

THE USE OF BLINDFOLD GAME TO IMPROVE THE VOCABULARY MASTERY OF THE FIFTH GRADE STUDENTS AT SDN TERTEK TULUNGAGUNG

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The researcher chose fifth grade students of SDN TERTEK as subject of the research, because the researcher teaches English in this school. The researcher found that the students have lack motivation in learning english. In this study the researcher chose Blindfold Game strategy to solve the problem she found. Based on the background of the research, the research problem is, "How can Blindfold Game be used to improve the fifth grade students' vocabulary mastery at SDN TERTEK? The objective of the study was to improve the fifth grade students' vocabulary mastery at SDN TERTEK, through Blindfold Game in teaching of vocabulary.

The research design of the study was classroom action research. In this research, there were four phases, planning, acting, observing and reflecting. This research will be conducted by some cycles. The researcher investigated the fifth grade students vocabulary mastery of SDN TERTEK which was started in January and ended in February 2016.

In this vocabulary pre test, the students were joined in the classroom there were 12 students failed the test and 8 students passed the test. In the Cycle I the researcher also gives post test, and there were 7 students got less score than criteria of success, and 13 students passed. It means that this cycle were unsuccessful, because the target of the criteria of success were 85%. So the researcher continued in the next cycle. In the cycle II the researcher changed strategy, the strategy was ask the students to practice in front of class. The result of post test in the cycle II there were 2 students who failed and 18 students passed. The students were more interesting with the lesson and they could improve their vocabulary mastery.

Based on the result of the study showed that the students' vocabulary mastery was increased. To english teacher it is expected to motivate the English teacher to apply a useful teaching technique to improve the students' vocabulary. For the other teacher, the researcher suggest them to be useful as a references before making a research dealing with implementation of Blindfold Game Technique in improving students' vocabulary mastery.

Key words: Blindfold Game, Improve, and Vocabulary Mastery.

Vocabulary is the most important component of a language. Vocabulary mastery is a must or requirement for someone who wants to understand a reading, dialogue, or handwriting in English. Without vocabulary mastery, it is impossible for us to achieve those goals. According to Hornby (1974: 959) "Vocabulary is a number of words, which make up a language. It means vocabulary is the most aspect of foreign language". Vocabulary can make the students easy to study listening, speaking, writing and reading.

Teaching a foreign language will be better if it is started from childhood. Young learners are easier in acquiring and learning a language, because their organ of speech is still developing. Teaching English for young learners can be started by giving vocabulary. Vocabulary is one of the keys to be successful in Mastering English. Without mastering vocabulary they will get trouble in developing their language skills.

In order to make the teaching in elementary school to be successful, it should be considered some factors such as the quality of the teachers, students' interest, motivation, etc which are involved together in teaching and learning process (Khasanah, Listiawan, & Mugianto, 2017; Listiawan, 2016). In teaching and learning process, teacher have applied interesting and communicative way to make English teaching interesting and the students motivated.

Based on observation conducted on 25 January 2016, the students of the fifth grade at SDN TERTEK still get difficulties in learning and studying vocabulary. Because their vocabularies is poor, they are difficult to remember the words they have gotten. These problems make the students have lack motivation in learning English, and this condition makes the class noisy, bored and not enjoyable. So, the students cannot absorb the material from teacher.

Besides during the teaching learning process, the teacher has lack of interesting media, strategy, and technique. It causes the students feel bored in the learning process. The teacher must try to have the students' attention and raise their motivation in teaching and learning process, the teacher should guide the students to learn the target language using good and meaningful vocabulary.

In this study, the writer offers another alternative in teaching vocabulary by using media. There are many kinds of teaching media that can be used, such as songs, game, pictures, puzzles. It is assumed that game is one of the most appropriate media to make students enjoy the lesson and increase their motivation in learning because the students of fifth class at SDN TERTEK are still young learners, they are interested in learning English by using game in order to understand the subject easily, so they can learn more effectively. Finally, they will get the four language skills. Concerning the idea above, games can be chosen as a

way of teaching and can be conducted to stimulate the study of new words in enjoyable and pleasant situation, while playing a game they are able to achieve a series of vocabulary.

There are many kinds of language games about vocabulary; one of them is Blindfold game. A vocabulary game is one in which the learners' attention is focused mainly on words (Lee, 1979: 37). Therefore, the teacher must be able to make student interested (enjoy and lively) in teaching and learning process by using suitable teaching. This game is "Blindfold Game". It is one of the ways to construct students' motivation in vocabulary learning. This game is easier for students to be more active and interested in studying vocabulary. It is hoped that it can increase students' achievement in vocabulary.

Based the statement above, the writer conducts the researcher at SDN TERTEK, especially the fifth grade students, to improve the students' vocabulary mastery through Blindfold game, so they can express their idea, it can make students able to express their opinions using English.

Statement of the Problem

Based on the background of the study, the problem of the research can be formulated as follows: "How can Blindfold Game be used to improve the fifth grade students' vocabulary mastery at SDN TERTEK?"

The Objective of the Research

In line with the statement of the problem above, this classroom action research is intends to describe how blindfold game can improve the fifth grade students' vocabulary mastery at SDN TERTEK.

Action Hypothesis

The action hypothesis states that if Blindfold Game is applied well in teaching and learning vocabulary, it will improve the students' vocabulary mastery especially in the fifth grade students at SDN TERTEK

Significance of the Research

This study is expected to be useful for :

1. The English Teacher

This research result can be used to improve the method and technique in teaching and learning process. It is expected to motivate the English teacher to apply a useful teaching technique to improve the students' vocabulary. Because it's for guideline and alternative in teaching English, especially in improving vocabulary mastery.

2. The other Researchers

It is expected to be useful as a reference before making a research dealing with implementation of Blindfold Game Technique in improving students' vocabulary mastery. And also to give inputs and references for future classroom action research on the same case.

Scope and limitation

To prevent the difficulties in understanding, this research is limited and focused only on teaching vocabulary using blindfold game at the fifth grade students of SDN TERTEK

Vocabulary

This part discusses about the definition of vocabulary, importance of vocabulary, types of vocabulary.

Definition of Vocabulary

In some literatures, the researcher found the meaning of vocabulary. There are some definitions of vocabulary. According to Hornby (1995: 1331), "Vocabulary is total number of word in language". Vocabulary is an important part to English mastery well. Vocabulary is knowing lots of words at the most basic level. Knowing a word involves knowing its form and meaning (Thornbury, 2002: 15). We can understand about English sentence if we know the meaning of words. It means that vocabulary is important to know, learn, and used. Without having a good vocabulary, they cannot to make meaningful sentences in communication.

