

**TEACHING NOUN THROUGH BLINDFOLD GAME AT THE EIGHT YEAR OF
SMPN 5 PALOPO**



A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of State
Islamic Institute of Palopo
For S.Pd Degree in English Education
In English Education*

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THESIS APPROVAL

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Palopo, September 3th 2021 M
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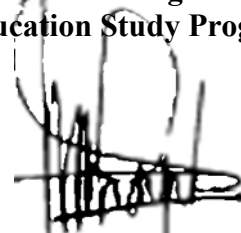
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In the name of Allah, the most gracious and most merciful

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The Researcher



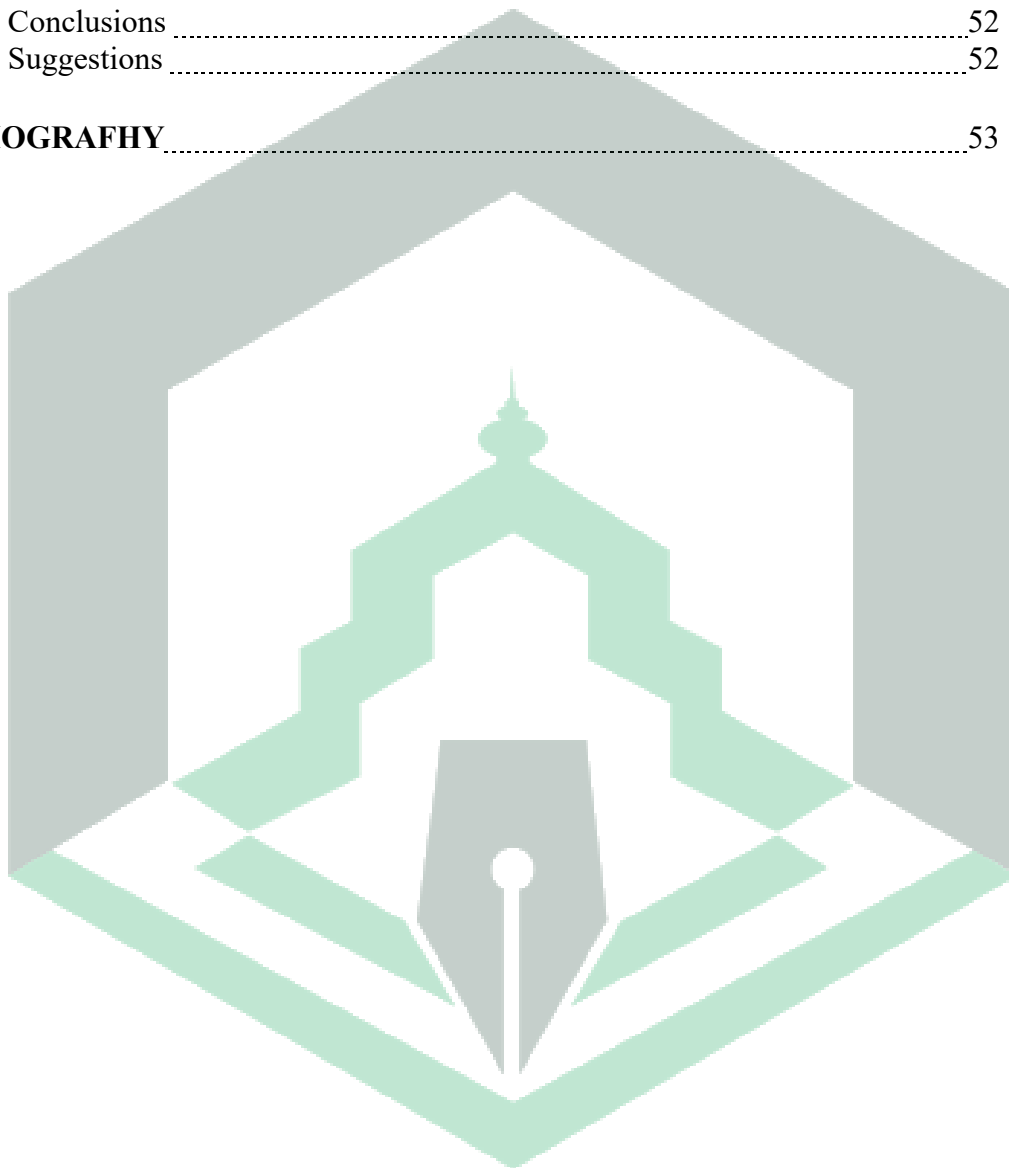
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ABSTRACT

Fatmawaty, 2019: "Teaching Noun Through Blindfold Game at the Eight Year of SMPN 5 Palopo". English Education Study Program Faculty of Teacher Training and Education of State Institute For Islamic Studies (IAIN) Palopo. Supervised by Wisran, S.S.,M.Pd and Muh. Irfan hasanuddin, S.Ag.,MA

Key word: Teaching, Vocabulary, Blindfold.

This research about teaching noun through blindfold game at the eight year of SMPN 5 palopo. The Blindfold is a game of free movement and exploration of a virtual space that allow simple interaction with key elements and assests, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience. The problem statement is: Is the blindfold game effective to improve the students' mastery of vocabulary at the eight grade of SMP Negeri 5 Palopo. The objective of the research is: To find out whether the blindfold game effective to improve students' mastery of vocabulary at the eight grade of SMP Negeri 5 Palopo

In this research, the research, used blindfold game for teaching listening. The resercher used purposive technique in teaching vocabulary. The population of this research was all of the eight grade of SMP Negeri 5 Palopo, consisted of 220 students. The resercher used random sampling technique, the number of sample were 25 students for experiment. The resercher collected data by using tests namely pre-test and post-test. The pre-test intended to find out the students' prior knowledge before teaching vocabulary by using blindfold game. While post-test was given to find out the students' improvement after applying vocabulary by using blindfold game and The data analysis technique involve some step by using Scoring classification and Statistical Package for Social Science (SPSS) program.

The result of statistical analysis for level significance (0.05) with degree of freedom (df) = 24, where (N) = 25. The probability value was smaller than (0.00<0.05). it indicate that the alternative hypothesis (H₁) was accepted and the null hypothesis (H₀) was rejected). It mean that teaching noun through blindfold game at the eight grade of SMPN 5 palopo there was the difference in teaching vocabulary before and after using blindfold game.

CHAPTER I

INTRODUCTION

A. Background

English vocabulary is an important role because without knowing and understanding the vocabulary, basic skill in English can not be used at all. Wilkins said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed¹. It means that even though the students have good ability in grammar, they can analyze the structural of the English, they are able to memorize the formula of tenses, but the ability is useful if they do not have enough vocabulary mastering in English, because they do not know what words they will analyze and use.

The English vocabulary is used in all of skills, such as; speaking, writing, reading, and listening. To master these skills, the students have to know and to understand deeply about the vocabulary. It is strengthen by a statement of Mc Charty and O'Dell², as follows:

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

There are some factors that can influence the low mastery of the students' vocabulary, namely internal and external factors. The internal factors are students'

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

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

motivation, interest, IQ, and others. The external factors are material, parents, teaching strategy, others, including media in teaching.

However, almost the biggest problem in learning English is a lack of vocabulary. Based on the researcher's observation at SMP Negeri 5 Palopo, many students have low mastery of students' vocabulary. It was caused by having few vocabularies, when the teacher gave an instruction in English the students just kept silent and did nothing, and when the teacher gave a task, the students did not want to do it.

Many kind of media can be used in teaching vocabulary; one of them is blindfold game. The blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assets, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience³.

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

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

inspired to make a classroom action research, because the researcher wants to know how far blindfold game media can improve students' vocabulary. So, the researcher interest to conduct the title **“Teaching Noun through Blindfold Game at the Eight Year of SMPN 5 Palopo”**.

B. Problem Statement

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

1. How is the students' vocabulary mastery in English vocabulary by using blindfold game media at the eighth year of SMP Negeri 5 Palopo?
2. Can blindfold game improve the students' vocabulary mastery at the eight year of SMP Negeri 5 Palopo

C. Objective of the research

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

1. To find out the implementation of blindfold game media to improve students' vocabulary mastery at the eighth year of SMP Negeri 5 Palopo
2. To find out Blindfold game improve the students' vocabulary mastery at the eighth year of SMP Negeri 5 Palopo

