

**THE EFFECTIVENESS OF USING BLINDFOLD WORD GAME
TOWARDS STUDENTS' VOCABULARY MASTERY
OF THE EIGHT GRADE STUDENTS AT
SMPN 2 BLAMBANGAN UMPU**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements
for S1-Degree**

By

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ABSTRACT

There were many problems that faced by the students in the process of learning English. These problems occurred when the students learning vocabulary. Therefore, Blindfold word game was used to teach vocabulary. Blindfold word game was one of the game that can improve students' vocabulary. The objective of this research was to find out whether there was significant effect of using Blindfold word game toward students' vocabulary mastery of the eight grade at SMPN 2 Blambangan Umpu.

This research used quasi-experimental design to conducted this research. The population of this research was the eight grade students of SMPN 2 Blambangan with the total 96 students. This research was used cluster random sampling to determined the sample. The sample of this research consisted of 2 classes: 32 students in class VIII A as the experimental class and 32 students in class VIII B as the control class. Blindfold word game was used in the experimental class, while textbook in the control class. Instrument was used to collected the data in the form of multiple choices with the total 36 items for pre-test and 36 items for post-test. After gave pre-test and post-test, normality and homogeneity were used to analysis the data by using SPSS version 29 to computed the Independent Sample t-Test.

According to the data analysis calculated used SPSS, it obtained that the result of Sig. (2-tailed) in Independent Sample t-Test was 0.000, it was lower than < 0.05 . It showed that (H_0) was rejected and (H_a) was accepted. It was that Blindfold game has a significant effect on the students' vocabulary mastery of eight grade at SMPN 2 Blambangan Umpu. It was concluded that Blindfold word game was effective to improve students vocabulary mastery of eight grade students at SMPN 2 Blambangan Umpu.

Keywords : Vocabulary Mastery, Quasi-Experimental Design, Blindfold Game.

DECLARATION

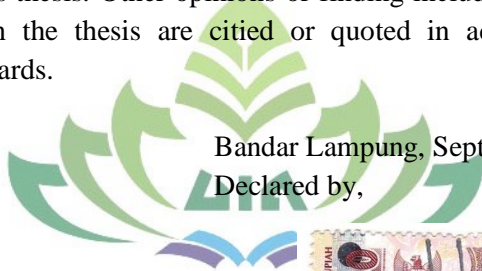
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

*“Indeed, with difficulty there is ease.” (Q.S. Al-Insyirah:6).*¹



¹ Al-qur'an, Al-Insyirah : 6

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

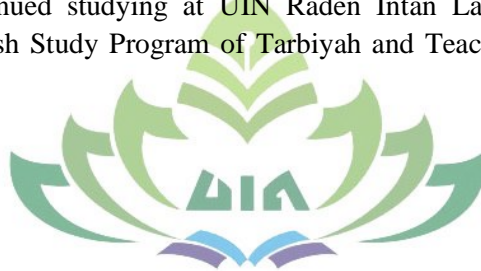
1. My beloved parents, Mr. Rasiman and Ms. Sujiati, who always cares, loves, and keep on praying every time for my life, my education, and my successful. I am thankful for always supporting and motivating me. I am thankful for having you by my side. I will always love and cherish you, yesterday, tomorrow, and forever. This thesis is absolutely also yours.
2. My beloved brother and sister, Ihsan Al-Hakim and Rahma Aniisa, who always give me loves, cares, support and motivation.
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CURRICULUM VITAE



Hanifah was born in Way Kanan on October 16th 2001. She is the first child of two children of Mr. Rasiman and Ms. Sujati. She has one youngest brother, named Ihsan Al-Hakim, and one youngest sister, named Rahma Aniisa.