From the definitions above, it can be said that vocabulary is a component of language and number of words or list of word in a language with meaning and definition, by a person class, profession. It's very important to develop english ability as the fundamental in learning language and to apply in their life with meaningful.

Types of Vocabulary

According to Fachrurrazy (1993:14-15), English vocabulary can be divided into two types:

1. Function words: words that fulfil a particular function in a sentence (cannot easily be assigned a dictionary meaning). Function words are the words we use to make our sentences grammatically correct. Pronouns, determiners, and prepositions, and auxiliary verbs are examples of function words. If our function words are missing or used incorrectly, we are probably considered poor speakers of English, but our listener would probably still get the main idea of what we are saying. Since function words don't give us the main information, we don't usually want or need to do anything to give them added attention and the words remain unstressed. In addition, sometimes we do things to deliberately push function words into the background... almost the opposite of stressing. This is called *reducing*. Example :
- Articles: a, an, the

- Prepositions: about, before, concerning, of, under, etc.
- Demonstratives: this, that, these, those
- Conjunctions: and, but, or, not only . . . but also, etc.
- Pronouns (subjective, objective, possessive, reflexive):
 - I, me, my, mine, myself
 - We, us, our, ours, ourselves, etc.

The characteristics of function words are that they are fixed in forms and limited in numbers.

2. Content words: It isn't surprising that content words are usually nouns, verbs, adjectives, and sometimes adverbs. Those are the words that help us form a picture in our head; they give us the contents of our story and tell our listener where to focus his or her attention. We want our listener to be able to quickly grasp the main content of our story, so we make the content words easier to hear by bringing attention to them with added stress. Example :

- Nouns : book, water, honesty.
- Verbs : go, study, walk
- Adjectives: warm, diligent, beautiful.
- Adverbs : fast, happily, differently.

These can be in the forms of:

- Simple words: book, go, warm
- Compound words: blackboard, green-house, school-boy.
- Idioms/proverbs: for good, look down, pass with flying colours.
- Special expressions: How do you do ?

The characteristics of content words are that the numbers are unlimited, and the forms are changeable.

Factors Influencing Vocabulary

Thornburry (2002) added the list by pointing out several strategies that are used by good vocabulary learners which include using mnemonics (using keyword technique or visual element), word cards/ flashcard, guessing from context, coping strategies for production, using dictionaries, spelling rules, keeping records, and motivation.

Vocabulary Assessment

Testing vocabulary is conducted to determine the degree to which the examiner wishes to concentrate on testing the students' vocabulary mastery. Thornburry (2002: 142), states that testing is one way of assessing learning outcomes the products of learning. It provides a form of feedback both for the students and teachers.

According to Hughes (1976: 179-185), there are many kinds of vocabulary test, as follows;

1. Multiple Choice

Multiple choice items take many forms. In multiple choice, we must choose one of the answer available before.

Example: 1. Arik : . . . me, Sir!

Do you know where the post office is?

Mr. Dono : Yes, little girl, i'll show you.

a. let b. excuse c.help d. Give

2. Matching

We must found the meaning, synonym, or anything that related with the word given.

Example: Match to its Pair !

- | | |
|--------------------|--------------------------------|
| 1. Draft _____ | a. Viewer, listener, spectator |
| 2. Rehearsal _____ | b. practice and preparation |
| 3. Topic _____ | c. Outline, plan, sketch |
| 4. Stage _____ | d. Theater, podium |
| 5. Audience _____ | e. Focus idea, theme, subject |

3. Pictures

We must write down the name of the objects or pictures given. Pictures method only uses the simple vocabulary.

Example: What does the sign mean? It means...



- | | |
|--------------|----------------|
| a. junction | c. turn left |
| b. crossroad | d. do not stop |

4. Definition

We must found the meaning of the words given. Any definition of say feeble would be unlikely to exclude all of its synonyms. Nor can call words be defined entirely in words more common or simpler than themselves.

Example: 1. "_____ more is she does heavy physical work and less if she is very inactive". The underlined word means . . .

5. Gap filling

This can take the form of one or more sentences with a single word missing. Based on the explanation above, we may use a kind of vocabulary testing that suitable with the students' condition. A suitable assessment will improve students' vocabulary mastery.

Example: Complete the gaps with a word from the box!

Take	At	Second
Straight	Go	
Past	On	

1. Go _____ on
2. _____ past the traffic lights
3. It's the building next to the library _____ the left
4. _____ the round about turn left

Thornbury (2002: 142) he says that students testing needs to take account of factors and face validity is the degree to which the test actually measure cwhat it is intended to measure (are you testing what you want to rest?). Practically is within the means of financial limitations, time, constraints, ease of administration, and testing interpretation (is it easy to administer and mark?). And face validity is appears from the learners perspective to test what it is design to test ? To achieve peak performance on a test (will the learners take it seriously?). The selection of vocabulary, test word is relatively easy in achievement test, in as much as these can be drawn directly from the particular text books that have been used.

From many kinds of vocabulary test, the researcher takes multiple choice test, matching the pictures with some vocabulary and write down activity to measure the students' mastery on vocabulary. The researcher used multiple choice, matching and writing activity because the tests can express their idea and they are easy to score.

Teaching English for young learners

Teaching is a process of transformation of knowledge from the teacher to the learners. From this statement, teaching looks like easy task, but in fact, teaching is complex. It is not simple as our imagination. Teaching a foreign language English, for young learners especially elementary school is different from teaching English as Secondary School. "The teaching of English to young children has become especially important in recent years" Scott and Ytreberg (1990:vii).

The students have English class in first time at the elementary school. They have poor vocabulary and not interested with English class. So, the teachers have to prepare suitable teaching media and also method in the class to avoid monotonous in English teaching learning process so the students can accept the material more easily.

The range age of elementary school students is between six to twelve years old. They have different characteristics and motivation from the students of junior high school, senior high school, and university. That makes teaching elementary

school students is not the same as teaching adults because the students of the elementary school may have low motivation in learning. In this case, a teacher has a challenge to motivate the students in learning something new.

Teaching Vocabulary to the Fifth Students of Elementary School.

The years of elementary school are extremely in children development, which influence the way they learn English. Teaching for elementary school can be started by giving vocabulary. While fifth grade students are more advanced than their younger elementary age peers, they often have the same youthful exuberance and willingness to learn and explore. Fifth grade teachers can tap into their students' desires to explore by engaging them in creative and educational activities.

Teaching and learning process should need technique. There are many ways to teach vocabulary at elementary school. First, vocabulary is taught through demonstration, pictures, object, and association of idea. "This can be done either by using real objects (called realia) or picture or mime. The use of realia, picture, and demonstration was a defining technique of the Direct Method" (Thornbury, 2008: 78). Second vocabulary is taught through games. Using games in language teaching will give motivation the students to participation totally and actively follow the lessons where they do most of talking. Third, teaching vocabulary using song. This method is effective to teaching and learning vocabulary. Using song the students can easy to remember the vocabulary in the song.