D. Significance of the research

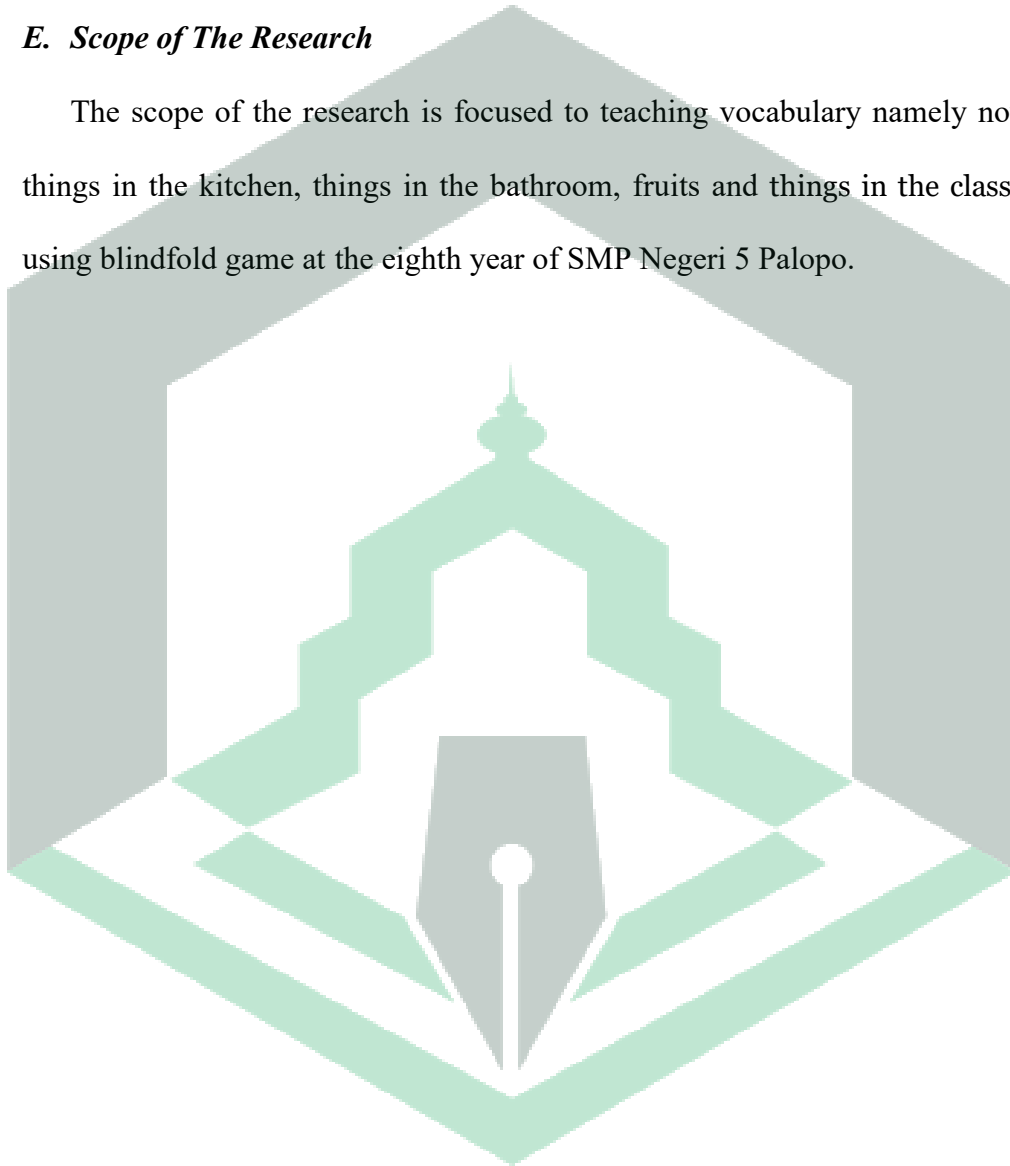
The findings of this study are supposed to be useful for:

1. English teachers: This research would like to give information how to improve and make students interested to study vocabulary.

2. The other researchers: It could be reference for the research as contribution to improve vocabulary.
3. The students: They can use gesture to improve vocabulary.

E. Scope of The Research

The scope of the research is focused to teaching vocabulary namely noun about things in the kitchen, things in the bathroom, fruits and things in the classroom by using blindfold game at the eighth year of SMP Negeri 5 Palopo.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Research*

Some researchers have conducted their research on the use of various techniques in teaching vocabulary:

The researcher, Basri with the title is "*Improving Vocabulary through Letter Game at the Eight Year Students of PMDS Putri Palopo*". The formulated conclusion, that most of the students positive respond and enjoy learning by using letter game. Furthermore, he suggest to develop the students vocabulary practice in creative ways to enlarge students compost in mastering vocabulary process.⁴

Ika Ashari in her thesis under the title of "*Improving Vocabulary of Students through Bingo Game at the Seventh Year Students of SMPN 8 Palopo*". She concluded that the result of the research indicates that the score of the students' vocabulary in pre-test was 71.4 and the score of students' in the post-test was 263.64. It means that the difference of two variables is significant difference. Furthermore, she suggested the teacher who wants to teach English to use Bingo game, since this method has been proved to improve students' vocabulary and by

⁴Basri, "*Improving vocabulary through Letter Game at the Eight Year Studens of Pesantren Modern Datok Sulaiman Putri Palopo*". Unpublished thesis STAIN Palopo. 2009.

using bingo game, the students may find the learning process become more interesting and they find it is easily to memorize vocabulary.⁵

Based on the researches above, the research will conduct a research about teaching vocabulary by blindfold.

B. Vocabulary

1. Definition of vocabulary

In Oxford Dictionary vocabulary is all the words in a language⁶. Vocabulary can be defined, roughly, as the words we teach in the foreign language⁷. Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning.

A vocabulary is the basic unit of language form. Without sufficient vocabulary, someone can't communicate effectively or express ideas. If a learner doesn't know how to expand their vocabulary, they gradually lose interest in learning. Besides, the words come into two forms like oral and print. Oral vocabulary includes those words

⁵Ika Ashari, *Improving Vocabulary of Students through Bingo Game at the seventh year Students of 8 Palopo*. Unpublished thesis. Palopo:English Education program STAIN Palopo. 2008

⁶ Oxford, *Oxford Learner's Pocket Dictionary*, Oxford: Oxford , (2008), UniversityPress,p.4955

⁷ Penny Ur, *A Course in Language Teaching Practice and Theory*, Cambridge: Cambridge University Press, , (1991), p.60

that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing⁸.

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

2. Concept of Vocabulary

There are many concepts of vocabulary, some of them:

- a. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, write, without an extensive vocabulary and strategy from 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 radio, listening to the narrative speakers, using the language in different contexts, reading, or watching television.⁹
- b. Vocabulary is the stock of words use by people or by a particular class or person.
- c. Vocabulary is list or collection of the words of the language, book, author, branch of science, or the like, usually in alphabetical order and defined.
- d. Vocabulary is the words of language.
- e. Vocabulary is the word book, glossary, dictionary or lexicon.

⁸Firdaus Nasution, *Increasing Students' Ability in Mastering Vocabulary in Reading Text By Using Two Stay-Two Stay at Eleven Years Of MAS Ishlahiyah Panipahan Riau*, theses: UINSU, (2014), p.6

⁹Jack C. Richard, *Metodology in Language Teaching*,”(USA: Cambaridge University Press, 2002), p.255.

f. Vocabulary is the sum or scopes one's expressive technique, as in the arts.

Vocabulary as of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.¹⁰

Vocabulary is one of language elements that need to be acquired by English learners. This opinion indicates that vocabulary has the some level and phonology and grammatical and supporting the English learners to master a language skill. To mastery vocabulary productive is usually related to speaking and writing, because when someone speakers or writers he or she produces vocabulary. While the mastery of receptive vocabulary is usually relate to reading and listening.¹¹

Vocabulary or word also called a based word or a word family is defined as including the base from (e.g.: make) and its inflection and derivatives (e.g.: makes, made, making, maker and markers). Science the meaning of these different forms of the word is closely related assumed and little extra effort is needed to learn them.¹²

¹⁰ Wilga M. Rivers, *Teaching Foreign-Language Skill*. (London: the University of Chigago. Press 1981 p. 462.

¹¹ Muhammad Shahrullah., “*Developing the English Vocabulary of the Second Year Students of MTS Batusitanduk through English song*” A Thesis S1, (Palopo: STAIN Palopo,2007),p. 462.

¹² Jasmaruddin, “*Improving Vocabulary of the Sixth Year Student of SDN 79 Tapppong Palopo Through Word List*” A thesis S1, (Palopo: STAIN Palopo,2007), p. 8.

Vocabulary as an essential component of all uses of language would be impossible to learn language without it. Vocabulary is one of components of language and that no language exists without words. Words are signs or symbols for ideas. They are the means by which people exchange their taught. The more words we learn the more ideas we should have, so we can communicate the ideas more effectively.¹³

From the definition above, we can see that and very important to be mastered and vocabulary is one of the components of language don't exist without words. Because without vocabulary, we cannot to communicate use English with each others, so we have to learn and memorize much vocabulary, so that we can speak English with another.

The teaching and learning of vocabulary has never aroused the same degree of interest within language teaching as have such as issues grammatical competence, contrastive analysis, reading or writing, which have received considerable attention from scholars and teachers.

3. *Vocabulary Mastery*

Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to "master" a concept, skill, or

¹³ Pieter Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), p. 7.

subject, everyone has a different definition¹⁴ While, in Oxford Dictionary vocabulary is all the words in a language.¹¹ ‘Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.’ This is how the linguist David Wilkins summed up the importance of vocabulary learning.¹² Based on the explanation above, it can be concluded that vocabulary mastery is a skill of students in language. And basic unit of language is vocabulary. Without sufficient vocabulary, someone can’t communicate effectively or express ideas.

4. Types of Vocabulary

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot recognize our idea in a sentence without words.¹⁵

While page in Thomas and Ali divide into four kinds as follows:

1. Oral vocabulary; consist of word actively used in speech.
2. Writing vocabulary; the words that come reading to one’s fingers vocabulary.

¹⁴ Thomas R. Guskey and Eric M. Anderman, 2014, *Educational Leadership: Getting Students to Mastery*, vol. 71, No. 4, (<http://www.ascd.org/publications/educationalleadership/dec13/vol71/num04/In-Search-of-a-Useful-Definition-of-Mastery.aspx>), accessed on February 20, 2017, 10:54 A.M

¹⁵ Wilga M. Rivers, *Teaching Foreign-Language Skill*, p. 462.

