appendix.4 Post-test

Look at the picture and translate into Indonesian and English

NAME :

CLASS : VII MTs Al Mawasir Padang kalua Lamasi





Terjemahkan kedalam bahasa Indonesia

1. Tie:
2. Hat :
3. Book store :
4. Library :
5. Car :
6. Roof :
7. Farmer :
8. Yellow :
9. Blue :
10. Naughty :
11. Lazy :
12. Happy :
13. Absent :
14. Give :
15. Drink :
16. Run :
17. Swim :
18. Pray :
19. Teach :
20. Seldom :
21. Today :
22. Next week :
23. Always :
24. Never :
25. Yesterday :
26. Tomorrow :

DOCUMENTATION