A good mastery of vocabulary helps the students to express their idea. Without having a good vocabulary, they cannot to make meaningful sentence in communication. Vocabulary is the key to the students' understanding what they hear and read in school. So it can be said that vocabulary is very powerful part of language.

Vocabulary is important in that it could help the students to enjoy their class. One who masters enough vocabulary will find fewer difficulties than those who have fewer vocabularies. When they read a certain text, they will easily get the information from it since they can understand every word in text. On the others hand, those who lack of vocabulary will face a lot of problem. Mastery of vocabulary will be useful for the process of acvhieving language teaching objectives. If we want to communicate with the others in certain English, we must master the language they belong to especially to know enough vocabulary of those language.

Vocabulary Games

Connections between vocabulary words make the process of building vocabulary skills faster and more efficient. The fun of English vocabulary games

can help the foreign speakers of English build their English language vocabulary skills.

“A vocabulary game is one in which the learners’ attention is focused mainly on words” (Lee,1979 : 37). There are many kinds of games which can be used in teaching English vocabulary. Of course, in the game need help from media. The media can be picture, real object, card, etc. There are many vocabulary games, such as recalling them game, words race, card rotation game, etc.

Vocabulary is the most important part to people who want to learn a language. According to Lee (1979: 2) “Communication games are not necessarily lengthy or complex. There is something to be communicated to others or to be found out from others, and the learners want to keep the game going because they are interested in it”. Games help and encourage the learners to interest in teaching and learning process. Games also help the teachers to create contexts in which the language is useful and meaningful.

Based on the explanation above, games make students more active in teaching and learning process. Games can make teaching and learning process more enjoyabl. If we implemented games in teaching ang learning process, it will improve students’ knowledge. Especially in teaching and learning process, students can enjoy practicing nwe vocabulary through a large variety of word games.

Teaching Vocabulary Using Blind Fold Game

Blindfold Game is strip of cloth to cover the eyes (oxford learner’s pocket dictionary,2008:41). There are some advantages of Blindfold Game such as : Blindfold Game can impel team members into working together more closely,make some team building activities more memorable, and the students can memorize about direction. It is very simple game, it is important to make learning English fun for children.

There are some rules of Blindfold Game, they are :

- After the teacher explain about the material “the direction”, teacher prepare some things for this game.Such as: rope,pencil,book,ruler.
- Teacher divide class into seven group. One group at list three student.
- Teacher prepare the route will be the student passed using the rope.
- stepping into the game students are asked to close their eyes with cloth.
- Student must walk through the route that has been made in a manner directed by his friend to find objects that have been determined.
- And if their friend have done they must by turns with friend in a group, and so on.

- Student who faster to finish and find objects that have been determined, the group would get a score.
- This plays repetitive 10 until 20 minute.
- The group that has the most widely score , that is the winner.

The Advantages and Disadvantages of Blindfold Games

As the other game, the Blindfold game also have advantages and disadvantages. There are the advantages and disadvantages of Blindfold Game:

1. The advantages of Blindfold games:
 - a. The students could be more active and being sportive.
 - b. They could get something done are complete with the consequence.
 - c. They able to be either coordinator or participant in the game.
2. The disadvantages of Blindfold game:
 - a. This games need both physically and mentally active, so the students must fully-focused.
 - b. If the player not fair, the participant will fight or cheat.

Research Design

The research design of this study is Classroom Action Research (CAR). According to Mulyasa (2009: 10), Classroom Action Research is an action research to improve quality of process and result of the student's study. Arikunto.et.al (2006: 2) states that Classroom Action Research is a research about classroom activities such as action, happened in the classroom. Action research captures the important element of systematic research in the context of the everyday work of teachers. As a result, action research has the potencial to add significantly to our learning about teaching and learning as well as directly influencing educational practice. In this research, there are four phases, planning, acting, observing and reflecting. Those phase above viewed as an action cycle. Every cycle terminated with phase of reflection that is as consideration in formulating and more effective plan action at next cycle. If cycle I not yet earned to reach the target of which wanted hence continued by cycle II and so on until the target of which is wanted to be reached.

In conducting the Classroom Action Research (CAR), the researcher uses Kemmis and Mc Taggart's Model (1999: 142), as shown in figure 3.1 in which 4 cycle consists of four steps: planning, acting, observing, and reflecting.