She started her study at TK Budi Luhur and graduated in 2007. After that, she continued to Elementary School, MI Nurul Falah and graduated in 2013. Then, she continued her study at Junior High School of SMPN 2 Blambangan Umpu and graduated in 2016. She continued at Senior High School of SMAN 1 Blambangan Umpu and graduated in 2019. Then, she continued studying at UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Bandar Lampung,.....2024

The Researcher,



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CHAPTER I

INTRODUCTION

A. Title Confirmation

In order to comprehend the title of this proposal and to avoid misunderstanding, the researcher needs to explain some terms which are related to the title of the proposal. The title of this research proposal is **“The Effectiveness of Using Blindfold Game Towards Students’ Vocabulary Mastery of the Eight Grade Students of SMPN 2 Blambangan Umpu”**. The descriptions of the meaning of several terms contained in the title of this proposal are as follow:

First is vocabulary. Vocabulary is one of the most important components for students in Learning English as the foreign language. In other words, vocabulary mastery takes an important role in mastering the basic four skills of English.² It means that vocabulary is very important aspect in learning English. Vocabulary is a collection of words or phrases which are usually arranged sequentially and have meaning.

Second is game. Teaching and learning process is more fun and interesting when students have fun. One way to make learning more fun is through games. Hadfield said that game is an activity with rules, a goal, and an element of fun. He also said that here are two kinds of games: *competitive games*, in which players or teams race to be the first to reach the goal, and *co-operative games*, in which players or teams work together towards a common goal.³ Games are considered to be able to help and encourage students to create and maintain efforts because they will be given many opportunities to practice the language more freely.

² Gisckha Hazezlima Anisa, Wulan Wangi, and Wageyono, “*The Effect of Spelling Bee Games to Students’ Vocabulary Mastery*,” *Language and Art Journal* 5 No 1 May, no. 1 (2021): 194.

³ Hadfield Jill, *Elementary Communication Games* (England: Addison Wesley Longman, 1984). P.4

Third is Blindfold. Blindfold game is one of the game that can improve students' vocabulary. The Blindfold game a practical exercise in verbal communication that used to teach directions, members, and making instructions. By using this game students may be enjoyable and make team-building exercise more memorable. So that students would be more enthusiastic about enjoy the process of learning English.⁴

B. Background of the Problem

Language is a part of human to express their feelings or to communicate each other. Language also means of system of communication used within a particular social group. Human can communicate orally or written and can obtain information well. So people need to learn about language. Learning a language is to be able to communicate in the target language. In this condition, the target language is English. In learning English language, students are expected to be mastered three essential components of English language Development. They are vocabulary, pronunciation, and grammar. Vocabulary is one of the most important elements in teaching English as a foreign language.⁵ Most students had a hard time remembering vocabulary. Increasing vocabularies is difficult to learn English well without have a lot of vocabulary. That is supported by Hiebert saying that it is general vocabulary knowledge of the meaning of words. It means that learning a language means learning the word of language and every language have vocabulary.

Vocabulary is an important part of learning English. Vocabulary is the most important part of language that you need to learn and master. If students don't have enough words

⁴ Tauricha Astiyandha and Lisa Muchlisoh, "Improving Students Vocabulary Through Blindfold Games," *Lingua* 15, no. 2 (2019): 43–53, <https://doi.org/10.34005/lingua.v15i2.359>.

⁵ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Research To Practice, Teaching And Learning Vocabulary Bringing Research To Practice* (London: Lawrence Erlbaum Associates, 2005), <http://www.erlbaum.com/>.

in their vocabulary, it will be hard for them to learn the four skills of English. The students can't understand others or say what they want to say if they don't know enough words. So, vocabulary is an important part of learning English that needs to be worked on, so researchers will study how to improve vocabulary.⁶ In other hand, vocabulary is the first step for all students to learn English.

Based on the preliminary research that was conducted at SMPN 2 Blambangan Umpu on January, 11st, 2023 by interviewing the teacher and students. This research started observation on 11-12 January 2023. There were some problems that caused students' vocabulary is still low such as: that the most of the students' have difficulties in learning English because they do not master vocabulary and it is difficult for them to pronounce it correctly and remembering them. Raysha Anzani said that they have difficulty in learning vocabulary because they have difficulties in memorizing vocabulary, especially new vocabulary that was difficult to pronounce.

