

The Effectiveness of Blindfold Games in Teaching Vocabulary at English Education Department

Marni Bawawa¹

¹Universitas Musamus, Merauke, Indonesia
marnibawawa@unmus.ac.id

Abstract: *The study attempted to reveal the effectiveness of using the Blindfold game in affecting the students' vocabulary enrichment. The pre-experimental design with one group pre test and post test design quantitatively was used in this research. Students of the English Education Department, Musamus University, Academic Year 2020/2021 were chosen as the population, and the sample was 22 participant students of a class that had an average score in the vocabulary course. The researcher used vocabulary tests to determine students' vocabulary enrichment in pre test and post test. The results of the study show that a significant difference between the mean scores of the pre test and post test, the mean score for the pre test was 30.909, and the post test was 69.318. Moreover, the paired sample t-test showed the sig 2 tailed value of 0.000 and less than 0.005. To sum up, the results indicate that the Blindfold game effectively affects the students' vocabulary enrichment.*

Keywords: *effectiveness, blindfold games, vocabulary enrichment*

Abstrak: Penelitian ini mencoba untuk mengungkapkan keefektifan penggunaan permainan Blindfold dalam mempengaruhi penguasaan kosakata siswa. Pre experimental dengan one group pre test dan post test design digunakan dalam penelitian ini secara kualitatif. Mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Musamus tahun ajaran 2020/2021 dipilih sebagai populasi dan 22 mahasiswa dari salah satu kelas yang memiliki nilai sedang pada mata kuliah kosakata. Peneliti memperoleh data dengan menggunakan tes kosakata untuk mengukur penguasaan kosakata siswa yaitu pre test dan post test. Hasil penelitian menampilkan bahwa terdapat perbedaan yang signifikan antara nilai rata-rata pre test dan post test siswa, nilai rata-rata pada pre test adalah 30,909 dan post test adalah 69,318. Selain itu, uji t sampel berpasangan menunjukkan bahwa nilai sig 2 tailed sebesar 0,000 dan kurang dari 0,005. Sebagai kesimpulan, hasil penelitian ini menunjukkan bahwa permainan Blindfold efektif mempengaruhi penguasaan kosakata mahasiswa.

Kata Kunci: efektivitas; permainan Blindfold; penguasaan kosa kata

Introduction

Vocabulary enrichment in mastering a language is essential, but many students still have difficulty learning English due to several factors. The researcher's preliminary study revealed that many students were less enthusiastic about taking English courses due to a lack of curiosity, boredom classroom setting, and lack of vocabulary. Lack of vocabulary enrichment is the central issue. According to Nation, ISP (1997), practical techniques for teaching vocabularies should activate learners' visual, touch, and mouth senses. Practically, at least three techniques can be used as references: demonstrations, pictures, and explanations. The game setting could be a combination of those three.

The researcher is interested in using the Blindfold game to teach vocabulary in This research. It is a game of free movement and virtual space exploration that allows for simple interactions with crucial elements and judgments, which becomes quite challenging. The game simulates realistic sound settings, allowing players to understand a sound-driven experience. The Blindfold game is practically an exercise in verbal communication using blinders. These games are used to teach instructions, numbers, and making instructions. In addition, this game can stimulate students to be aware of people's expressions in directing someone. Eye patch playing can encourage more memorable team-building activities and fun.

According to David (2008:14), some advantages of using the Blindfold game, they are 1) more active and sportive, 2) getting something done by considering the consequence, and 3) being able to be either coordinator or participant in the game. Advantageous always side by side with disadvantageous. The disadvantageous are 1) needs both physically and mentally active, so the students' must be fully-focused, 2) need to be thoroughly monitored due to may cause and trigger unfairness while playing it.

Method

The study employed quantitative research with the pre-experimental design used one-group pre test and post test design. The purposes in research is to find the effectiveness of using the Blindfold game in affecting the students' vocabulary enrichment.. The data were taken in English Education Department at Musamus University. The conducted time was from November to December 2020. In This research, the research instrument was a test vocabulary. The test was formulated as an essay adapted from a vocabulary size test. It showed how many languages students should master under the control of tenses. Fifty questions were developed for each pre/post test. The students of English Education Department, Musamus University academic year 2020/2021 was chosen as the population. The researcher chose one class of students whose majority had average scores in vocabulary subjects as the research sample, and they were 22 students in total.

The pre test, treatment, and post test were the phase to collect data. The purpose of pre test was to measure students' vocabulary ability to find out how far and how students' ability to master vocabulary. Then, the students were given treatment for four meetings using the Blindfold game to enrich their language. Post test as the final evaluation intended to measure the condition after treatment. The data was analyzed through t-tests calculated with SPSS to determine whether the Blindfold Games effectively taught vocabularies.