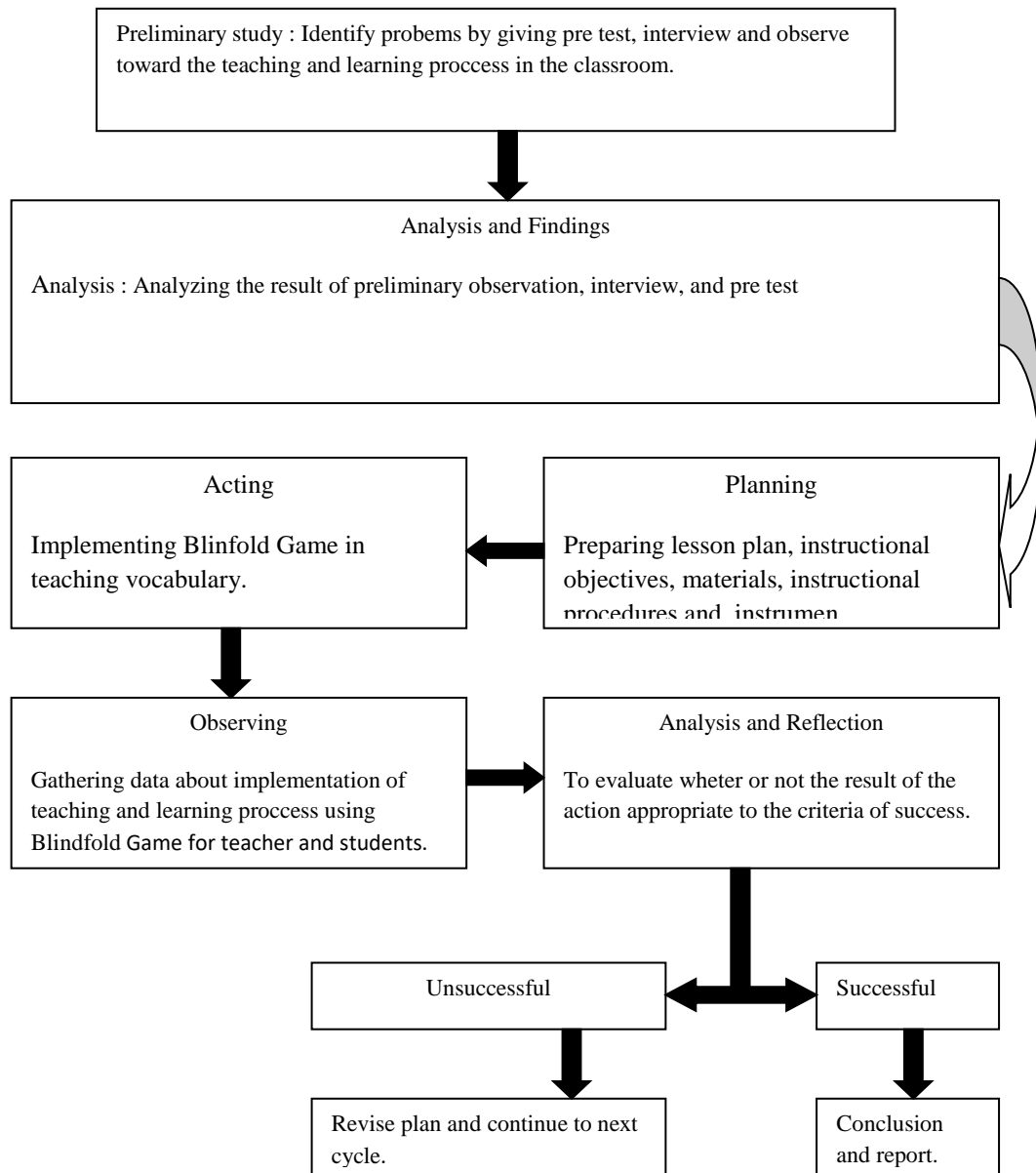


Figure 3.1. The Procedure of Classroom Action Research
(Adapted from Kemmis and Mc Taggart's Model, 1999: 142)

Based on the design as shown in the figure 3.1, the first is preliminary study. In this step, the researcher defines the real problem teaching and learning vocabulary proccess by giving pre test. The second step is to make a plan of the action based on the findings in the preliminary study. The next step is doing the action based on the planning and preparation, which has made. In the implementation here, the researcher acts as practitioner or teacher who applies

blindfold game in teaching vocabulary. The collaborator observes by observing students' and teachers' activity during teaching and learning process, and records their participation. Based on the observation, the researcher makes reflection to what happened in action and evaluated the results of the action. Based on the results of data analysis, the researcher makes reflection to judge whether this Classroom Action Research needs to be continued or not.

Research Procedure

This classroom action research is will be conducted of SDN TERTEK Tulungagung. The researcher take the fifth year class as the subject of the study because they have poor in vocabulary. In other hand, the students are not interested in learning vocabulary and have low motivation.

The researcher consulted with collaborator to find information whether the situation of the fifth year class students, which the researcher found while he did the preliminary study, could be improve through blindfold game, especially in improving vocabulary mastery.

Preliminary Study

Preliminary study is important to be done to define the real problems in vocabulary mastery. It was done before the researcher begins the action research. It will find problems that really exist during the teaching and learning process, and how he could prevent the student from difficulties in mastering vocabulary. It was done in the fifth year students at SDN TERTEK Tulungagung February 1st 2016.

When the preliminary study was conducted, the researcher found the attitudes of the toward learning English in vocabulary mastery is lack of motivations. The result of the preliminary study showed that the students' vocabulary mastery was not as the researcher expected. It was known when he came observed the teaching and learning process, and after giving pre-test on vocabulary.

Implementing of the strategy

Implementing it is one of activity from classroom action research.

a. Planning

This stage focuses on the preparation of the research, the reseacher prepare vocabulary test, lesson plan, and the silabus. Vocabulary test consists of pre test and post test. A lesson plan is developed by the teacher to guide the instruction. In this research, the researcher made lesson plan manage the classroom situation while the action was implemented. The lesson plan discusses about the theme, the material, the media, the objectives and the indicators. This lesson plan is important as the guidance for the researcher to do the teaching process and also for the observer as the guidance to keep in track of the use of blindfold game.

The criteria of success in this study were emphasized on the teaching and learning process while the research was running and the score of the students'

vocabulary test by the teacher during the action of research. When the students get 65 for English, they are classified successful or pass the examination. On the other side, when the students' score are less than 65, they are classified as unsuccessful students.

The target of the success students in this study was 85% among the whole member of the fifth class who are taken of the subject of the research. Based on the criteria, there would be 2 students were allowed to fail in this research. If the amount of the students who failed the examination were more 2, the research would be unsuccessful.

b. Implementing

In this research, the researcher divided two meeting :

1. First Meeting

The time allocated for every meeting is 90 minutes. In the first meeting, the researcher explained about the Direction. The researcher come forward and explain about direction. The student have to explain their direction of the rute they take from their home to school. Every student has to write down the answer on a piece paper. They should finish writing in 35 minutes. After the implementation of blindfold game, the researcher discuss the answer together with the students.

2. Second Meeting

In the second meeting the researcher focused to get score by evaluation. In the beginning of meeting, the researcher reviewed the last topic for 15 minutes. Then the students give vocabulary test about name of direction until the meeting ended.

Observation

Observation is the process of recording and collecting data about any aspect or event which happened during the implementation of the action. Observation will be used to record the data about certain aspects or events during the teaching and learning process. In this study, the data will be collected with regard to the students' participants during the English teaching and learning process. The observation will be done before and during the implementation blindfold game in the class in order to find how blindfold game could stimulate students' participation in English class.

During the teaching and learning process, the researcher acted totally as a researcher. The researcher was an instructor of the game in the classroom. The researcher observed and wrote down everything which happened during the use of blindfold game. In the end of the game, the researcher did a vocabulary post-test, to know whether the students' vocabulary mastery had improved by using blindfold game or not. The result of the post test was compared with the pre-test result.

Reflecting

During the implementation of Blindfold Game, the researcher found out the strength and the weakness of this technique and its impact toward the students' participation. By this stage the researcher can make a decision to construct a better lesson plan for the next cycle.

Researcher's Attendance

In line with this study, it is a classroom action research (CAR), which includes the qualitative approach. The research attendance in the research field is very important. The researcher here is taken place as the main instrument. Other person cannot replace his attendance. Since the research should be the action planner, the observer, and the data interpreter. The main task of the collaborator is conducting the participant observation to observe both the students' action and the teachers' action.

Setting and Subject of Study

This classroom action research is conducted at SDN TERTEK. The researcher take the fifth year class as the subject of the study because they have poor in vocabulary. In other hand, the students are not interested in learning vocabulary and have low motivation. This school has many facilities, the facilities are: an office, six classes, two toilets, and a library.