The English teacher argued that "Most of students have many problems in learning English, especially vocabulary. Students' vocabulary mastery is still low. It's because they lack of interest in learning English and lack of motivation. Especially since the Covid-19 pandemic made them have to study from home every day so they are less enthusiastic about learning. It has bad impact for students." Ms. Santi also said that students lazy to bring the dictionary to make learning easier, only few of them brought them. Besides, the result of the interviewed, in teaching and learning process, teacher should be creative as possible and make vocabulary learning

⁶ Nurul Azizah, Syarifuddin Dollah, and Geminastiti Sakkir, "The Effectiveness of Using the Duolingo Application To Improve Student's Vocabulary Mastery at SMP Negeri 3 Kalosi," *Journal of English Education and Literature* 2, no. 1 (2023): 77-83.

easy to remember while having fun.⁷ The vocabulary score of students at second grade can be seen in the table below:

Table 1.1
The Students Vocabulary Score at the Eight Grade of SMPN 2 Blambangan Umpu in Academic Year of 2022/2023

No	Class	Students Score		Number of Students
		≥ 72	< 72	
1	VIII A	12	20	32
2	VIII B	9	23	32
3	VIII C	6	26	32
	Total	27	69	96
	Percentage	28.125%	71.875%	100%

Source: the data of students vocabulary score of Eight Grade students of SMPN 2 Blambangan Umpu in the academic year 2022/2023.

From the table above, the total number of eight grade students in SMPN 2 Blambangan Umpu was 96. The criteria of minimum mastery (KKM) at the school was 72. It was found out that 27 students or from 69 students passed the criteria. In the other hand, just 69 or 71.875% from 96 students are still under the criteria of minimum mastery. The class that got the highest score was VIII A and the class that got the lowest score was VIII C. It means that students' vocabulary in SMPN 2 Blambangan Umpu is still low and needed to be increased.

Based on the preliminary, the researcher there were some problems at SMPN 2 Blambangan Umpu students' vocabulary is still low and students have difficulties to understand the meaning of word. It is happened because some factors, they

⁷ Ismayuni Susanti, English Teacher at SMPN 2 Blambangan Umpu, *interview for Preliminary Research*, (Blambangan Umpu: Unpublished, January 11st 2023)

are: they lack of interest in learning English and lack of motivation, the teacher don't have any special technique in learning English especially vocabulary, so students feel bored easily and the teacher never uses games in learning vocabulary. It is makes students lack of motivation and enthusiasm for learning English, especially vocabulary.

Based on the explanation above, it can be concluded that teaching vocabulary using special technique, such as using game or other media is better than just explaining the materials then do the exercises. In learning English, the students have nothing to do in a vocabulary learning section but to listen to their teacher. Students only think of vocabulary learning as knowing the primary meaning of new words from the teacher or check the meaning from the dictionary. Nguyen and Kuat said that students prefer to learn language in a relaxed environment such as vocabulary games.⁸

According to Richard, Platt&Platt, games are defined as “an organized activity that usually has the following properties: a particular task or objectives, a set of rules, competition between players, and communication between players by spoken or written language”.⁹ It can be concluded that using game in teaching vocabulary is the effective way. One of the vocabulary game is 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. Blindfold game is one of the media that can improve students' vocabulary. The Blindfold game is a practical exercise in verbal communication that used to teach directions, members,

⁸ Nguyen and Kuat, “*Learning Vocabulary Though Games*”, Asian EFL Journal (2003).

⁹ Richard, Platt, & Platt, “*Longman Dictionary of Language and Teaching & Applied Linguistics*”, (Beijing: Foreign Language Teaching and Research Press, 1995), p. 89.

and making instructions. Additionally, playing this game might teach students that they should observe other people's expressions in order to guide others. By using this game students may be enjoyable and make team-building exercise more memorable. So that students would be more enthusiastic about enjoy the process of learning English.¹⁰

There are previous studies which show that Blindfold game is an effective technique to applied in the classroom learning activities. The first is Wahyuni Tobaharu with the title "Improving Students Vocabulary Through Blindfold Game at the Seventh Grade of MTS Al Mawasir Padang Kalua Lamasi".¹¹ It showed that Blindfold game effective to improve students vocabulary and effectively to use in learning and teaching process because it made students involve directly and also made students active in learning.

The second previous research was done by Ayu Anggraeni with the title "The Implementation of Blindfold Game to Improve the Students Vocabulary Mastery at the Second Grade of SMPN 2 Lembang Kab. Pinrang".¹² The result of the research shows whether using blindfold game was effective to improve students vocabulary. In this research the students pre-test was given before treatment and for the post-test was given after treatment. Then criteria of this research was the vocabulary mastery students focus on noun that consist of two points are memorize and pronounce.