3. Listening vocabulary; the stock of words one respond with meaning and understanding in the speaking for other.

4. Reading vocabulary; the word which one responds in the writing of others.

According to Hariyanto and Haryono that in English grammar the words divided into eight parts (the eight namely: noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection).¹⁶

Before discusses about vocabulary and Nonverbal Communication, the first the researcher will discusses about kinds of the class of words:

Vocabulary as the content and function word of a language which are learned thoroughly that they because a part child's under. The word having meaning when heart of seen through not produced by individual it self.¹⁷

1) Function word

Function words (closed class words/grammatical words) are words that have little meaning in the dictionary sense but which serve important function to express grammatical relationship with other word within a sentence.

Among the function word are articles, auxiliary verbs, conjunction, preposition, pronoun, noun-determiners, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

¹⁶Hariyanto and Haryono, *English Grammar for General Application*, (Surabaya: Gitamedia Press, 2003), p. 8.

¹⁷Mursal, *the use Name Card Technique in Improving Vocabulary of Third Year of Elementary School 79 Tappong*. (A thesis, STAIN Palopo); p. 8.

Function words are often have little meaning in the dictionary sense but which serve important function in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he etc. Since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course. You simply can not say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentence in which they are used, it is rather pointless to discuss them in isolation. The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning.

2) Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used alone.

(a) Noun

Noun is the word that refers to a person, a place or a thing, a quality or an activity.¹⁸

While Fuad Mas'ud states that noun is words that are used to show the name of people, place, animals or name of things.¹⁹

There are four kinds of noun they are:

a. Abstract and concrete noun

¹⁸Victoria Bull, *Oxford Learner's Pocket Dictionary* (Forth edition; New York: Oxford University Press, 2008), p. 298.

¹⁹ Fuad Mas'ud, *Essentials of English Grammar*, (Cet:I, BPFE-Yogyakarta, 2005), p. 44.

Abstract and concrete noun is a noun that can touch by the sense.

Example:

Happiness, Honesty, Freedom, Etc.

Concrete noun is the name of place, people, or object that can be captured by the senses. Which are concrete objects.

Example:

Chair, People, Bread, etc.

b. Proper noun

Proper noun is the name of the people, place and etc. Proper noun always use capital letters.

Example:

Rita, Makassar, etc.

c. Collective noun

Collective noun is the name of the group or collection that is considered as the single unit or a collection or some of it's members.

Example:

A team, a regiment, A committee, etc.

d. Material noun

Material noun is a noun that indicates the name of the objects that happens by itself or is not made by man.

Example:

Gold, Water, Fish, Blood, etc.

C. Vocabulary Learning Process

Learning English and creative student's achievement in understanding and classifying the vocabulary is being learned should be continually improved. The vocabulary in English learning process will improve the learner mastery on words. This process should precede the application of the vocabulary use both inside and outside the classroom. So, vocabulary has been mastered by the students have to be able to understood, generalized and implicated in a well communication.

The result of study the part of teaching and learning process will be related to cognitive or effective process. Concerning to this, improving the vocabulary is one of technical learning process by Ngalim and Asmur that "English learning is the process that add manners, and someone knowledge".²⁰

The other opinion describe Ngalim and Asmur that "learning is the activity where anyone process collects the change manners in themselves and change manners is the active one to get the prospect or life.

Based on the statement above, the aspects in improving the vocabulary through the us of word list have to pass some stages to understand the application analysis and ability to evaluate in improving the vocabulary.

To get more understanding in teaching/learning process, the writer will be given about improving the vocabulary through the word list in a class:

²⁰ Asmur, *Achievement on Vocabulary of the Secon Year Students of SLTP Negeri 3 Anggareja Enrekang*, A Thesis S1, (pare-pare: IKIP UNISMUH,2003), p.6.

- a. The students give commands in the target language and perform it with the student
- b. The teacher given the commands quite quickly.
- c. The teacher sits down and issue command to do volunteers
- d. The teacher direct student other the students can learn though observing action as well as by preforming the action the selves.
- e. The teacher introduces new command after she is satisfied that the first six have been mastered
- f. The teacher changers the order if the commands
- g. When the students make an error, the teacher the commands the while action in out.
- h. The teacher gives the students commons they have not heard before.
- i. The teacher write the new commands on the white board
- j. A few weeks later, a student who has not spoken before given commands.
- k. A students say “shake hand with your neighbor (teacher should be tolerant if students make error them) the first begin speaking.”²¹

D. Method of Memorizing Vocabulary

Language is word united. If we want to study a language we have to memorize its vocabulary first. There are more than 50.000 list of words in English include is derivation. According to Anderson in Hidayath at Indonesian English dictionary

²¹ Diana Larsen and Freeman, *techniques and principles in Language Teaching*, (New York: Oxford University Pree, 1986), p.114-115

which is made by John M. Echols and Hasan Shadily only consist of 12.000 vocabularies.

Based on the statement above, how can we master all of the vocabulary in our brain? While English teaching in the high school right now only four hours in a weekend it does not only study vocabulary but it studies all component in English like is grammar, reading comprehension, compensation, etc.

According to Pora, there are many kinds of ways learn vocabulary, such as:

1. Card Method

Sometimes we have many vocabularies but sometimes cannot use it in order that can be useful for use. One way that can help us is using card.

a. Write every English vocabulary or phrase that you do not know it's meaning. Write into card which it's size 8x6 cm. Write the in no capital word because it can help you to always remember it. Do not forget to write the classification of the word like verb, adjective, etc.

b. At back of the card you can write the meaning of the words and can be with is picture. Besides the meaning, the good card that consist of sentence that are made from that vocabulary.

c. Let's us say that you had 20 cards, so you can play with them.

2. Translation

Translation is quick and easy way to present the meaning of words but it is not without problem. 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

E. Principles in Teaching Vocabulary

Some principles in teaching vocabulary that should be considered by teachers:

1. Give clear and simple explanations.
2. Used the past knowledge or students experience and relate it to present teaching by drawing patterns or analogies.
3. Present the words by oral and written then write in the blackboard.
4. Give most attention to words that are already partly known.
5. Tell the students if it is a high frequency word that is word noting for future attention.
6. Don't bring in other unknown or poorly known words like near synonyms, opposites, or members of the some lexical set.²²

F. Blindfold Game Media

1. Blindfold Game

Definition of Blindfold Game The Blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and assists, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience.²³

²²Paul Nation, *Teaching Vocabulary*, Asian EFL journal, p.2.

²³ PDF, *Blindfold-An Audio-only Adventure Game*, (vj2013.dei.uc.pt), accessed on February 7th, 2017, 08:00 P.M

The Blindfold Game is one of the media that can improve students' vocabulary. The Blindfold Game is a practical exercise in verbal communication that used blindfold in the games. This game used to teach directions, numbers, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. The Blindfold can impel team members into working together more closely and blindfold can make some team building activities more memorable and wearing blindfold can be fun. So that the students can be more interested and enjoy in English learning process.²⁴

These blindfold games will help your students explore the sense of sight while learning about the five senses. These activities help children understand their sense of sight is important, and what it's like without seeing.

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

²⁴*BlindfoldGame*, (<http://www.theteambuildingactivitiesshop.co.uk/blindfoldgames.htm> accessed on February 20, 2017, 11:26 A.M)

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 you voice with the people who play blindfold bingo.

c. Blindfold Word Games

Blindfold Word Games are a fully accessible word game for both sighted and visually impaired people, designed for rapid audio play. Word games includes the games word ladder, word flick, hangman, unscramble and 7 small words. (1) The Game Word Ladder: the objective of blindfold word ladder is to convert one word

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

d. Blindfold War

Blindfold War is a fully accessible classic card war game for both sighted and visually impaired people, designed for rapid audio play. Blindfold War tells the cards you and the computer played, and the number of total cards in your hand. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken. The way of blindfold war is each player starts with a deck of 26 cards. The game takes place through a series of battles in which each player reveals

one card. The player with the highest card wins both cards. If both players reveal a card of the same rank, a war ensues, giving each player a chance to win many of their opponent's cards. The cards are not visible; instead, you play by listening. Tap the screen to play your next card, and the computer plays its next card too.

e. **Blindfold Wildcard**

Blindfold Wildcard is a fully accessible card game that is a variant of the game "UNO" for both sighted and visually impaired people, designed for rapid audio play. Blindfold Wildcard tells you if a card can be played. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken. Blindfold Wildcard includes several modes of play, such as discard or draw, and discard or draw until you can discard. Since there are many rules choices for the game, you can customize it for many of those rules. You play against the computer. The cards are not visible; instead, you play by listening. You can flick up or down to hear the cards, and tap to play a card or draw from the deck. A complete guide to the gestures is included in the help.¹⁵ So, based on the types of blindfold game above, the researcher used Blindfold Word Game in her research especially in *Unscramble*. In *Unscramble*, the students must arrange the unscramble word to become the right word.²⁵

G. Deficiency and Advantages Game Blindfold

a. **Deficiency**

There are several advantages and disadvantages of blindfold games :

²⁵ repository.uinsu.ac.id/2694/1/rini%27s%20thesis.pdf

- 1.Can activate the midbrain
- 2.Game changes the rhythm of the lesson and helps maintain student motivation.
3. Making formal textbooks become more relaxed and helps to renew student energy
- 4.Game provides a means of indirect practice for language patterns course vocabulary, and pronunciation.
- 5.Game can increase the period of concentration, concentration, memory, ability hear and read
6. Students are encouraged to participate; shy students can be motivated to speak.
- 7.Game improves communication among students and provides opportunities to practice smoothness and decreased teacher dominance in the classroom.
- 8.Games can help create a fun and lessening atmosphere teacher and student.
- 9.Game can reveal the weaknesses and needs of more languages.

b. advantages

- 1.Can take a long time in the learning process.
- 2.The game can lead to a rowdy class so as to disrupt the serenity of the surrounding class

H. Blindfold Game

Based on definition of blindfold game, it can be concluded that Blindfold game is the way that used by teacher to conveys a message in order to achieve the purpose of learning by using blindfold.²⁶

The students can increase their listening, speaking, reading and writing. However, the fact shows that many students have difficulties to master their English vocabulary. Therefore, the researcher used Blindfold game to help the students memorize of new information. Blindfold game can make their students more interested and motivate in learning process, especially for learning vocabulary. The purpose of this research is to find out whether there is significant difference between English vocabulary mastery of the fifth grade students of SMP Negeri 5 palopo in year 2017/2018 before and after taught by using Blindfold game.