This study is especially for fifth grade students of SDN TERTEK. In this class there are twenty students, 12 male and 8 female students. In this class many students have low motivation in English; some of the students don't mastery of vocabulary. The students have different characteristic each other, but there are same characteristic as: they like make a noisy, they easily to be bore in all study especially in English. It happens because they think that English is not their language, English is difficult to be learn.

Data and Source of Data

This part is concerned with the kind of data and the source data. There are two kinds data in this study. They are qualitative data and quantitative data. The qualitative data is detailed data gathered through open ended questions that provide direct quotations. The source of qualitative data is the observation sheet. The quantitative data is gathered data by objective methods to provide information about relations, comparisons, and predictions and attempts to remove the investigator from the investigation. The source of quantitative data is the score test on vocabulary. The other source of qualitative data is the respondent's answer of questionnaires.

Source of data in this action research was from fifth class of SDN TERTEK. The researcher in the terms of her action which use Blindfold Game was implemented and also her opinion about the use Blindfold Game to improve

the students' vocabulary mastery. The researcher also observed the students' actions during teaching and learning vocabulary using Blindfold Game.

Data Collection Method

Data collection method is a method used by the researcher to collect data or document describing the specific procedure to be used to gather the evaluation information. In collecting the required data in this research, the researcher used test, observation, and questionnaire, as the instrument. The entire following instrument had been consulted before they were used or distributed.

1 Test

In this study, test is used to measure the students' achievement especially in vocabulary. The kinds of test which will be used in this research are written test, namely pre-test, and post-test. Pre-test given to know the student's vocabulary mastery before using Blindfold Game. Post-test is given to know the students' vocabulary mastery after using Blindfold Game. The researcher uses multiple choice tests. The post test and pre test consists of twenty multiple choice test with allocation of time is 35 minutes.

2 Observation

Observation sheet was used to watch closely and notes the classroom events. Regarding to implementation of the procedure, the observation sheet was used to observe the practitioner's and the student's activities during the teaching and learning process. The researcher observed the researcher's and the students activities by using the observation sheet used in this research. The first is used to verify the lesson plan and instructional activity performed. The second one was used to observe the student's performance.

3 Questionnaire

Through questionnaire, the researcher got all information that the researcher wanted to know. The researcher used questionnaire in order to know the student's opinion related to the vocabulary mastery through Blindfold Game. To obtain the data, the researcher used the questionnaire items of the researcher self.

Data Analysis

Data analysis is a process which done by researcher to arrange all data had been gained systematically, and also to organize the data in a categorized pattern, in order to find the important meaning that as the result of a study. While the data collected and the percentage of success of the students, the researcher used the formula of the percentage of success.

The formula of success for individual :

$$S = \frac{R}{N} \times 100$$

Note : S = Expected Value

R = Total score of items or question that answered correctly

N = The maximum score of test

The formula percentage of success for classical :

$$\%X = \frac{X_1}{N} \times 100\% \quad (\text{Agustina, 1999: 32})$$

Note: %X : Percentage of success for classical

X₁ : Number of students who get score >65

N : Total of students

Data Validity

Validity is an indication of how sound your research is. More specifically, validity applies to both the design and the methods of your research. Validity in data collection means that your findings truly represent the phenomenon you are claiming to measure. Valid claims are solid claims. Validity is one of the main concerns with research.

The study needs valid data. Validity refers to the essential truthfulness of piece of data. A test has content validity, it is depend on careful analysis of the language being tested and of the particular course objective, the test should achieve content validity and reflect the component skills and areas which the test writer wishes to include in the assessment.

The result of data validity in the preliminary study there were only 8 students from 20 students or 40 % who could reach score more than or equal with minimum standard criteria or *Criteria of Success*, and 12 students or 60 % got less than minimum standart. It meant that the class categorized as unsuccessful class which defined when there were at least 85% of the whole members of the class got score more than equal with 65.00 as the minimum standart.

Research Findings

In this chapter, the researcher presents the result in preliminary study, the implementation of cycle one and cycle two. Each of them will be presented as follows:

The Findings of Preliminary Study

Preliminary study was done before the researcher started the action research. The researcher gave a test to the students. The test is students answer the question of multiple choice that given by the researcher. And the result of the test will be compared to the result of post-test in the cycle one after blindfold game implemented. And this test was done in the first meeting on Monday, February 1st, 2016 in the fifth grade students of SDN TERTEK There are 20 students in this class.

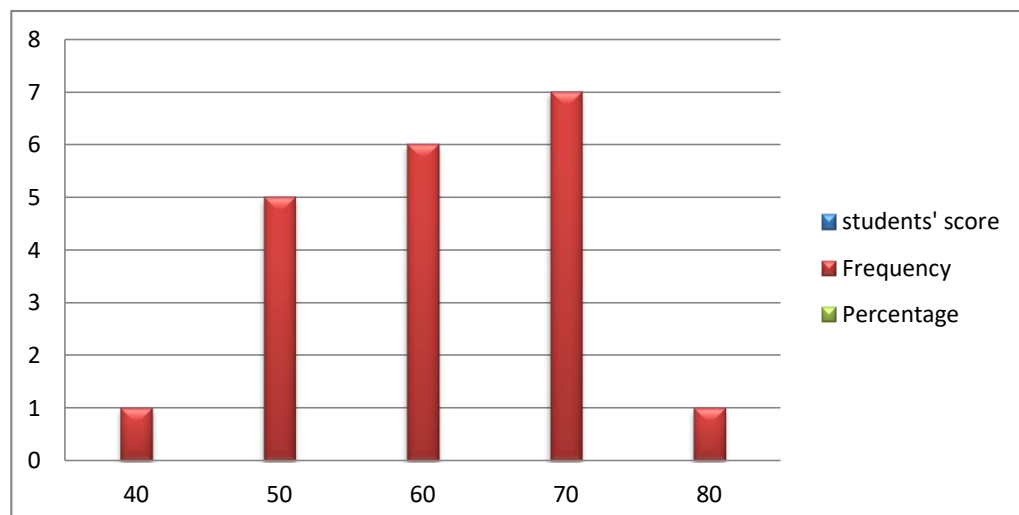
From the test that was given, the researcher found that students' vocabulary mastery was low. It can be seen on the students' score that most of them failed in this test. There are 12 students who failed in this test. Because they cannot understanding well the material.

Table 4.1 The Result of Pre Test

No	Students' Score	Frequency	Percentage
1	0 – 20	0	0%
2	21 – 40	1	5%
3	41 – 60	11	55%
4	61 – 80	8	40%
5	81 – 100	0	0%
		20	100%

And for more detail information it can be seen on the table below :

The Students Preliminary Test Score



Graphic 4.1 Graphic of the students' preliminary test

From the table above, we can see that students' vocabulary test score are poor, many students cannot reach the criteria of success. There were only 7 students got the good score, it was higher than criteria of success, and there were 13 students got the poor score.

