

**THE EFFECTIVENESS OF BLIND FOLD GAME IN TEACHING  
SPEAKING AT SEVENTH GRADE STUDENTS OF SMP NEGERI 2  
BESUKI IN ACADEMIC YEAR 2015/2016**

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**ABSTRACT:** This article was a complete report of investigation on the effectiveness of blind fold game in teaching speaking. Speaking is one of the basic skill that requires the process of communicative competence, pronunciation (intonation, stress, and pitch), grammar, fluency, vocabulary and comprehension in order to build a good communication. English teacher must apply a technique that is more interesting and enjoyable in teaching and learning process especially in teaching speaking skill. One of the most important reasons for using game is simply that they are immensely enjoyable for both teacher and student. This research used pre-experimental design. The researcher took one class which consists of 23 students as the data of this research. Pre-test and Post-test were given to take the score of student's. All of the data are analyze statistically by using SPSS. 21.0. The statistical analysis showed that from the table of paired sample t-test showed that significance is 0.000. So that  $0.000 < 0,05$ , and  $t_{\text{test}} > t_{\text{table}}$ .  $26,785 > 0,5\%$ . The hypothesis of the research is accepted and implementing Blind Fold Game is effective as method to engage students speaking.

**Keyword: Speaking, Blind Fold**

English is one of the language in the world. English as a global language is indisputable. The language is used for international communication and also to develop science, technology, bussines, and culture. Because of its important role, english becomes the subject that must be learnt in Indonesia schools at all levels.

In learning english, the students should master four basic skills. They are listening, speaking, reading and writing. All of the basic skills should be mastered well. As we know that all of them are related each other. If we cannot master one of them,

it can be said to be imperfect. In other words, it is important for students to master it well.

One of important basic skills in english is speaking. Speaking is essential tool for communicating in human life. We can express our mind felling through speaking. Speaking is one of the basic skill that requires the process of communicative competence, pronunciation (intonation, stress, and pitch), grammar, fluency, vocabulary and comprehension in order to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique. From speaking someone can construct a message in a form that order people can understand, and delivering the message using the correct pronunciations, stress, and intonation. Speaking also involves interaction and communicating with other people. English teacher must apply a technique that is more interesting and enjoyable in teaching and learning process especially in teaching speaking skill.

Game theory is a methodology of formally studying situations of interdependence. To make interesting, enjoyable class, having fun and relaxed students, games can be choice for the teacher as a technique to teaching. Games can be described formally at various level of detail. A coalitional (or cooperative) game is a high level description, specifying only what pay of each potential group, or coalition, can obtain by the cooperation of its members. Cooperative game theory investigates such coalitional games with respect to the relative amounts of power held by various players, or how a successful coalition should divide its proceeds. In contrast, no cooperative game theory is concerned with the analysis

of strategic choices. The paradigm of no cooperative game theory is that the details of the ordering and timing of players' choices are crucial to determining the outcome of a game. In contrast to Nash's cooperative model, a no cooperative model of bargaining would post a specific process in which it is prespecified who gets to make an offer at a given time. The term "no cooperative" means this branch of game theory explicitly models the process of players making choices out of their own interest. Game is called as effective learning process, because it always used to be easier to catch of material. There are two types of kinds of games: (a) Accuracy- focused games, (b) Fluency-focused games.

Blind fold game is one of alternative techniques that can be used by English teacher in teaching speaking skill which is more interesting. A blind fold game is a great teaching supply to have (a cotton scarf is fine) as kids love to be blind folded. One method of creating a genuine information gap is through the use of blind fold activities. Blind fold can be employed in a variety of ways in the TEFL/foreign language classroom to foster a truly communicative and student centered approach to learning

The activity of blind fold game in teaching learning English :

1. The first activity is a great way of reinforcing the language of giving directions. After having one students to leave the classroom, the teacher instructs the remaining students rearrange classroom furniture. The students who has left the classroom is then blindfolded and brought back in. Students then use the target language to lead the one blindfolded through the maze of rearranged classroom desks and chairs to some goal-this could be a special treat, a piece of candy, a

valuable item (that had previously been taken from the student), or some other reward.