Based on the result, the writer suggests that the teacher should be able to created in teaching learning process more interesting, innovative and enjoyable. The researcher can use Blindfold game in teaching vocabulary because blindfold game is an effective game to teach vocabulary.²⁷

I. Teaching Vocabulary by Using Blindfold,

Steps in teaching vocabulary by using blindfold:

- Researcher asks the students to close their eyes using the thick fabric

²⁶ repository.uinsu.ac.id/2694/1/rini%27s%20thesis.pdf

²⁷ <http://eprints.umk.ac.id/6824/1/COVER.pdf>

- The researcher provides some materials noun that had been prepared for students identification
- The researchers prepare the materials consist of students noun
- The researcher give example to practice vocabulary about noun
- The researchers ask all students to attention and guess what the researchers practice
- The researcher writes some about nouns in the class on the board.
- The researchers divide students into some groups and give leader in group.
- Researchers ask one students to practice how to describe noun
- The researchers give 10 minutes to describe noun
- The researcher divides the students into groups and gives leaders in several of vocabulary about noun in the classroom.
- The researchers ask students to write some in their books about nouns and memorize

J. The Conceptual Framework

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

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

K. Hypothesis

Based on the previous explanation, the researcher formulates the hypothesis as follow:

- a. H_1 (alternative hypothesis) : Blindfold Game is effective to improve students' vocabulary.
- b. H_0 (null hypothesis) : Blindfold game is not effective to improve students' vocabulary.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher present method of the research design, variables, population, instrument of the research, procedure of research, procedure of collecting data and technique of the data analysis.

A. Research Design

In this researcher, the write applied pre experimental design with one group pre-test and post- test. The comparison between pre- test and post- test score depends on the success of the treatment. The design is as follow:

Pre-test	Treatment	Post- test
X ₁	T	X ₂

Notes: X₁: Pre-test
T: Treatment
X₂: Post-test.²⁸

B. Variable

The variable of this research was consists of two variables namely independent variable and dependent variable:

²⁸ Hatch and Lazaration, *The Research Manual*, (USA: Newbury House, 1991), p. 7.

1. Independent variable is the Blindfold game.
2. Dependent variable is the implementation of teaching vocabulary for students through blindfold game

C. Population and Sample

The population of this research is the eighth year students of SMPN 5 Palopo in year 2017/2018. The total number of population is 25 students.

In this research, the writer used total sampling technique. It means the sample of the research is all of the students at the eighth year students of SMPN 5 Palopo.

D. Instrument of the Research

The instrument used by researcher is description test. Researcher will use matching models to know students' ability in vocabulary.

E. Procedures of Collecting Data

The researcher used some procedures to collect the data, as follows:

1. Pre-test

Pre-test gave before treatment:

Before doing the treatment, the researcher describe test. Pre-test to find out the students prior knowledge of noun. The researcher will take 30 minutes for students to do the test.

2. Treatment

The researcher conducted some steps, the steps were as follow:

- 1) In the first meeting

Researchers introduce themselves and explain the purpose of the author. Explaining to students about noun and blindfold game, then discusses the topic that will be learning in several meeting. In the first meeting, the researcher will explain the vocabulary about noun in the classroom ”, the researchers instruct the students to divide three groups and give leader in the group, then asks the students to close their eyes using the thick fabric that has been prepare, the researcher prepares several types of noun that had been prepare for identification, the researcher give the example to practice noun, the researcher asks each representation of the group to guess what the researcher are doing, then each group represents for practice and the researcher gives 5 minutes, the researcher asks the students to write the vocabulary in the book about noun and memorize the vocabulary

- 2) In the second meeting, the researcher will explain the vocabulary about noun “the bedroom”, the researchers instruct the students to divide three groups and give leader in the group, then asks the students to close their eyes using the thick fabric that has been prepare, the researcher prepares several types of noun that had been prepare for identification, the researcher give the example to practice noun, the researcher asks each representation of the group to guess what the researcher are doing, then each group represents for practice and the researcher gives 5 minutes, the researcher asks the students to write the vocabulary in the book about noun and memorize the vocabulary

3) In the third meeting, the researcher will explain the vocabulary about noun “in the bathroom”, the researchers instruct the students to divide three groups and give leader in the group, then asked the students to close their eyes using the thick fabric that has been prepare, the researcher prepares several types of nouns that had been prepared for identification, the researcher give the example to practice noun, the researcher asks each representation of the group to guess what the researcher are doing, then each group represents for practice and the researcher gives 5 minutes, the researcher asks the students to write the vocabulary in the book about noun and memorize the vocabulary

4) In the fourth meeting, the researcher will explain the vocabulary about noun “fruit”, the researchers instruct the students to divide three groups and give leader in the group, then asked the students to close their eyes using the thick fabric that has been prepare, the researcher prepares several types of nouns that had been prepared for identification, the researcher give the example to practice noun, the researcher asks each representation of the group to guess what the researcher are doing, then each group represents for practice and the researcher gives 5 minutes, the researcher asks the students to write the vocabulary in the book about noun and memorize the vocabulary

3. Post-test

After doing the treatment, the researcher will give post-test in the last meeting. In post-test the researcher descriptive test that has been given in pre-test.

The result of post-test we can know the improvement of students' vocabulary by using blindfold. The same as pre-test students were given 30 minutes to do the test.

F. Data Analysis Technique

The data analysis technique involves some steps by using SPSS 16 that is elaborate as follows:

1. Scoring classification

The data through the vocabulary test analyze a percentage by using the formula as follows:

Scoring the students' answer from of the test by using formula:

$$\text{Score} = \frac{\text{Value of students' correct answer}}{\text{Total test items}} \times 100$$

Score of the test were classified into criteria as follow:

The score was classified into criteria interpretation score as follow:

9,5 – 10 = Excellent

8,6 - 9,5 = Very good

7,6 - 8,5 = Good

6,6 - 7,5 = Average

5,6 - 6,5 = Fair

3,6 - 5,5 = Poor

0 - 3,5 = Very poor²⁹

1. Criteria of hypothesis acceptability

$t_0 \geq t_t$: Acceptable null hypothesis

$t_0 \leq t_t$: Unacceptable null hypothesis.³⁰

In which:

t_0 = test of significance (t-count)

t_t = level of significance on one tailed test (t-table).



²⁹ Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan baru dalam teori dan praktek*. (Jakarta: PT. Rineka Cipta, 1992), p.327.

³⁰ Ridwan, *Ibid.*, p.97

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section is about findings of the research and the second section deals with discussion of the research.

A. Findings

The findings of the researcher were showed to describe the result of the data that analyzed. It comprised of the students score in pre-test and post-test, the classification percentage 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 analysis students' score in pre-test

a. Pre-test

In this section, the researcher showed the complete score of the students' ability in vocabulary in guess (noun) in pre-test and standard deviation of students. The researcher presented them in the tables and calculated the score by using SPSS 16. For more clearly, at first the researcher shows the students' correct answer score in pre-test. For clearer, at first the researcher would show the complete score of students' ability in vocabulary in guess (noun). It was tabulated by the following table:

Table 4.1

The students' Correct Answer in the pre-test (O₁)

Respondents	Students' Correct Answer
R1	5
R2	6
R3	11
R4	9
R5	8
R6	5
R7	8
R8	7
R9	11
R10	8
R11	5
R12	5
R13	9
R14	10
R15	9
R16	5
R17	9
R18	10
R19	10
R20	7

R21	9
R22	9
R23	5
R24	10
R25	7

To find out the mean score of the students' in pre-test, the researcher calculated by using SPSS 16. The result was presented in to the table descriptive statistic as follows:

Table 4.2
The mean score of students' in pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	6.00	5.00	11.00	197.00	7.8800	.40955	2.04776
Valid N (list wise)	25							

From the table 4.2, it shows that the highest score of students were 11 and the lowest score was 5. Besides, it also indicates that the mean score of students in pre-test were 7, 880 and the standard deviation was 2,047.

a. The scoring classification and the rate percentage of the students

Table 4.3

The score of students' vocabulary in pre-test from the total of noun.