Results and Discussion

This research calculated the data with a paired sample t-test to determine the average difference between two paired samples with different data. As in This research, the same sample was students who took vocabulary and additional data from the pre test and post test. Priorly, data had to be normally spread. Therefore, the researcher analyzed it through the paired sample t-test and the normality test. The data were described in tables as follows:

Table 1. Samples Data Statistic

	N	Mean	Std. Error Mean	Std. Deviation
Pre-test	22	30,90 91	1,760 45	8,25723
Post-test	22	69,31 82	2,309 76	10,83375
Valid (listwise)	N 22			

Based on the data display describes the average pre test score of 30,9091 students {30}, and the student's average score on the post test is 69,3182 {69}. The N value in the statistical table shows that the research subjects in the pre test are 22 students and in the post test are 22 students. The mean error of Pre test is 1.760 while the Post test is 2.309. Based on the calculation of the score obtained from the pre test result, the standard deviation in pre test is 8,25723 {8}, and post test is 10,83375{10}.

Table 2. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.226	22	0,005	.89	22	0,018
Post-test	.157	22	0,171	.932	22	0,133
a. Lilliefors Significance Correction						
b. state normal if Sig. value > 0,05						

The results of the normality test above used Lilliefors significance correction. In table 2, it can be seen the Shapiro-Wilk table shows that the pre test Sig value is 0.018 > 0.05 and post test Sig value is 0.133 > 0.05, which means that the pre test and post test data are typically spread. The

data is usually spread. It can be continued to do the paired sample t-test. Because of the requirements for parametric tests such as t-tests, the data used must be normally spread when the normality test is carried out

Table 3. Paired Sample T-test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
Pair ed	PreTest - PostTest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-	13,03716	2,77953	-	-	-	21	.000
		38,40909			44,18944	32,62874	13,819		
State difference significant if value Sig. (2-tailed) < 0,05									

Based on the table above, it shows that Sig. (2-tailed) the value is 0.000 < 0.05, then H_0 is declined, and H_a is approved. In sum, there are differences in the learning outcomes of the pre test and post test. It means that there is an effective of using learning strategies through Blindfold games in improving vocabulary learning outcomes of students majoring in English education. In the 5th semester of the 2021/2022 school year.

From the findings, paired sample t-test analysis results. Show that the output table "Paired Sample Test" above, it is known that the Sig. (2-tailed) is 0.000 < 0.05. According to Santoso (2014: 265), the guidelines in the paired sample t-test at SPSS are based on significance values (Sig.). The results of the SPSS output, if the value is Sig. (2-tailed) < 0.05, then there is a considerable difference. In sum, there is a significant difference between the pre test and post test results of the student before and after implementing the Blindfold Games model in learning vocabulary. This finding is also supported by Tobaharu (2019), who shows the use of Blindfold games as media effective in improving students' vocabulary, and effectively used in the learning and teaching process because it involved students directly and made students active in learning.

This game also involves teamwork activities, which is good for students' various abilities to support each other. One group comprises low, medium, and high knowledge, gender, and grade students. In one group, they will cooperate in learning to achieve their goals by getting the best score at the games. This statement is supported by Michaelson, Knight, and Fink (2004) that the pattern of grouping students by combining weak students with the strength one to work in a team in a classroom learning setting. It provides learning opportunities for stronger students to test their understanding of the subject of one topic by explaining it to their weak mates. This pattern also

helps the vulnerable students contribute to the team mission and be involved in prior reading sessions. This pattern is permanently designed to increase trust and improve team member communication. This pattern will encourage openness between all team members communicating, without exception for those previously classified as confident and talkative students in the team and those who were not. These well-developed teams can tackle more challenging problems than newly formed individuals or groups.

Blindfold games make students feel competitive and work collaboratively during the process. With games in learning, students are more enthusiastic about participating. Students also feel challenged in the teaching, making them more active during class. That students who tend to be passive or engage in the learning, as mentioned earlier, can be more involved in participating in the learning process. Having peer tutors in their team is very helpful because students can learn from each other and learn together to equalize understanding. They also experienced learning with joy and fun.

Conclusion

The final results of This research indicate a significant improvement between the mean scores of the students' pre test and post test. The Blindfold game is confirmed to be effective based on the research findings. The statement is evidenced by the student learning outcomes from pre test mean score of pre experimental was 30.909, and the post test mean score of the students was 69.318. After treatment, the result of data analysis or findings, the researcher found significant differences in the test results, namely the sig 2 tailed value of 0.000 and less than 0.005. Therefore, these results indicate a considerable difference based on the paired sample t-test decision-making method.

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