The Finding of Cycle One

In cycle one, there was 2 meetings. In each meeting there was 4 stages, they are planning, acting, observing, and reflecting. The first step was planning. Before the action, the researcher made planning to do teaching learning activity. In this session, the researcher choosing direction as the theme. The researcher also made the lesson plan, and giving multiple choice test.

The first meeting was held on Tuesday, February 9th, 2016. Before the researcher begins the teaching learning process, the researcher opened the class by giving greeting, praying, checking the students' attendance. And then, researcher begins the activity of teaching and learning process by giving the multiple choice too.

The second meeting was held on Thursday, February 11th, 2016. Like before, the researcher opened the class by giving greeting, praying and checking the students' attendance. After that, the researcher gave explanation and example of blindfold game, the researcher begin to explained blindfold game by giving the materials about direction.

In this meeting the researcher also gave post test of cycle one to measure the development of the students about their vocabulary mastery. In this session, the student had difficulties to answer the question, because they didn't know about the translation. So the researcher gave translation about the material to make easy when they answer the question. And after that, the students had finished their exercise, the researcher asked the students to submit their work. The researcher closed the class by saying goodbye to the students.

Based on the result of this cycle, the researcher concludes that the teaching learning process in this cycle was failed. It can be proved from the students' score of post test in this cycle. The teaching learning process was continued to the cycle two.

Finding from the Test

In second meeting in the end of this cycle the researcher gave post test to students. The researcher asked students to answer the multiple choice question about direction.

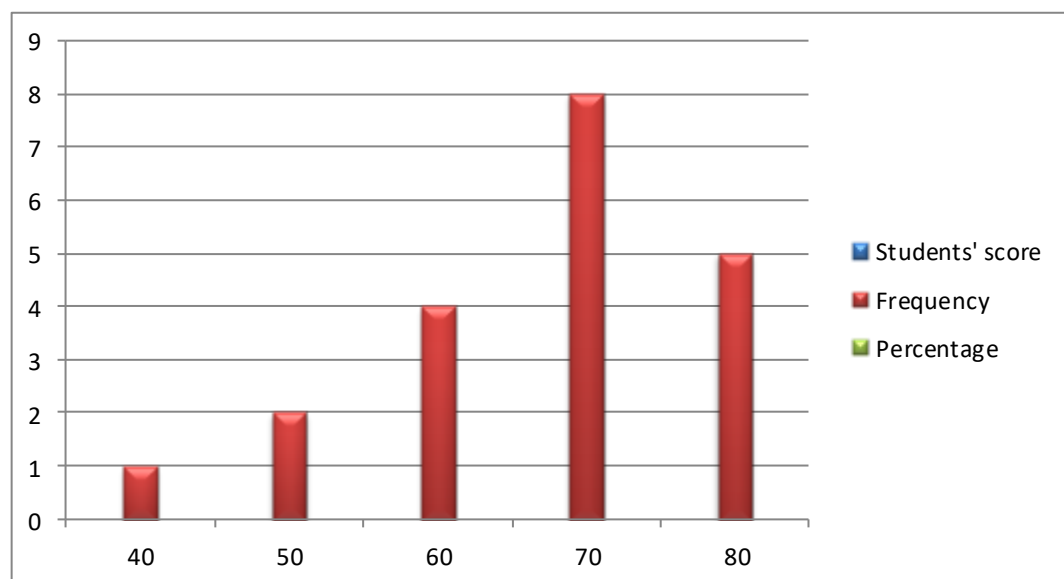
Table 4.2 The Result of Post Test I

No	Students' Score	Frequency	Percentage
1	0 – 20	0	0%

2	21 – 40	1	5%
3	41 – 60	6	30%
4	61 – 80	12	60%
5	81 – 100	1	5%
		20	100%

And for more detail information it can be seen on the table below:

The Students Post Test 1 Score



Graphic 4.2 Graphic of the students' post test 1

Based on the result of the post test in this cycle 1, there were 7 students got less score than criteria of success, and 13 students passed. It means that this cycle were unsuccessful, because the target of the criteria of success were 85% among the whole member of V class who as the sample of this research. Some of students still poor vocabulary, so the researcher continued in the next cycle.

And the result of the students' activities shown that the students' participation in teaching and learning process revealed that they indicated their participation by following the teaching and learning seriously. So, they could submit their answer on time based on the time given, but some of them also interest with the method (blindfold game).

Finding from the Observation

The observation was done during the action. In this stage, the English teacher observed the teaching learning process activities that finished by the researcher and the students. It is to know the students' activities during the teaching and learning process, especially in vocabulary mastery.

In the first meeting, the researcher explained vocabulary test about direction the purpose of this test is to improve the student's vocabulary mastery. Furthermore, the researcher also gave preliminary study test to the students to measure the students' vocabulary mastery.

And in the second meeting, the researcher gave explanation about the material by using blindfold game. The researcher also gave explanation about definition and implementation of blindfold game. The teacher also gives explanation about the translation to make the student more easy while answer the question.

The process of teaching learning process in this cycle was failed. It can be proved from the students' achievement; the students cannot reach the criteria of success. Besides that, their vocabulary mastery was low, so that the students cannot answer the question correctly.

Reflecting of Cycle I

Based on obtained data from the test and observation in cycle one, the researcher makes reflection. From the result of reflection the criteria of success had not achieved. There were some problems faced by students. The students difficulties about understanding the question. Moreover, the students' vocabulary was low. So, as the effect their achievement was poor.

Based on the result of students vocabulary test in cycle one, there were 13 (65%) students who passed the test, and 7 students (35%) students who failed the test and it was continued to the cycle two because the students' score did not pass the criteria of success yet.

Revised Plan for Cycle II

There were some significant changes from the lesson plan in this cycle. The researcher chooses the theme about direction to implement at blindfold game. Besides that, the researcher must understanding the characteristic of each students, to better approach to the students and improve the strategy in teaching and learning. The researcher changed strategy, the strategy is the researcher ask the students to practice in front of class about the direction by instructions given by researcher. And after the researcher giving the strategy, the researcher also giving vocabulary test for the second cycle, that would give to students after the action was done. And the last, the researcher preparing the vocabulary assessment to give score of the students' vocabulary test.

Finding from the Cycle II

In cycle II, there was 2 meeting. In each meeting there was 4 stages, they are planning, acting, observing, and reflecting. The first step was planning. Before the action, the researcher made planning to do teaching learning activity. In this stage, the researcher choosing the same theme of direction. The researcher also prepared the lesson plan, giving vocabulary test, and the last, the researcher

preparing the vocabulary assessment to give score of the students' vocabulary test compared to criteria of success.