Respondents	Students' correct answer	Scoring of the students
R1	5	33
R2	6	40
R3	11	73
R4	9	60
R5	8	53
R6	5	33
R7	8	53
R8	7	46
R9	11	73
R10	8	53
R11	5	33
R12	5	33
R13	9	60
R14	10	66
R15	9	60
R16	5	33
R17	9	60
R18	10	66
R19	10	66

R20	7	46
R21	9	60
R22	9	60
R23	5	33
R24	10	66
R25	7	46

In order to know the rate percentage of the students, the researcher took the scoring students' parts of speech test on the criteria of classifying level the students' score and then classifies students' score into table classification as follows:

Table 4.4

Rate percentage of students' scoring in pre-test (O₁)

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-84	-	-
Average	66-75	6	24%
Fair	56-65	6	24%
Poor	36-55	7	28%
Very Poor	0-35	6	24%
Total		25	100%

Based on the table above shows that the parts of speech ability of pre-test students before gave treatment is **Poor**. From all of the students, there was six students (24%) got the score **Average**, six students (24%) got the score **Fair**, seventh Students (28%) got the score **Poor**, and six students (24%) got the score **Very poor**. It means that the students' parts of speech still low.

1. The analysis students' vocabulary score in post-test from noun

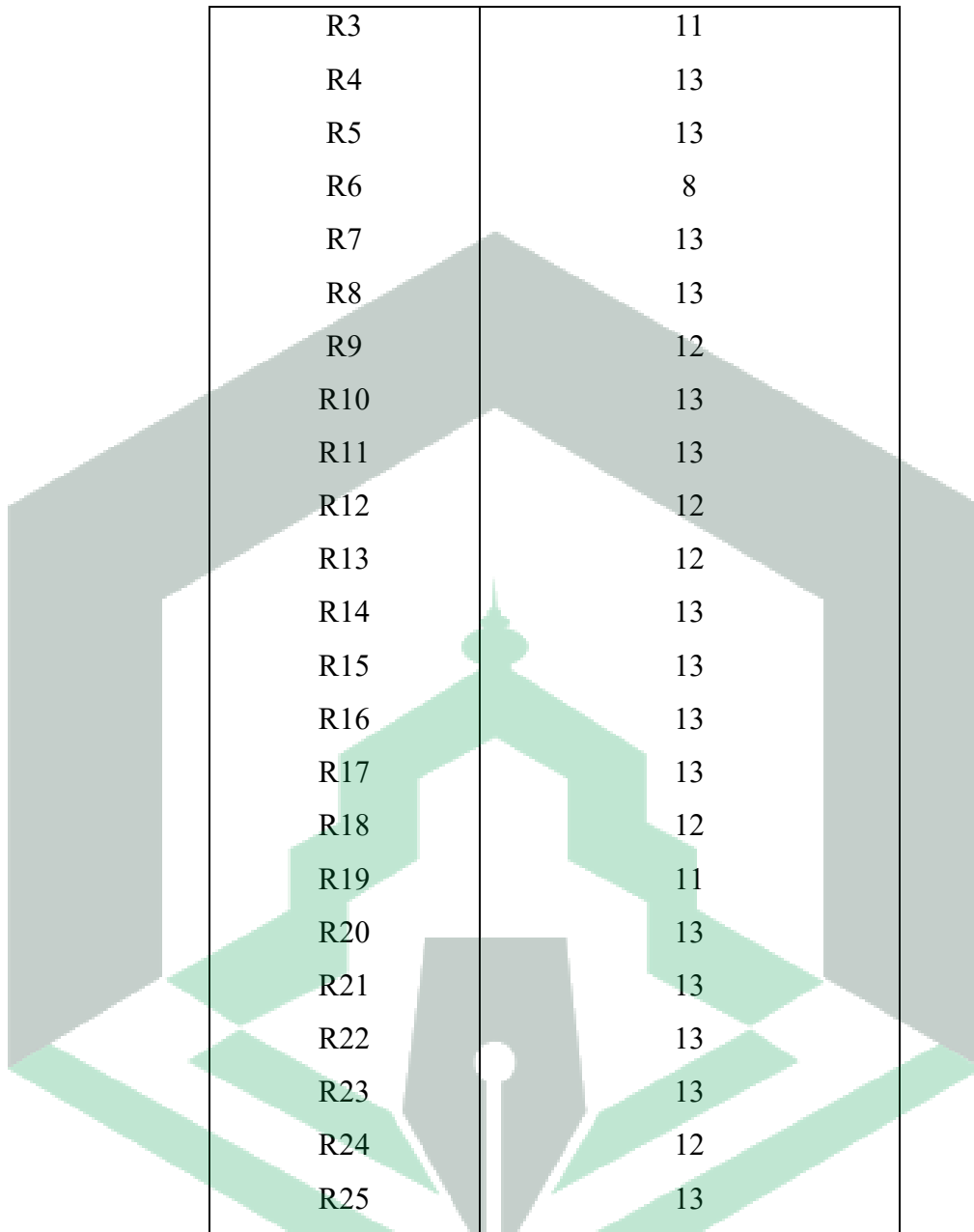
a. The mean score of the students post-test

In this section, the researcher shows the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' vocabulary score in post-test. The researcher presents them in the tables and calculated the score by using SPSS 16. For more clearly, at first the researcher showed the students' correct answer score in post-test. It is tabulated by following:

Table 4.5

The students' correct answer in the Post-test (O₂)

Respondents	Students' Correct Answer
R1	13
R2	13



R3	11
R4	13
R5	13
R6	8
R7	13
R8	13
R9	12
R10	13
R11	13
R12	12
R13	12
R14	13
R15	13
R16	13
R17	13
R18	12
R19	11
R20	13
R21	13
R22	13
R23	13
R24	12
R25	13

To find out the mean score of the students in post-test, the researcher calculated by using SPSS 16. The result of the analysis can be seen in the table descriptive statistic as follow:

Table 4.6

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
postest	25	5.00	8.00	13.00	311.00	12.4400	.22420	1.12101
Valid N (listwise)	25							

From the table 4.6, it shows that the highest score of students were 13 and the lowest score were 8. Besides, it also indicates that the mean score of the students in post-test were 12, 44 and the standard deviation was 1, 12.

b. The scoring classification and the rate percentage of the students.

Table 4.7

Scoring of the students' vocabulary in post test from noun

Respondents	Students' correct answer	Scoring of the students
R1	13	86
R2	13	86
R3	11	73
R4	13	86
R5	13	86
R6	8	53
R7	13	86
R8	13	86
R9	12	80

R10	13	86
R11	13	86
R12	12	80
R13	12	80
R14	13	86
R15	13	86
R16	13	86
R17	13	86
R18	12	80
R19	11	73
R20	13	86
R21	13	86
R22	13	86
R23	13	86
R24	12	80
R25	13	86

To find out the rate percentage of the students, the researcher took the scoring students' vocabulary test on the criteria of classifying level the students' score and then classifies their score into the table classification as follows:

Table 4.8

Rate percentage of students' scoring in Post-test (O₂)

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	17	68%

Good	76-84	5	20%
Average	66-75	2	8%
Fair	56-65	-	-
Poor	36-55	1	4%
Very Poor	0-35	-	-
Total		25	100%

Based on the table above shows that the students' score classification in Post-test. From all of the students' score, there was seventeen students (68%) got the score **Very Good**, five students (20%) got the score **Good**, two students (8%) got the score **Average**, and one students (4%) got the score **Poor**. There was none of them got excellent, fair, and Very Poor in post-test. It means that students' parts of speech were improvement after using barter technique.

Looking at the mean score of students' in Post test, the researcher calculated it by using SPSS 16. The result was presented in to the table descriptive statistic as follows:

Table 4.9

The mean score and standards deviation in pre-test (O₁) and post-test (O₂)

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest	25	40.00	33.00	73.00	1305.00	52.2000	2.72947	13.64734
posttest	25	33.00	53.00	86.00	2061.00	82.4400	1.46638	7.33189
Valid N (list wise)	25							

Indicates that the standard deviation in pre-test were 13,647 and in post-test 7,331. It also shows that mean score of the students in pre-test were 52,20 and the mean score of the students in post-test were 82,44. The result of the table above shows that mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using blindfold game was effective in teaching noun.

To know whether the pre-test and post test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t-test analysis and calculates it by using SPSS 16. The result could be shown in the table of paired samples statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.10

The paired samples statistic of pre-test and post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	82.4400	25	7.33189	1.46638
	Pre-test	52.2000	25	13.64734	2.72947

The table 4.10 samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test are 13,64 and 7,33 in post-test. Besides, the standard deviation error in pre-test was 2,72 and 1,46 in post-test. The table above also shows that mean score in pre-test were 52,20 and in post-test were 82,44. It concludes that the students 'score improved from 52,20 to 82,44.

Table 4.11

The paired samples correlation of pre-test and post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	postest & pretest	25	-.016	.940

The table 4.11 paired samples corrections of pre-test and post-test above percented that the correlation of the students ability before and after treatment was

0,016. It means that there was significant correlation of students ability in teaching vocabulary (noun) by using blindfold game before and after treatment.

The t-test Value of Students' vocabulary

The hypothesis was tested by using inferential statistics. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the results of students' mean score in pretest and posttest.

Assuming that the level of significance (α) = 5% (0.05), the only thing which is needed; the degree of freedom (df) = N – 1, where N = 25, then the t-test is presented in the following table.

Table 4.12
The paires samples test of pre-test and post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	3.02400 E1	15.59455	3.11891	23.80289	36.67711	9.696	24	.000

Hypothesis Testing

From the table paired samples test of pre-test and post-test above, the researcher got the data $t_{test} = 9,696$ and df (degree of freedom) = 24.