The third previous research had done by Nadya Sukma Dewi with the title "The Effectiveness of Blindfold Game Towards Students Vocabulary Mastery at the Seventh Grade

¹⁰ Astiyandha and Muchlisoh, "Improving Students Vocabulary Through Blindfold Games."

¹¹ Wahyuni Tobaharu, "Improving Students Vocabulary Through Blindfold Game at the Seventh Grade of MTS Al Mawasir Padang Kalua Lamasi in Academic Year 2019".

¹² Ayu Anggraeni, "The Implementation of Blindfold Game to Improve the Students Vocabulary Mastery at the Second Grade of SMPN 2 Lembang Kab. Pinrang"

of Mts Al Huda Bandung Tulung Agung”¹³. It showed that the seventh grade students in Mts Al Huda Bandung Tulungagung achieved their vocabulary mastery better after being taught using Blindfold game. The Blindfold game was effectively used towards the students vocabulary mastery.

Based on the previous research above, there were some differences and similarities to this research. The differences lies in skill and research technique applied. The researcher was interested to conduct the research title “**The Effectiveness of Using Blindfold Game Towards Students Vocabulary Mastery of the Eight Grade Students at SMPN 2 Blambangan Umpu**”.

C. Identification and Limitation of the Research

Based on the background of the problem above, the researcher concluded the identification the problem as follows:

1. Most of the students’ have difficulties in learning English because they vocabulary mastery is still low.
2. Students have difficulties in recognize the meaning, remember and pronounce the vocabulary.
3. The teacher don’t have any special technique in teaching vocabulary, so students feel bored easily and the teacher never uses games in learning vocabulary.

Based on the identification above, the researcher only focus on the effectiveness of using Blindfold game towards students’ vocabulary mastery especially in noun, verb and adjective.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the researcher formulates the problem as follows : “Is there any significant effect of using Blindfold game towards students

¹³ Nadya Sukma Dewi, “The Effectiveness of Blindfold Game Towards Students Vocabulary Mastery at the Seventh Grade of Mts Al Huda Bandung Tulungagung”.

vocabulary mastery of the eight grade students at SMPN 2 Blambangan Umpu?”

E. Objective of the Research

The objective of this research is to find out whether there is significant effect of using blindfold game towards students' vocabulary mastery of eight grade students at SMPN 2 Blambangan Umpu.

F. Significance of the Research

The result of the study was expected to give some benefits to the researcher and the reader as general. The benefits are as follows:

1. Theoretically

The result of this research to support the previous theories about the influence of using blindfold game towards students vocabulary mastery and to develop knowledge of the researcher in practicing the theories.

2. Practically

a. For the students

By using blindfold game, it was hope increase students motivation to be better in learning vocabulary through blindfold game and the students more interested and enjoy in learning English especially to improve their vocabulary mastery.

b. For the teacher

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

G. Relevant Research

There are several relevant studies of this research. The first, study did by Wahyuni Tobaharu. She was the student of

English Department Education Faculty of Tarbiyah and Teachers Training of State Islamic University of Palopo. She did research entitled “Improving Students Vocabulary through Blindfold Game at The Seventh Grade of MTs Al Mawasir Padang Kalua Lamasi”. This research used pre-experimental research conducted by using pre-test and post-test designed which used one group pretest-posttest design. The objective of this research is 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 Lumasi. The population was all seventh grade students at MTs Al Mawasir Padang Kalua Lumasi that consist of 21 students. Because the size of population was a little so that, researcher use sample technique is total sampling technique. The instrument of this research was vocabulary test. There were 55 items.