The first meeting was held on Tuesday, February 16th, 2016. The researcher opened the activities by giving greeting, checked the students' attendance, and asked about the last material. After that, the researcher applied the blindfold game technique. The researcher gave the explanation of using blindfold game technique in vocabulary test. Then the researcher explanation about the material by changed strategy. The researcher ask the students to practice about direction by instructions researcher.

The second meeting was held on Thursday, February 18th, 2016. In this meeting the researcher gave vocabulary test to the students. The researcher give multiple choice with the theme is direction.

In the end of this meeting, the researcher gave questionnaire sheet to the students. The researcher asked students to give checklist sign in the column based on their own answered. The researcher also explained that this questionnaire not influence about their score. Then, the researcher closed the class by saying goodbye.

Based on the result of this cycle, conclude that this cycle was successful. It can be proved from the students' score was increased, students be more active in teaching learning process and their vocabulary mastery can be improved.

Finding from the Test

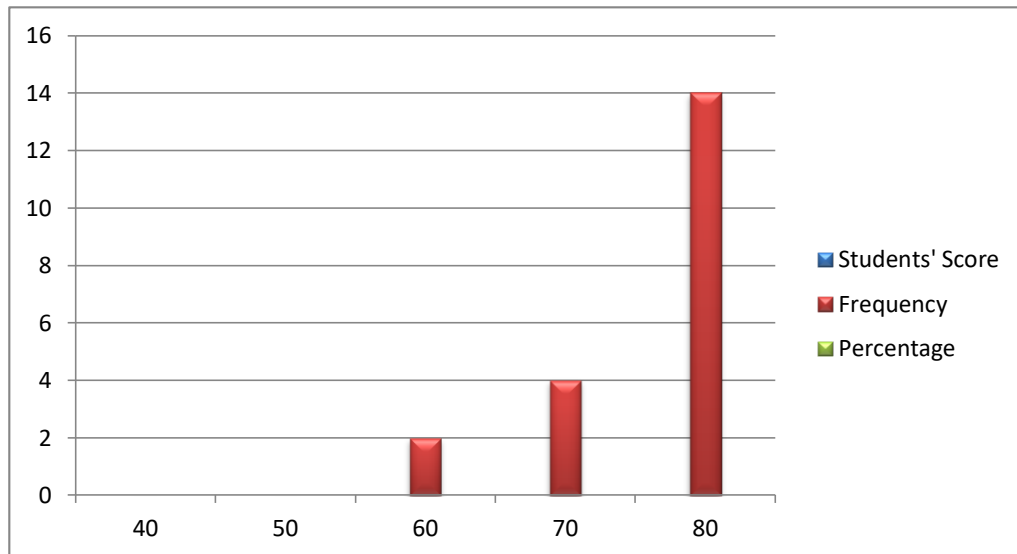
In the end of this cycle in second meeting, the researcher gave post test to students. The researcher asked students to submit their answer.

Table 4.3 The Result of Post Test II

No	Students' Score	Frequency	Percentage
1	0 – 20	0	0%
2	21 – 40	0	0%
3	41 – 60	2	10%
4	61 – 80	12	60%
5	81 – 100	6	30%
		20	100%

The result of students' vocabulary test can shown in diagram below.

The Students Post Test 2 Score



Graphic 4.3 Graphic of the students' post test 2

Based on the graphic above, post test of cycle II shows that there were any improving the students' vocabulary mastery. In fact, there were 2 students who failed and 18 students passed. During the implementation, observation was also conducted to collect the data about teacher's and students' activities. Based on the observation of the teacher's activities, the teacher can implemented the method in teaching learning vocabulary was very good based on the prepared planning.

And based on the observation of the students' activities, it was found that there was a good result. The students were more interesting with the lesson and they could improve their vocabulary mastery. By the observation above, the second cycle indicated that the students looked more serious and active joining the teaching and learning process.

Finding from the Observation

The observation was done during the action. In this stage, the English teacher observed the teaching learning process activities done by the researcher and the students. It was done to know the students' activities, motivation, and responses in teaching and learning vocabulary process. The main activity involved in the observation is observing the classroom processes and activities conducted by the researcher and the students as well.

The researcher opened the activities by giving greeting, checked the students' attendance, and asked about the last material. After that, the researcher applied the blindfold game technique. The researcher, gave the explanation of using blindfold game technique in vocabulary test. Then the researcher explanation about the material. The researcher changed strategy, ask the students

to practice in front of class. And then the researcher gave multiple choice as a vocabulary test. After all of the students can applied the blindfold game technique the researcher closed the meeting by saying goodbye. Before it the researcher asked to the students about the difficulties in the teaching learning process.

In the end of this meeting, the researcher gave questionnaire sheet to the students. The researcher asked students to give checklist sign in the column based on their own answered. The researcher also explained that this questionnaire not influence about their score. Then, the researcher closed the class by saying goodbye.

The process of teaching learning process in this cycle was successful. It can be proved from the students' responses, the students more active and interested to follow the activity. And from the students' answer of the questionnaire was shown that almost all of students interested and enjoy to follow the teaching and learning vocabulary process by using blindfold game technique.

Reflection of Cycle II

After the acting in cycle II was done, the researcher compared the result of vocabulary test in cycle II to the criteria of success. Based on the result of students' vocabulary test, the researcher concluded that the students' vocabulary mastery completely improved. The action were successful, if the students score of vocabulary test fulfilled the standard score in criteria of success in good category 85%. The students' activeness in teaching and learning vocabulary had improved. It means the teaching of vocabulary mastery by using blindfold game technique could improve the students' vocabulary mastery for the fifth grade students of SDN TERTEK.

Result of Students' Questionnaire

The researcher gave questionnaire to know the students responses of the technique. She made question with two answers "interested" and "not interested". She used Gautama Scale to analyze questionnaire's answers. "Yes" answer scored 1 and "No" answer scored 0 (Riduwan, 2005:17). The researcher analyzed every item and found the percentage of score by using the formula as follow:

$$\%S = \frac{1xY}{1xN} X100\%$$

%S = Percentage of score

Y = Number of students who answer "Yes"

N = Total of the students

The result of each item can be seen as follow questions:

1. Do you enjoy this activity? There were 18 students who answered "enjoy" and 2 students answered "not enjoy". It means, majority of students enjoy this activity..