2. Another activity In this one is played in groups of three- is called artist, Model, Clay. As soon as the first students (the Clay) is blindfolded, the second student (the Model) strikes a pose. The goal is for the remaining students ( the Artist) to use the target language. Describing the pose to blindfolded student. Ideally, by the end of the activity the blindfolded student should be positioned similar to the pose originally struck by the Model. It is excellent for practicing imperatives (“Put your right leg out a bit more!” or “Bend your knee slightly!”) or for reinforcing parts of the body.

3. Other activity Other activities involving smaller groups may involve tasks such as conducting a taste test, constructing a structure with wooden blocks, or arranging items according to a pattern.

There are a variety of blind fold activities, many of which can be borrowed or adapted from any introduction to parlor games or team-building exercises. As is the case with the most classroom activities, the possibilities for those involving blindfolds are limited only by the creativity and inventiveness of the teacher.

Based on the background of the study and the research problem, The hypothesis is the researcher’s prediction about the outcome of the study. There are many types of hypothesis, namely alternative hypothesis and null hypothesis. The hypothesis of this research is; Do the students have better speaking ability after being taught using blind fold game at seventh graders of SMPN 2 Besuki in academic year 2015/2016?

This research uses experimental design. Experimental design may also be classified according to how well they provide control of the threats to internal validity: pre-experimental, true experimental, and quasi experimental designs. The researcher uses pre-experimental design. The researcher used this design because the researcher just took one class. The pre-test and post-test are given to take the score of student's achievement after being taught using blind fold game in teaching speaking.

That is based on the diagram below :

**Table 3.1**  
**The Design of one group pre-test and post-test**

<b>Pretest</b>	<b>Independent Variable</b>	<b>Posttest</b>
<b>Y1</b>	<b>X</b>	<b>Y2</b>

*Where :*

Y1 = Pretest

X = Treatment

Y2 = Posttest

Based on the table 3.1, experimental design used pre experimental research design (one group pretest posttest design) that consist of pretest ( Y1), treatment (X), and posttest (Y2).

The area used in this research should have a good quality, because it will be used as a place to get valid data. The research is conducted in SMP Negeri 2 Besuki which is located in Jalan Popoh – Besole, Tulungagung. The researcher conducts this study in April 11<sup>th</sup> up to May 11<sup>th</sup> 2016, this is in the second semester of academic year 2015/2016.

Population is the whole subjects of the research. The population of the study in this research is seventh year students of SMP Negeri 2 Besuki in academic year 2015/2016. It consists of 118 students from five classes. In this research, the researcher takes D class that consists of 23 students, 14 male students and 9 female students.

A variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organization studied. There are two kinds of variable they are dependent and independent variable. The variables will be used in this research are speaking ability and blind fold game. Speaking is the dependent variable which is influenced by independent variable and has mathematic symbol "Y". While the independent variable which influences the dependent variable that is blind fold which is symbolized "X".

In this research, the researcher used test as the data collecting method:

1. Pre-Test

Pretest is a test which is done to measure the student's ability in the first time. Pretest provides a measure on some attribute or characteristic that the researcher assess for participants in an experiment before they receive a treatment. Pretest is done before treatment process an instrument test with some questions. The researcher took the score to get first information. The group got once pretest.

The test in this research used speaking test, students have to talk or describe about classroom furniture. They have to describe use their own word.

### Procedures of Pre-test

<b>PRETEST</b>
<ol style="list-style-type: none"> <li>1. Praying together.</li> <li>2. Greeting and checking attention.</li> <li>3. Give students 6 pictures of classroom furniture and students choose one picture to describe.</li> <li>4. Teacher called students one by one to describe in front of class.</li> <li>5. Give scoring to students.</li> <li>6. Closing.</li> </ol>

### 2. Treatment

The researcher gave the treatment to the students. The researcher was apply the technique or treatment using blind fold game. The researcher gave explanation about how to used blind fold game in teaching speaking. After that the researcher gave the example how to played blind fold game in teaching speaking.