In this research, 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 null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that the use of blindfold game effective to improve students’ vocabulary.¹⁴

From the research above, the researcher found the differences and similarities between the first previous research conducted by Wahyumi Tobaharu and this study. The differences are method and subject action. This previous research used pre-experimental method while in this research the researcher used quasi-experimental method. The subject of the first previous research at the seventh grade of MTs Al-Mawasir Padang Kalua Lamasi while in this research at eight

¹⁴ Wahyumi Tobaharu, “Improving The Students Vocabulary Through Blindfold Games At The Seventh Grade of Mts Al Mawasir Padang Kalua Lamasi” (Tesis, IAIN Palopo, 2019).

grade of SMPN 2 Blambangan Umpu. Furthermore, the similarity between the first previous research and this research is data analysis. The data analysis of the first previous research and this research used quantitative data by using SPSS.

The Second, study did by Ayu Anggraeni. She was student of English Education Department Teacher Training and Education Faculty State Islamic Institute (IAIN) Parepare. She did the research entitled “The Implementation of Blindfold Game to Improve the Students’ Vocabulary Mastery at the Second Grade of SMPN 2 Lembang Kab. Pinrang”. This research used pre-experimental research conducted by using pre-test and post-test designed which used one group pretest-posttest design. The objective of this research is to find out is there any improvement of the students’ vocabulary mastery by the implementation of Blindfold game to improve the students’ vocabulary mastery at SMPN 2 Lembang Kab. Pinrang. The population of this research was the second grade students of SMPN 2 Lembang Kab. Pinrang. The researcher took class VIII as the population. There were three classes which consist of 94 students. The class which is used as sample is VIII A that consists of 30 students.

There were two variable, they were independent and dependent variable. The independent variable was the use of Blindfold game and the dependent variable was the students’ vocabulary mastery. The researcher took 30 respondents as the sample in VIII A by using classroom purposive sampling. In this research the students pre-test was given before treatment and for the post-test was given after treatment. Then criteria of this research was the vocabulary mastery students focus noun that consist of two points are memorize and pronounce. It aimed to know whether using blindfold game was effective to improve vocabulary mastery. The result of this research showed that the post-test (91.04) was greater than pre-test (54.46). For the level significant (p) 5% and the value of the table was 1.699, while the value of the t-test was

(4.96). it means that the t-test was greater than t-table ($4.96 \geq 1.699$). it showed the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Based on the result above, it can be concluded that using blindfold game was able to improvement the students' vocabulary mastery at the second grade of SMPN 2 Lembang.¹⁵

From the research above, the researcher found the differences between the second previous conducted by Ayu Anggraeni and in this study. The differences are the objective and place of the research. The objective of the second previous research is to find out is there any improvement of the students' vocabulary mastery by the implementation of Blindfold game to improve the students' vocabulary mastery at the second grade of SMPN 2 Lembang Kab. Pinrang while in this research the objective is to find out whether there is any significant effect towards students vocabulary mastery of eight grade students at SMPN 2 Blambangan Umpu. The place of the second previous research at SMPN 2 Lembang Kab. Pinrang while the place of this research at SMPN 2 Blambangan Umpu Kab. Way Kanan.

The third, study did by Nadya Sukma Dewi. She was student of English Education Department Faculty of Tarbiyah and Teacher Training State Islamic Institute (IAIN) of Tulung Agung. She did the research entitled "The Effectiveness of Blindfold Game towards Students' Vocabulary Mastery at the Seventh Grade of MTs Al Huda Bandung Tulung Agung". The research design was pre-experimental by using one group pre-test post-test desain with quantitative approach. The objective of this research is to know either the seventh grade students of MTs Al Huda Bandung achieve better after using Blindfold game. The population of this study was all seventh grade students at MTs Al Huda Bandung Tulung Agung. The sample was VII A class students that consist 11 students that

¹⁵ Ayu Anggreini, "The Implementation of Blindfold Game to Imporve the Students Vocabulary Mastery Ast He Second Grade of SMPN 2 Lembang Kab. Pinrang." (Skripsi, IAIN Pare-Pare, 2020).

chosen through purposive sampling. The research instrument were test that are pre-test and post-test. The data analysis was using t-test.