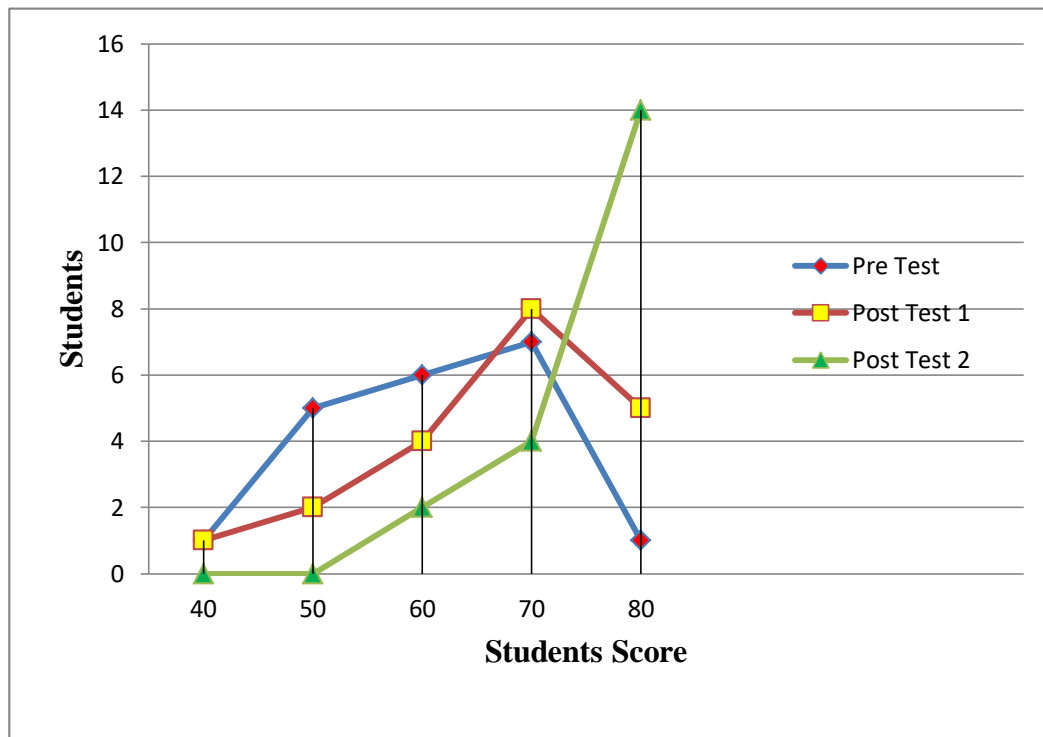
2. Are you excited to follow this game? From the second question, 15 students answered “excited” and 5 students answered “not excited”. It means almost students exciting the blindfold game.
3. Do you think that this strategy can develop your vocabulary mastery? from the third question, there are 18 students answer yes and 2 students answer no. It means, .that most of students think that blindfold game can improve their vocabulary mastery.
4. Forth question, “do you think that you can understand better the topic by blindfold game?”. And from this question, there are 14 students who answer yes and 6 students answer no. It means, more than half students feel that can understand better topic for blindfold game.
5. The fifth question is “Do you think that this strategy, you can increase your motivation and interest in studying vocabulary”? From the question, there are 17 students who answered “yes” and 3 students who answered “not”. It means blindfold game can increase the motivation and interest of studying vocabulary.

Discussion

This part was taken about summary of the finding from this study about vocabulary mastery. The students who got score 65 was classified success on vocabulary test because it is suitable with criteria of success. In preliminary test, there are only 8 students who passed the test, and 12 students who failed. In cycle one was showed that only 13 students who got score 65 or more students passed from post-test in cycle one. In the cycle two, the students who got score 65 or more were increased, there are 18 students reach the criteria of success. And 2 students failed in this test, or 85% from the total of students who passes the test. And successfully in writing test in cycle two.

Furthermore, the result of implementation of the action by using collaborative writing technique can be seen in the table and diagram of preliminary study, cycle one, cycle two as follows:

The students score in preliminary study, cycle 1, cycle 2



Graphic 4.3 Graphic of the mean students speaking ability score in preliminary study, cycle 1, cycle 2

Based on the table above, we can see that students achievement was increase during the implementation of blindfold game. And at the second cycle, students reach the criteria of success. It means, that blindfold game was successfully improving the students' vocabulary mastery. So, this cycle was stopped and the research too.

Conclusion

By analyzing students score in preliminary study, the researcher found that the student scores were low. There were only 8 students among 20 students that could passed the test in preliminary study.

From the first cycle, the researcher found out that the students' vocabulary mastery was increasing. There were, 13 students who passed the vocabulary test while the other, 7 students were unsuccessful. The treatment is likely appropriate as the learning process in cycle 1 could improve the students' vocabulary mastery from 7 students to 13 students. Consequently the next cycle is employed to meet the criteria of success 65.

Then, from the cycle 2, there was a significance development in the students' vocabulary mastery. In the second cycle, there were 18 students who passed the test and 2 failed. So cycle 2 was successful.

After implementing guessing game technique to improve students' vocabulary mastery in the fifth year class of SDN TERTEK, Tulungagung, the researcher can conclude.

1. It is necessary to introduce blindfold game technique to the students before guiding them to implement it in the classroom, so that the students can understand the procedure that will be implemented through blindfold game technique.
2. It is important to the teacher give a chance to the students to express their idea before the presents their result because it may help to improve their vocabulary mastery and idea that will be presented.
3. The teacher should guide students, observe and monitor the students' activities during the implemented of blindfold game tehcnique, and help them if they are having difficulties.

And the best way to applied blindfold game as follows: (1) The researcher gave the explanation of blindfold game technique in vocabulary test. (2) The rresearcher explanation about the material that used multiple choice as a vocabulary test. (3) The researcher also gave translation about question if the students have difficulties about material. (4) The students must write the answer based explanation from the researcher. The students could express all of their ideas after implementation of blindfold game by the researcher.

Based on the result above the researcher concluded that blindfold game can improve the students' vocabulary mastery. Not only their voabulary mastery, but also developing their enthusiasm and motivation in teaching and learning process. Blindfold game method could improve the vocabulary mastery in the fifth year students, and there are points that can be concluded from this research. First implementing, blindfold game could improve their vocabulary mastery. Second, blindfold game in the method procedure are interesting and activate students to improve their vocabulary mastery. Third, blindfold game are fun and enjoyable for students and also the teacher at the same time since the English teacher should guide and monitor the students while they were doing the method.

Suggestion

Based on findings of the implementation of blindfold game , some steps are offered to both the English teacher and other researcher in order to improve the quality of teaching and learning English.

For the English teacher

Teacher should apply various kinds of teaching techniques in the English class to provide students with various learning vocabulary. It would let each students have more alternative to study based on their own phase and learning style.

Teacher should more design in the class activities so it makes the students' and also the teacher more active. Guided questions technique helps the students to improve and did their idea to improve students' vocabulary mastery. The design used should be interesting and fun.

For the Future Researcher

Other researcher can conduct the same study at different level of students, and researcher can insert game in the guided questions activities as what suggested by the students involved in this research and also the guided questions can be applied by the teacher to the students in learning and improving vocabulary.

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