### Procedure of Treatment

No	Steps	Teacher Activities	Students Activities
1	Opening	Greeting	Answer greeting
2	Main teaching	<ol style="list-style-type: none"> <li>a. Introducing the material about descriptive text</li> <li>b. Giving material about classroom furniture</li> <li>c. Giving material about expression words of description for example “it is big”, it is long”, it is sharp”, it is heavy”.</li> </ol>	<ol style="list-style-type: none"> <li>a. Paying attention</li> <li>b. Listening the explanation from the teacher</li> <li>c. Listening the explanation from the teacher</li> <li>d. Students one by one</li> </ol>

		<ul style="list-style-type: none"> <li>d. Giving the example how to played blind fold game in teaching speaking.</li> <li>e. Teacher called the students one by one to describing classroom furniture with the blind fold game</li> </ul>	describing classroom furniture with their eyes is blind and then guessing what is their classroom furniture
3	Closing	<ul style="list-style-type: none"> <li>a. Giving the conclusion of describing classroom furniture with blind fold game</li> <li>b. Greeting</li> </ul>	<ul style="list-style-type: none"> <li>a. Listening explanation from the teacher</li> <li>b. Answering greeting</li> </ul>

### 3. Post-Test

A posttest is a measurement on some attribute or characteristic that is assessed for participants in an experimental after a treatment (Cresswell, 2008: 301). The post-test will conduct to measure the idioms to pretest students' speaking abilities after using blind fold game. The test in this research used speaking test, students have to talk or describe about classroom furniture. In this test students describing different classroom furniture with the pre-test before.

#### **Procedures of Post-test**

<b>POSTTEST</b>
<ul style="list-style-type: none"> <li>1. Praying together.</li> <li>2. Greeting and checking attention.</li> <li>3. Give students 6 picture different classroom furniture from pretest before and students choose one picture to describe.</li> <li>4. Teacher called students one by one to describe in front of class.</li> <li>5. Give scoring to students.</li> </ul>



## 6. Closing.

The criteria of the quality of measuring instrument are validity and reliability:

### Validity of the Instrument

In this research the researcher used SPSS 21.0 for windows to know the validity of test instrument. The researcher uses Pearson Product Moment Formula to calculate the data. It is done by compilation each score with the total scores. Validation in this research as the result taken from SPSS 21.0 as follow:

#### Correlations

		pre	post
pre	Pearson Correlation	1	,668**
	Sig. (2-tailed)		,001
	N	23	23
post	Pearson Correlation	,668**	1
	Sig. (2-tailed)	,001	
	N	23	23

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The result of this research compare  $r_{xy} > r_{\text{table}}$  it's means the test is valid. Based on the categories the result of the instrument compare with r table, and the result is  $0.668 > 0.3515$ , its meant that the post-test is valid.

#### Reliability of the Instrument

The reliability of speaking test, the researcher used Alpha Crombach technique, since the speaking test score is the extension among 1 up to 5. Reliability refers to consistency of score obtained by the same persons when they are re-examined with the same test on the different occasion or with different sets of equivalent items. The formula of Alpha Technique (Arikunto, 2006: 196) as follows:

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.614	.640	2

The results of calculations using SPSS 21.0 on the reliability test was 0.614. According to triton (in Ningsih: 2015) the value of cronbach's alpha can be interpreted as follow:

Cronbach's Alpha	Interpretation
0,00-0,20	Less Reliable
0,21-0,40	Rather Reliable
0,41- 0,60	Quite Reliable
0,61 - 0,80	Reliable
0,81 – 1.00	Very Reliable

When the reliability score compared with the category of value, reliability calculation result is in the range of values from 0.61 to 0, 80 in accordance with the categories of reliability of the results of those values are reliable. From the data above when compared with r table as follows  $0,614 > 0.2423$ . It is said to be reliable.

The data analysis of this study will depend on the test assumption, if all of the homogeneity, normality, and linearity of the test are fulfilled so the research is considered in non-parametric. The researcher will analyze the data using spss 21.0 for windows version to compute the statistical data.

The research analysis consists of two criteria, the first criteria showing the computation result taking from SPSS that consists of Homogeneity, Normality and Linearity. The second criteria consist of hypothesis testing.

### Homogeneity

#### Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
1,218	4	18	,324

The homogeneity from this research is 0,324. Compare with significance 0,05 the homogeneity is  $0,324 > 0,05$ . There are any significant in post-test.