The result of this study showed that the mean score of pre-test was 81.82, while the mean score of posttest was 90.55. Based on the statistical calculation, the score of *t-count* was 3.682. The degrees of freedom (df) was 10 and the score of *t-table* on t table for standard significance 5% was 1.812. It could be concluded that *t-count* was higher than *t-table* ($3.682 > 1.812$). The null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because *t-count* was bigger than *t-table*. In other words, it meant that the seventh grade students in MTs Al Huda Bandung Tulung Agung achieved their vocabulary mastery better after being taught using Blindfold Game. The Blindfold Game was effective used toward the students' vocabulary mastery.¹⁶

From the research above, the researcher found the differences between the third previous research conducted by Nadya Sukma Dewi and this study. The differences are the formulation of the problem and sampling technique. The formulation of the third previous research is "Do the seventh grade students of MTs Al Huda Bandung achieve better after using Blindfold game?" while the formulation of this research is "Is there any significant effect of using Blindfold game towards students vocabulary mastery of eight grade students at SMPN 2 Blambangan Umpu?". Furthermore, the sampling technique of the third previous research used purposive sampling technique while in this research the researcher used cluster random sampling.

The fourth, study did by Hikmawati. She was student of English Education Department Faculty of Teachers Training and Education Muhammadiyah University of Makassar. She did the research entitled "Improving The Students Speaking

¹⁶ Nadya Sukma Dewi, "The Effectiveness of Blindfold Game Towards Students Vocabulary Mastery at the Seventh Grade of Mts Al Huda Bandung Tulungagung" (Skripsi, IAIN Tulung Agung, 2020).

Ability By Using Blindfold Technique at SMA Negeri 3 Bantaeng”. The researcher used Classroom Action Research (CAR). The CAR that used in her research adopted the Kurt Lewin’s design. The subject of this research is the students in XI IPA 1 and to collecting the data the researcher uses observation and test. The findings of the study are: first, related to test research, they were 9 students or 60% of students in class who achieved the minimal mastery level criterion or KKM in pre-test. The result of cycle I, there were 80% or 12 students who achieved the KKM. In the result of the cycle II, there were 14 or 93.33% students who achieved the KKM. Second, the result showed that the students were braver and more confidence in speaking. It can be concluded that most students love blindfold technique and they admitted that their speaking ability is improved.¹⁷

From the research above, the researcher found the differences between the fourth previous research conducted by Himawati and this study. The differences are method and instrument test. The fourth study used Classroom Action Research (CAR) while in this research the researcher using experimental method. Furthermore, the difference between the fourth study and in this research is instrument test. The instrument test of this previous study is speaking test while in this study the instrument test is vocabulary test.

The fifth, study did by Anita Rukmana Harahap. She was student of English Education Department Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera (UINSU) Medan. She did research entitled “The Implementation of Blindfold Game to Improve Students Vocabulary Mastery at MTs Percontohan Tebing Tinggi Academic year 2020/2021”. This research was conducted by using Classroom Action Research (CAR) that consists of two cycles. The technique of analyzing data was the students’ score of test. While for qualitative data, the researcher used

¹⁷ Himawati, “Improving the Students Speaking Ability by Using Blindfold Technique at SMA Negeri 3 Bantaeng.” (Tesis, Muhammadiyah University, 2021).

the technique by Miles and Huberman. The objectives of this research is to provide whether blindfold game can improve the students' vocabulary mastery at eight grade students of MTs Percontohan Tebing Tinggi in vocabulary mastery. The population of this research was 25 students consist of 14 females and 9 males. The researcher used a Classroom Action Research designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, action, observation, and reflecting. Improvement the problem in this research is bought about by the series of cycle. The data of this research were collected by using quantitative and qualitative data. Quantitative data was obtained using a vocabulary test. Qualitative data was obtained by observation, interview, and documentation.

The result of this research showed that in the pre-test, the students who got the score 70 or more were 2 from 25 students (8%). In the post-test of the first cycle, the students who got the score 70 or more were 10 from 25 students (40%). In the post-test second cycle, the students who got the score 70 or more were 23 from 25 students (88%). The mean of the students' score in the post-test of cycle I was 68.48. Then the mean of the students' score in the post test cycle II was 80.32. It means that there are the number of students' score improved through implementing blindfold game in vocabulary mastery of post-test of cycle II was higher than the post-test of cycle I. In the first test there was 8% (2 students) who got score 70 or more. In the second test there were 40% (10 students) who got the score 70 or more. In the third test there were 88% (23 students) who got the score 70 or more. Most of students' score improved from the first test to the third test. It means that the writer was successful in doing the researcher and make an improvement about the students' vocabulary mastery at eight grade students of MTs Percontohan Tebing Tinggi. This result is strength by the

observation and the interview result that students were more active in the class and enjoy the learning process.¹⁸

From the research above, the researcher found the differences between the fifth previous research conducted by Anita Rukmana Harahap and this study. The differences are method and data collecting. The fifth previous study used Classroom Action Research (CAR) while in this study the researcher used experimental method. In collected the data, the fifth study used quantitative and qualitative data while in this research the researcher used quantitative data.