Based on the the t_{table} distribution (t_t), standard of signification 5% (0,05) with degree of freedom (df) = 24, the researcher got 2.064³¹. from this result, the researcher gave interpretation that t_0 (t_{count}) is greater than t_t (t_{table}), $t_0 > t_t$.

$$9,696 > 2,064$$

Related to the result t_0 (t_{count}) is greater than t_t (t_{table}) was ($t_0 > t_t$). So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It concluded that there was a significance difference in vocabulary (noun) using blindfold game. Because of that, the researcher believed that the using blindfold game was effective to developing vocabulary (noun) ability at the eighth year students of SMP Negeri 5 Palopo.

For more early, it shows in the following table:

The table distribution of (M. Subana)

Df	P (Level of significance one tailed test)			
	0,01	0,05	0,01	0,001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959

³¹ Tigor Hutapea, *Statistik: Teori dan aplikasi*. Bandung. Cet 1: (STIE-IBEK). 1995. P.316

7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.410
16	1.746	2.120	2.921	4.140
17	1.740	2.110	2.989	4.073
18	1.734	2.101	2.878	4.015
19	1.734	2.093	2.861	3.883
20	1.729	2.086	2.856	3.850
21	1.752	2.080	2.831	3.819
22	1.721	2.074	2.819	3.792
23	1.717	2.069	2.807	3.767
24	1.714	2.064	2.797	3.745
25	1.711	2.060	2.787	3.725

B. Discussion

Based on the results of data analysis, researchers found that teaching using blindfold technique to improve students' vocabulary. We can know about student achievement in pre-test (before giving treatment) and post-test (after giving treatment). This research is done to know the improvement of student ability Mastery of vocabulary using Blindfold Game. Blindfold Game is one of the games which can be used by teachers in teaching English to improve student's vocabulary mastery.

Research that has been done by researchers shows that Blindfold game is effective or can be used in teaching vocabulary. This can be seen from the table

showing the increase in student score from pre-test and post-test. Because researchers know how to control classes and create active classes. In addition, blindfold games help students to understand noun easily.

In this test (pre-test) students are still low to know the text description of vocabulary about guessing noun. Only six students received the average classification as the highest score (24.0%), six students received a fair classification (24.0%) and 7 students got poor classification (28.0%) and 6 students got very poor classification (24.0%) nouns. There are some students who get many errors in guessing vocabulary. For example a book predicted by (dictionary), pencil predicted by (pen). For this result the authors assume that students need a way or way to learn the vocabulary.

From the explanation above the writer had motivated to do treatment as one of way to did learning process in improved the students' vocabulary by using blindfold. Blindfold game is a game of free movement and exploration of a virtual space that allows simple interaction with key element and assets, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience. The Blindfold Game is a practical exercise in verbal communication that used blindfold in the games. This game can be used to teach directions, touch object, numbers, and making instructions. Besides, this game can bring the students that they need to study the expressions of others to direct a person. The Blindfold can impel team members into working together more closely and blindfold can make some team building activities more memorable and wearing

blindfold can be fun. So that the students can be more interested and enjoy in English learning process.

The author performs the learning process along with several meetings and treatments to improve students' knowledge of vocabulary through blindfold. However, not all noun vocabularies can be guess by placing noun with Blindfold, for example, library, school, and office but when to touch and sensing a noun will be able to guess the noun.

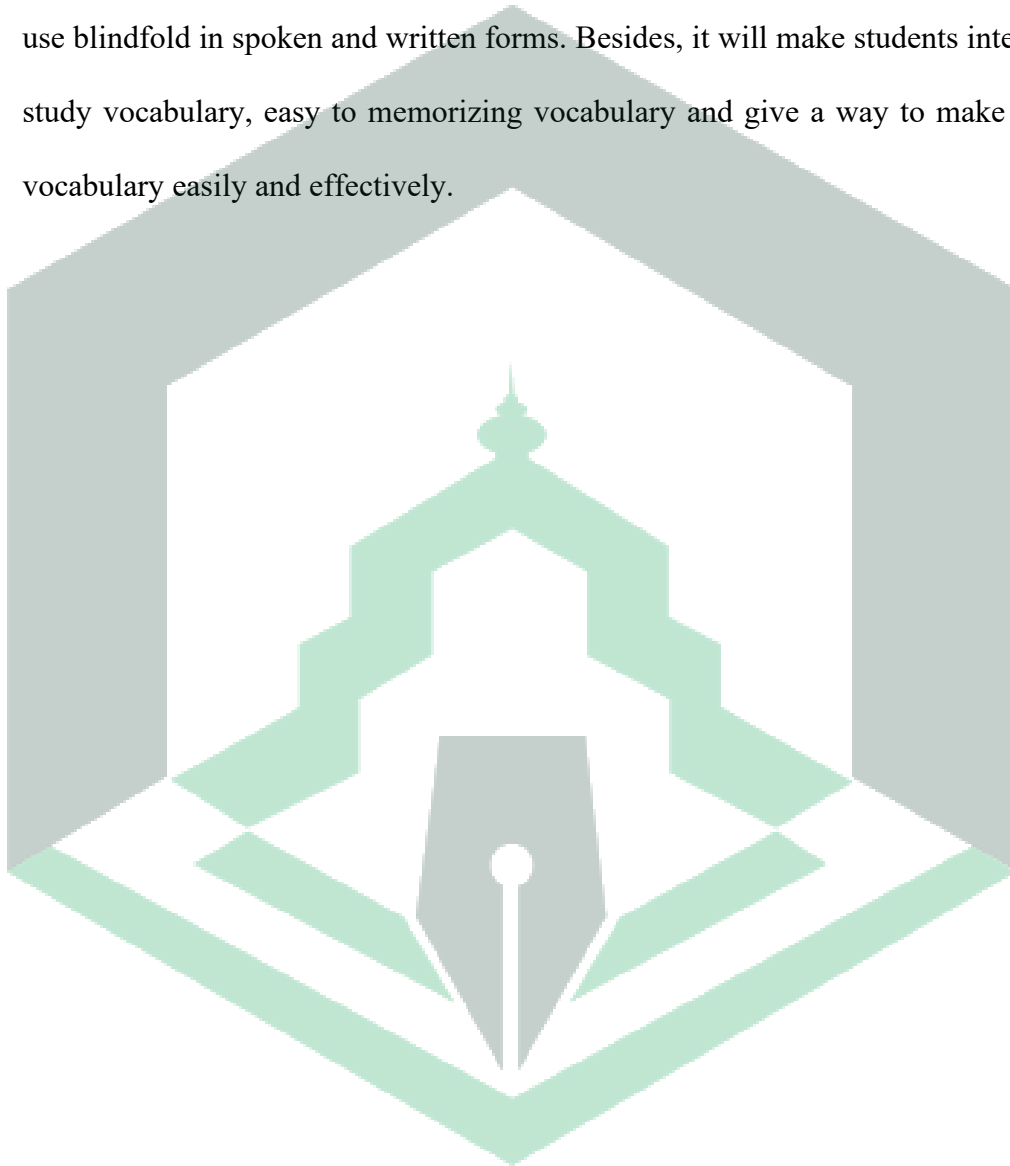
After did the treatment, the writer did the test and than anyzed of the students assaignment. It shows from the data that the seventeen students got good very classification (68,0%) as highs score, five students got good classification (20,0%), two students got poor classification (8,0%). one students got poor classification (4,0%).

In post-test most students should know the vocabulary guess. For example: it is long, it is wood, I think it's a pencil, it is round, has a lot of numbers, I think it is a clock. Most students can answer perfectly or score better than pre-test students. This means that the treatment of vocabulary teaching using blindfold succeeds.

Based on discussion above, null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. So, it can be said the students' vocabulary improved by using blindfold at the eighth year students of SMPN 5 Palopo. The researcher concluded that the used of blindfold gave positive contributes to English teacher in

teaching vocabulary because the technique of blindfold make students enjoy and got more point from the material.

Teaching vocabulary by using blindfold, the students can express the vocabulary use blindfold in spoken and written forms. Besides, it will make students interested in study vocabulary, easy to memorizing vocabulary and give a way to make teaching vocabulary easily and effectively.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with research conclusion of the research and suggestion based on the data analysis.