### Normality

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters <sup>a</sup>	Mean	,0000000

	Std. Deviation	5,09949389
Most Extreme Absolute Differences		,132
	Positive	,132
	Negative	-,092
Kolmogorov-Smirnov Z		,805
Asymp. Sig. (2-tailed)		,536
a. Test distribution is Normal.		

The value of the calculation results using SPSS 21.0 on normality test was 0.536, as the result of this value is considered normal and the instrument can be used in research.

### Linearity

Linearity test as a purpose find out whether two variable have correlation what linear or not in according with significant. The research used SPSS 21.0 to calculate linearity test. data has linear correlation if significant value is more than 0.05 (Muhson, 2012: 24).

The result of linearity test is as follows:

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
	(Combined)	683.922	4	170.981	6.614	.002
posttest	Between Groups					
*	Linearity	512.230	1	512.230	19.816	.000
pretest	Deviation from Linearity	171.693	3	57.231	2.214	.122
	Within Groups	465.295	18	25.850		
	Total	1149.217	22			

From the result above, to finding the linearity value, the researcher only seen sig of deviation from linearity. The value is .122, it means that two variable have linear correlation because.  $.122 > 0.05$ . From calculation above, we can find

out the data fills pre-requirement test. So, hypothesis testing calculated with paired sample t test.

Data analysis from this research discovers using product moment; this research uses the correlation method, with the analysis of Product Moment. It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y.

**Paired Samples Test**

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
38,378	8,716	1,433	35,472	41,284	26,785	23	,000

The score is  $t_{test} > t_{table}$ .  $26,785 > 0,5\%$  Its mean that the research is success and implementing Blind Fold Game is effective as method to engage students speaking.

If the data show in the table above is measure in T-test df in related (0.01 and 0.05) is concluded that Blind Fold Game is an effective way that develops the students' ability in speaking comprehension sub-skills. There are statistically significant differences at ( $\alpha \geq 0.05$ ) in the level of predicting the events among

students who learn speaking comprehension through training on Blind Fold Technique.

To test this hypothesis, mean and standard of deviation T-Test was used to measure the significance of differences. ( $26,785 \geq 0.05 \geq 0.01$ ) This meant that there were statistically significant differences of in the learners' level at predicting. To conclude the research is present the answers of hypothesis the research. The researcher conclude that the students have better speaking ability after being taught using blind fold game at seventh graders of SMPN 2 Besuki in academic year 2015/2016.

In addition, the effect of Blind Fold Game can also be seen from students' achievement scores. According Sujarweni (2014: 103) if  $\text{Sig} < 0,05$  the hypothesis is received and, if  $\text{Sig} > 0,05$  the hypothesis is rejected and according Sujarweni (2014: 103) if  $-t_{\text{table}} < t_{\text{count}} < t_{\text{table}}$  the hypothesis is rejected and if  $t_{\text{count}} < t_{\text{table}}$  and  $t_{\text{count}} > t_{\text{table}}$  the hypothesis is received. The statistical analysis showed that from the table paired sample t test showed that significance is 0.000. So that  $0.000 < 0.05$ , and  $t_{\text{table}}$  in table  $t_{\text{test}} > t_{\text{table}}$ .  $26,785 > 1,725$  Its mean that the research is success and implementing Blind Fold Game is effective as method to engage students speaking. The researcher concluded that Hypothesis is received. So, based on the explanation above, using blind fold game in teaching speaking. Blind fold game was effective to measure in speaking ability, it was saw from the increase score post-test students which was more higher than score pre-test after the researcher using syndicate group method.

The researcher conclude that the students have better speaking ability after being taught using blind fold game at seventh graders of SMPN 2 Besuki in academic year 2015/2016.

Based on the conclusion above, it is suggested that in Speaking ability are:  
This study is expected to be useful:

1. For the students, the students should learn and understand more about new vocabularies and also remember the vocabulary which they have known. From learn vocabulary the can applied them speaking skill.

2. For the English teacher, should use an instruction method and new strategy which can attract the students' attention in teaching learning process, especially teaching speaking. Give more attention to the students, since some students need more time to understand the material.

3. For the further researcher, the result of this study was hopefully able to give inspiration for those who want to conduct development research on the topic of speaking skill.