H. Systematics of the Research

The systematic of the discussion in this research as follows:

1. Chapter 1. Introduction

This chapter consists of title confirmation, background of the problem, identification and limitation of the research, formulation of the research, objective of the research, significant of the research, relevant research, and systematics of the research.

2. Chapter II. Frame of Theory and Hypothesis

This chapter consist of vocabulary theory, blindfold game theory, and hypothesis.

These theory will give some clear concept in this research about the effectiveness of using blindfold game towards students vocabulary mastery. The concept will lead to a much understanding and will help the researcher to limit the problem.

3. Chapter III. Research Method

This chapter contains place and time of the research, research design, population, sample and data collecting technique, operational definition variables, research

¹⁸ Anita Rukmana Harahap, "The Implementation of Blindfold Game to Improve Students Vocabulary Mastery at MTs Percontohan Tebing Tinggi in Academic Year 2020/2021." (Tesis, UIN Medan, 2021).

instrument, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

4. Chapter IV. Findings and Discussion

This chapter contains about data description, data analysis, data interpretation, and discussion.

5. Chapter V. Conclusion and Suggestion

This chapter consist a conclusion, suggestion for teacher, for students, for the next researcher, and told what the first things that need to develop in learn English.



CHAPTER V CONCLUSION AND RECOMMENDATION

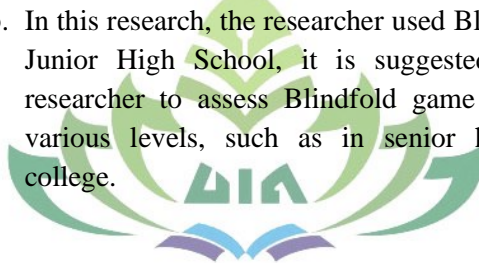
A. Conclusion

The result of the research conducted at SMPN 2 Blambangan Umpu. This research can be concluded as follows: there was significant effect of using Blindfold game towards students' vocabulary mastery of eight grade students at SMPN 2 Blambangan Umpu. Because by seeing the result of the statistical analysis showed that Blindfold game has significant effect towards students vocabulary mastery at eight grade of SMPN 2 Blambangan Umpu. It because of the result of the data calculation in the previous chapter, the null hypotheses (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It was supported by the score achieved by the students, they got a higher score after the researcher gave the treatment by using Blindfold game in teaching vocabulary. The significant effect could be seen from the result of Sig. (2-tailed) in Independent Sample t-Test which it was 0.001, it was lower than $\alpha = 0.05$ and it means (H_0) was rejected and (H_a) was accepted.

B. Recommendation

1. For English Teacher
 - a. The researcher found that using Blindfold game was effective to teaching English especially vocabulary. Therefore, the researcher suggested that English teachers to try implement this game and can use this game with other types such as blindfold cat and mouse, blindfold bingo, blindfold war and blindfold wildcard. The teacher should more active so the game will be more exciting and interesting in teaching vocabulary.
2. For the Students

- a. The students can use Blindfold game in learning vocabulary to motivate themselves in learning English, especially vocabulary.
 - b. To improve students' vocabulary mastery, students should have a little bit vocabulary every day, and practice to pronoun it, so it will assist students in improving their vocabulary.
3. For the Next Researcher
- a. In this research, the researcher focused on the effectiveness of using Blindfold game towards students' vocabulary mastery especially in noun, verb, and adjective. For the next researcher, the researcher suggested to investigate the other skills in English such as speaking, reading or writing
 - b. In this research, the researcher used Blindfold game at Junior High School, it is suggested for the next researcher to assess Blindfold game on students at various levels, such as in senior high school or college.



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