A. Conclusion

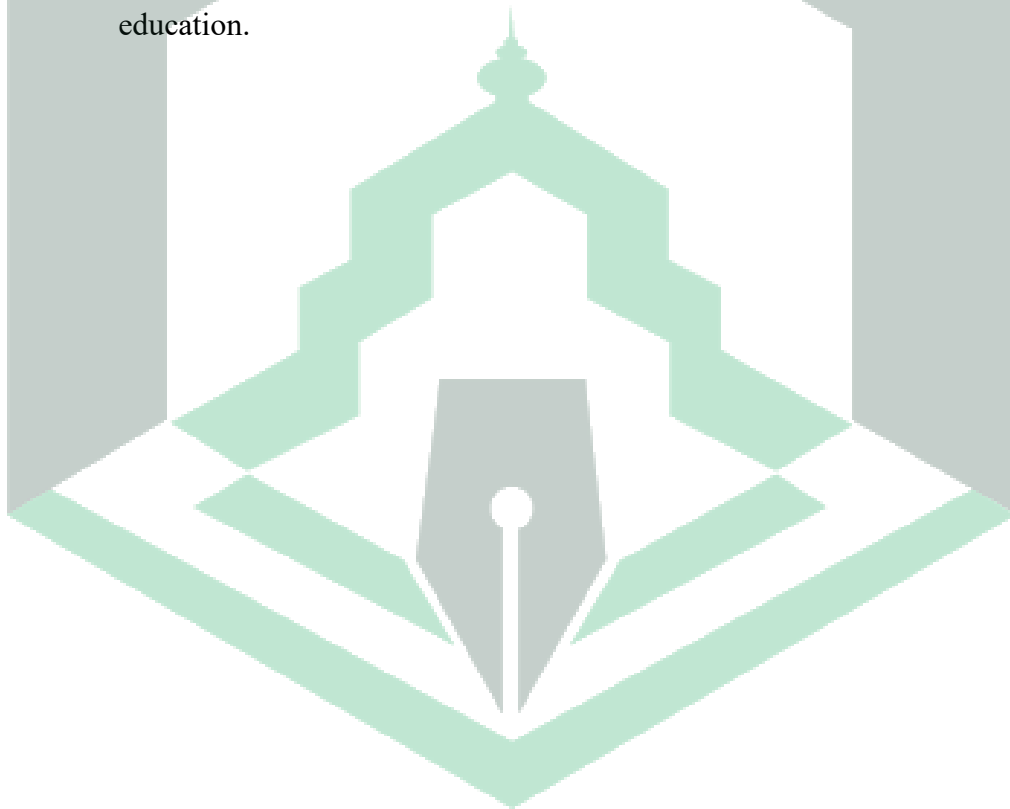
Based on the findings and discussion of the research, the researcher concluded that the eighth year students of SMPN 5 Palopo after conducted the treatment had improved their abilities in learning vocabulary used blindfold. It could be proven by students' results in pre-test with mean score 52,20 and post-test 82,44, the score of t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$. Its mean that blindfold game was to improve students' mastery of vocabulary at the eight year of SMPN 5 Palopo.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher purpose some suggestion as follow:

1. The blindfold Game as one of the effective method to improve students' master of vocabulary while the students can enjoy the materials.
2. The teacher should make the outdoor class concept to avoided disrupt or noisy class.

3. Before using blindfold game, the teacher should teach many vocabulary ex : weigh, light, thick, slim, short, long, etc. so when the student start the game, they can describe the noun without trouble.
4. The teacher can use the blindfold game to describe small noun but should be using other method to describe the big noun
5. out the material of teaching, like vocabulary the teacher should adapt between material and method that teacher applies in classroom.
6. All teachers especially English teacher always to improving their quality of education.



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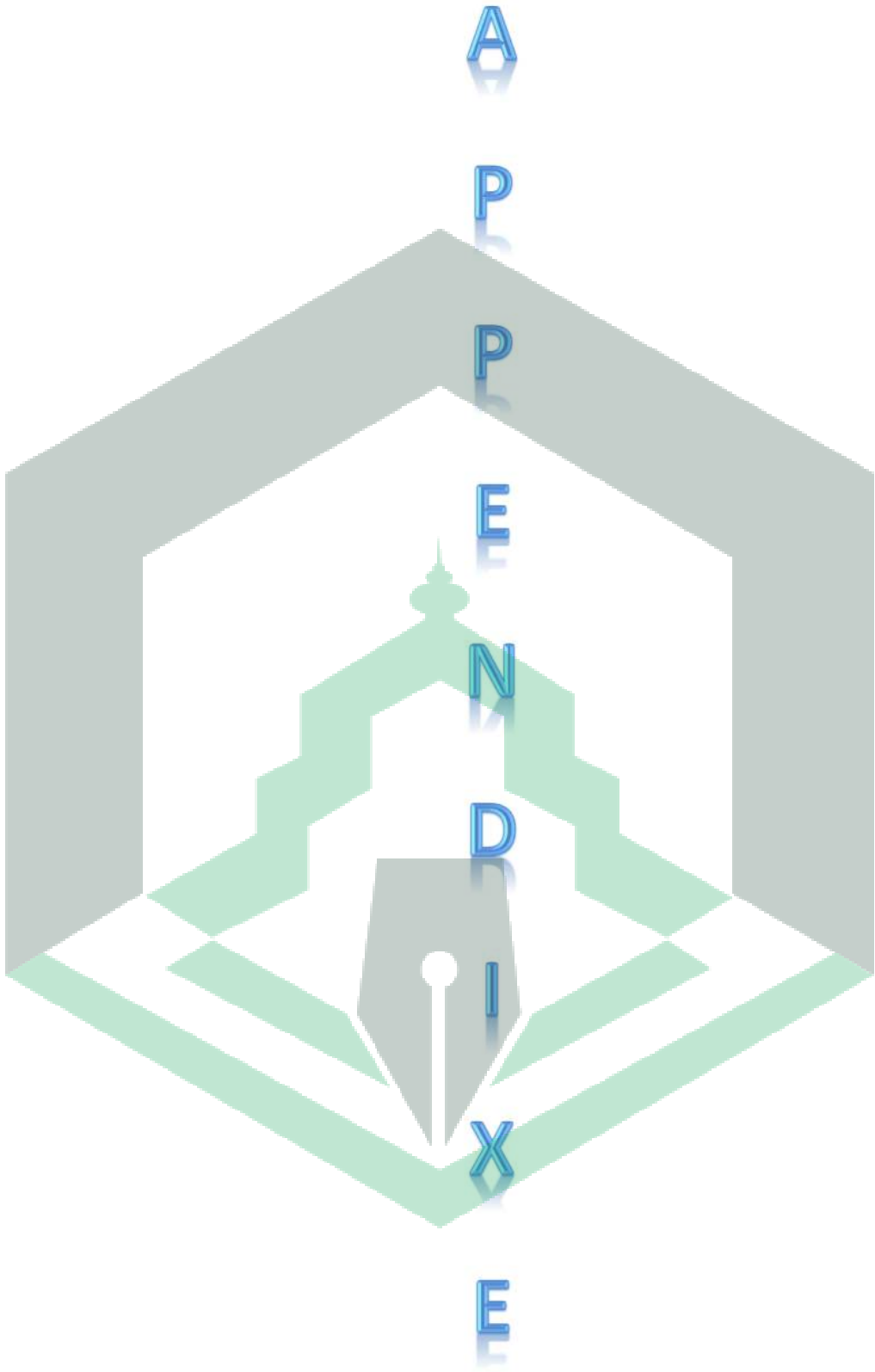
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PPRE-TEST

Name:

Class:

The Choose picture according to the text questions below!

1. This is an object made of wood. It has four pieces of wood as a buttness. is commonly used to put thing or activities such as learning or eating.etc.

Answare.....

2. This is a very healthy fruit. It contains many nutrients such as vitamin c. The shape is round. It have a thick enough skin that we have to peel off if we want to eat it. sometimes it's sour, sometimes sweet. But they are still very good.

Answare.....

3. this is Very slim. The surface is smooth. The shape of the paper is rectangular. can be used for drawing or writing

Answare.....

4. This is made of wood, it has four legs of the same length, has a wide board to sit on, and wooden rectangular shape to wake up. this object serves as a place to sit in school, at home, dikamar and in public places

Answare.....

5. This is big, have a fine hair, There are two ears that are above the head. Half-circle and half-palm-sized ear shape, is indoors and can be used for cushions

Answare.....

6. This is big, made of cotton. has three pockets, large pouches, average pouch, and small pouch. Each already has its own zipper, usually saving bouquets, pencils, car keys, and pens

Answare.....

7. This is long. There are two white lines on the outside. It has a white strap and two straps. It makes the tongue always in a stable position. materials made of foam rubber It is very soft and comfortable.

Answare.....

8. This is round. The frame is made of plastic, the nose holder is not separated from the frame, has 2 lenses. usually people wear glasses because they have problems with their eyes. and glasses have many types.

Answare.....

9. This is circular and round, it have many numbers, has a needle that often rotates and is cooled and wrist

Answer.....

10. This is a square shape. sometimes can also round. usually people use it if there is a mistake in writing

Answer.....

11. This is one of necessity thing for student. this thing has close relationship with book.. it has slim body, sharp edges and works with filling the ink in it.

Answer.....

12. This is straight, material made of plastic, wood, metal, lightweight materials, usually marked periodically, to draw a straight line or measure distance

Answer.....

13. Can use it for everything. We can use for talking with someone who have a long distance. We also can use it for sending message, listening to the music, search any information, playing games, take a self camera, record sound, and so on. It shape is not big, but it has so many function. Everyone it need

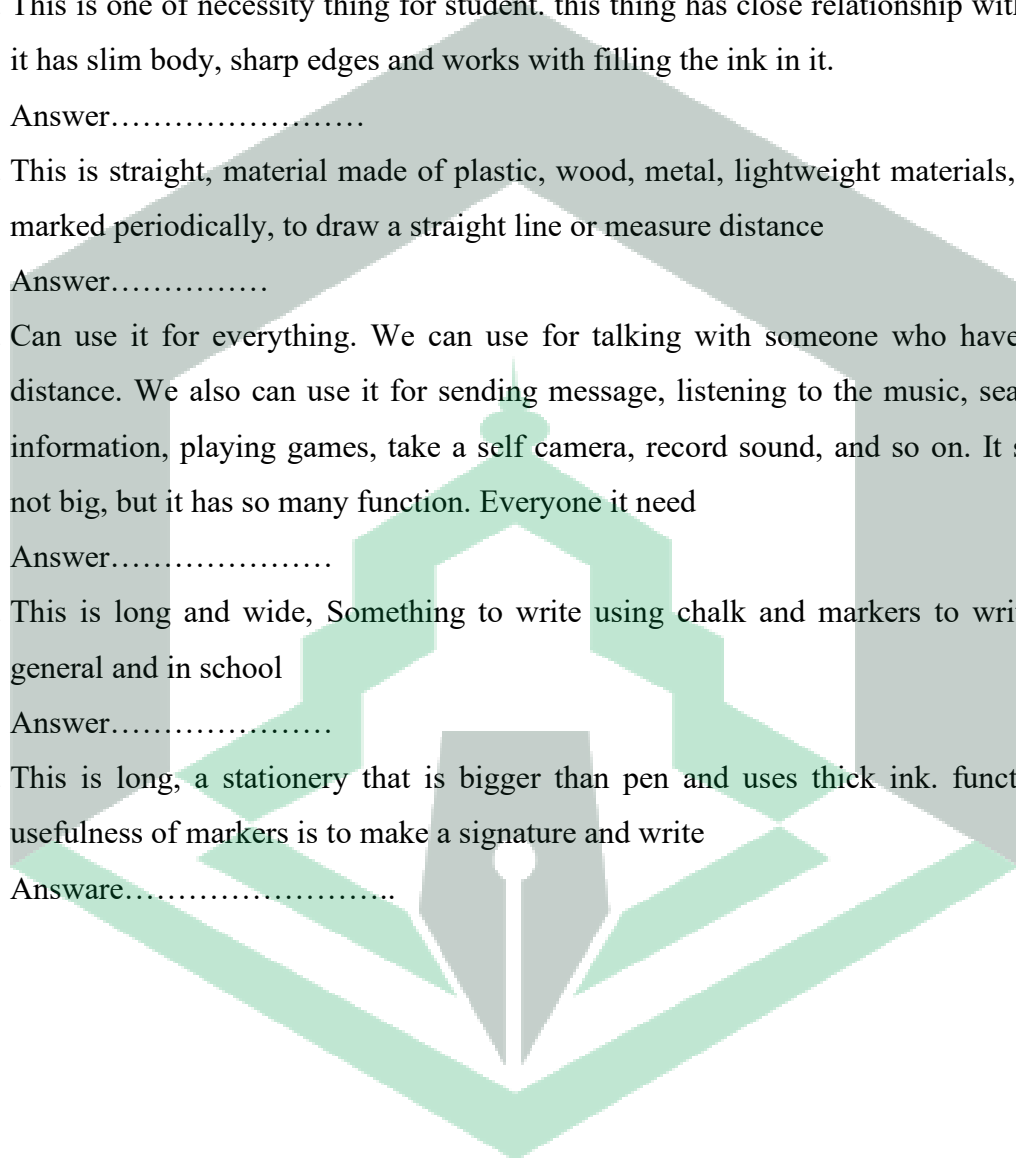
Answer.....

14. This is long and wide, Something to write using chalk and markers to write. is in general and in school


Answer.....


15. This is long, a stationery that is bigger than pen and uses thick ink. function and usefulness of markers is to make a signature and write


Answer.....





PICTUER PRE-TEST


A. Bag 


B. Glasses 


C. Watch 


B. Orange 


G. Pen 


H. Shoes 


E. Teddy Bear 


F. Clipboard 


G. Table 


H. Chair 

I. Marker 

J. Paper 

K. Eraser 

L. Ruler 

M. Handphone 

POST TEST

Name:

Class:

The Choose picture according to the text questions below!

1. This is wide, the tool used to write the story and have a line and also there is a plain without lines, rectangular shape, have a interesting cover

Answer.....

2. This is long, it's wood, It's a tool used for writing or drawing. it's very easy to use

Answer.....

3. This is circle shape,ball fill by air, used for playing,can move when kicked, thrown or reflected, ball fill by air

Answer.....

4. Tools that protect you from rain. The top is usually made of plastic and the handle is usually made of metal. It can also protect you from the sun during the day.

Answer.....

5. this is length and wide, can be used for men and women, this can be used to keep money, photos and for in cards

Answer.....

6. Usually in the bathroom or bedroom. has many variations, big, small, medium. If small can be ordered everywhere and can move into the wallet.

Answer.....

7. This is straight or cylinder of plastic, wood, metal, light material, typically marked at regular intervals, to draw straight lines or measure distances.

Answer.....

8. Can use it for everything. We can use for talking with someone who have a long distance. We also can use it for sending message, listening to the music, search any information, playing games, take a self camera, record sound, and so on. It shape is not big, but it has so many function. Everyone it need.

Answer.....

9. This is long and wide, Something to write using chalk and markers to write. is in general and in school

Answer.....

10. It's very slim. The surface is smooth. The shape of the paper is rectangular. used for drawing and writing

Answer.....

11. This is a very healthy fruit. It contains many nutrients such as vitamin c. The shape is round or oval. It have a thin enough skin that we have to peel off if we want to eat it. sometimes it's sour, sometimes sweet. But they are still very good

Answer.....

12. Have a stalk or leg When viewed in its entirety its shape is almost like a hibiscus. not too thick, but strong and has no stalks or ears. and used for drinking

Answer.....

13. This is big and thick. I bring every time I have an English class. There are so many list of words in. They are listed based on the alphabet. Started from A to the Z. this dictionary help me a lot when I am learning english and do not know the meaning of a word.

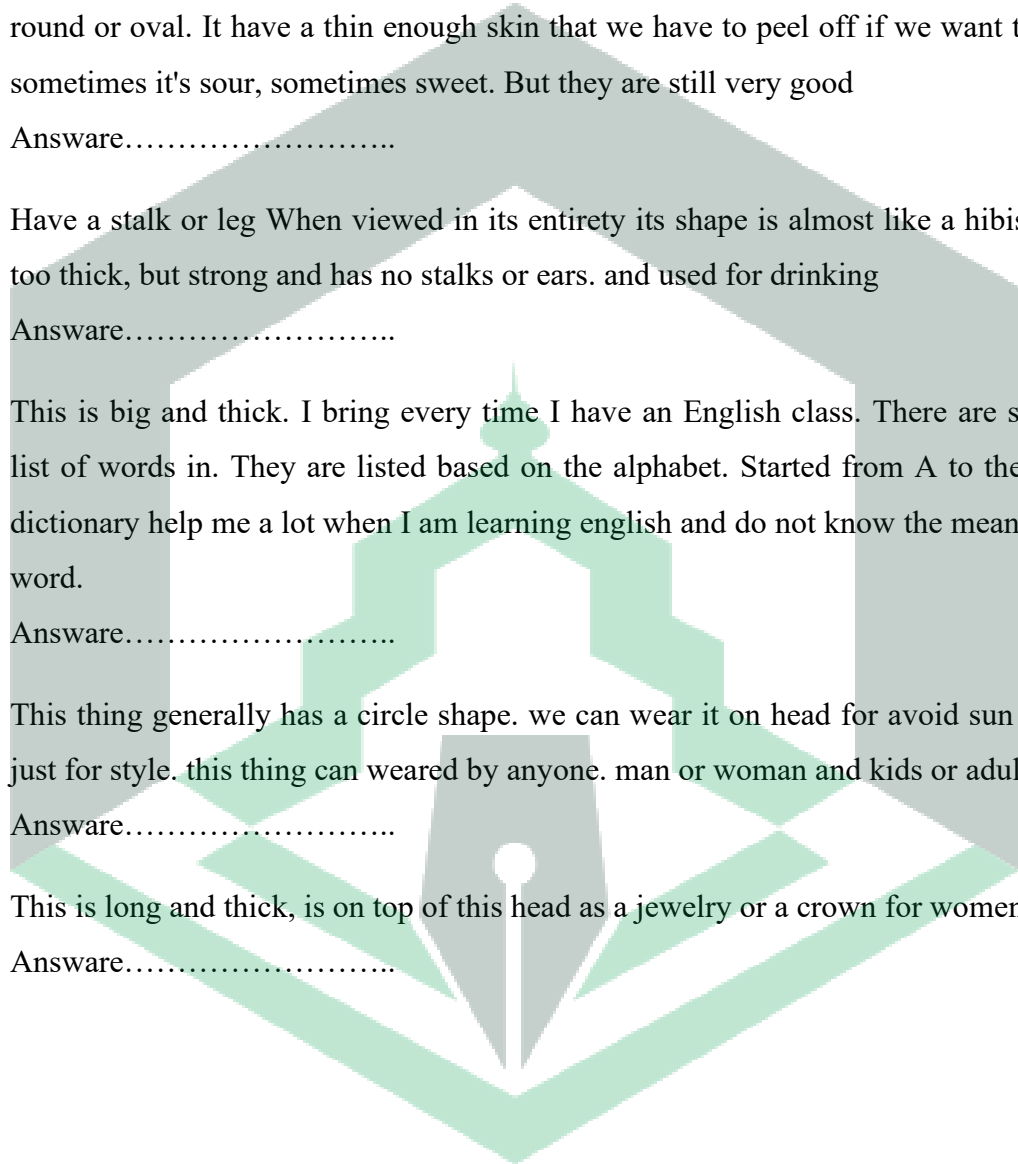
Answer.....

14. This thing generally has a circle shape. we can wear it on head for avoid sun light or just for style. this thing can weared by anyone. man or woman and kids or adult.

Answer.....

15. This is long and thick, is on top of this head as a jewelry or a crown for women.

Answer.....



PICTUER POST TEST

