DEVELOPING STUDENTS' VOCABULARY MASTERY USING BLIND FOLD GAMES IN ONLINE LEARNING

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Abstract: Learning system in Indonesia has done by online learing during the pandemic. Teachers need to prepare digital material to be delivered in online learning. This study investigated about developing students' vocabulary mastery during the Covid-19 pandemic by using blindfold games in online study class. The main problem of this study was to see there was significant improvement or not after the students was taught vocabulary by using blind fold game. The objective of this study is to find out whether Blind fold Games significantly improve the students' vocabulary achievement. This study used pre-experimental with one group pre-test post-test design. The population of this study is the 11th grade student major of Hotel of SMK Madyatama Palembang which is divided into two classes with total number 56 students. This study used random sampling by 28 samples from population. The data were collected through vocabulary test with 30 questions and analysed by using Wilcoxon test formula. From the result of this study, it was found that 11th grade students of SMK Madyatama Palembang have significant improvement in vocabulary achievement.
Keywords: *blindfold games, vocabulary mastery, online learning*

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INTRODUCTION

Vocabulary has an important role in learning English. The more people master vocabulary, the more they can speak, write, read and listen as they want. Harmon (2009) in Linse (2005) states that learners' vocabulary development is an important aspect of their language development. When people lack English vocabulary, they cannot write a sentence well, speak English fluently, and even catch the words of what they listen or read. There are some factors that make the students lack vocabulary. First, the students use their own language in their daily life as their first language. In line with this statement, Rasheed et al. (2017) states that speaking English is a usual thing for students and most of them do not belong to educated family. They just use English in the classroom and do not practice it when they come home. Students usually focus on the lesson in studying English because they think English is commonly hard at school.

Besides, the world nowadays is facing a pandemic called Corona Virus (Covid-19) including Indonesia. Nadeak (2020, p.2) states that the Covid-19 pandemic has made the learning system in Indonesia change dramatically from face-to-face

learning to online learning from home. So, during this pandemic, students still need attention for increasing their vocabulary in order to improve their skills of English better. According to the KPAI Commissioner for Education in a survey of the Socio - Economic Impact of COVID-19 on Children in Indonesia (2020), the teachers only give assignments and ask for the submission without any learning interactions or material explanation, such as direct question and answer. By this situation, the students cannot increase their vocabulary or enhance new words because their time was limited.

On the other hand, teaching methods are too old for students nowadays. In teaching vocabulary, most teachers only ask the students to memorize words that they learn. It makes students have low motivation and not be enthusiastic in learning vocabulary. According to Valle (2015) states that those creating students' interest in learning English through the use of plays, songs, stories and real life experiences could furthermore result in greater students' success and enjoyment in studying English. One of possible ways that should be applied in teaching vocabulary in this pandemic era is by using game.. Games are more easy and fun to learn by the students. According to Biruhmah, et.al (2013), the blind fold game is one of the media that can improve students' vocabulary. This game used to teach directions, numbers, and making instructions. According to Astiyandha (2019), blind fold games successful to help students improving their vocabulary. Besides, blind fold games has been applied in Elementary in research Yanuari (2015) and junior high school students. Based on these claims, the writers try to apply it in senior high school students by online learning and to find out whether blind fold games significantly improve the student's vocabulary achievement.

METHODOLOGY

This study uses a pre-experimental with one group pre-test post-test study. In other words, the writers did an experiment in one group only. To know if there is any significant improvement of students' vocabulary mastery, the writers compared the students' scores before and after being taught by using blind fold game at 11th grade students of SMK Madyatama Palembang. The population of this research is the 11th grade students major of Hotel of SMK Madyatama Palembang which is divided into two classes with a total number 56 students. To determine the sample size of population the writers using Solving Formula 1960 and the minimum sample from 56 population is about 28 samples. As the technique of selecting the sample in this research, the writers are using the cluster random sampling. The writers wrote the name of the students of two classes on a small piece of paper and put them in the glass then took 28 pieces randomly.

In this study, the writers used vocabulary test to measure their vocabulary achievement. The test consisted of 30 questions in the various form such as Multiple choice, Synonyms and Antonyms, True or False Statements and Filling the blank of English words. Criteria of the questions consisted of three components in vocabulary such as verb, adjective, and noun. The questions are about things around students that can be found at school and home to make it suitable for limitation of this study.

The process of data analysis is done on pre-test and post-test scores to find out the students' improvement by using blind fold games after the treatment. In this research, the writers used Wilcoxon sign ranked test. This technique is used to find the significant difference in the students' improvement before and after being taught

by using blind fold games. A Wilcoxon sign ranked test used to compare two means of the pre-test and post test scores. The test measured by using SPSS.

A. Steps in teaching vocabulary by using blind fold game in online learning

In this step, the writers were using blind fold game in order to increase student's vocabulary achievement. There were 6 meetings and every meeting student will play a blind fold game. According to Metro Blind Sport (2017) there several type of blindfold games:

1. Blindfold Bop Gesture Game
2. Blindfold Tic Tack Toe
3. Blindfold Sea Battle : accessible battleship game that reinforces grid concepts
4. Blindfold Bowling
5. Blindfold Sound Search : sound matching game
6. Blindfold Barnyard : cardinal directions
7. Blindfold Hopper : introduction to signification that sounds and pitches have meaning
8. Blindfold games Braille Spin and Solve : teaches or support learning braille contractions
9. Blindfold Word Games : word ladder, word flick, hangman and unscramble

In this several types of blind fold games, these are suitable to use in online study class for English teachers to teach especially in increasing students' vocabulary mastery. Students need to complete the missing word based on the clues and directions. Besides, the students enjoy the games; they can re-play it in their home by using smartphone. So it makes easier to remember and memorize the word in that games.

FINDINGS AND DISCUSSION

The writers present the result of the vocabulary test of the sample pre-test and post-test in experimental. The writers were using Google Form as media of the test. The pre-test was administered to the students before the treatment and after the treatment for post test. The test was multiple choices, synonyms and antonyms, true and false statement and filling the blank English words. There were 30 items include the test was given for 45 minutes. The pre-test was given to 28 students. For correct answer the writers gave score based on the form of the questions, such as : multiple choice 5 points, synonyms and antonyms 4 points, true and false statement 2 points and filling the blank English word 2 points and incorrect answer 0 point in every each number. The scoring system used the ranges 0 up to 100.

The writers found the highest score in pretest was 84 and 15 was the lowest score. Three students (10.71%) got the score between 15 - 25, five students (17.85%) got the score between 26 - 37, nine students (32.14%) got the score between 38 - 49, four students(14.28%) got the score between 50 - 61, five students (17.85%) got the score between 62 - 73, and only two students (7.14%) got the score between 74 - 84.

After the treatment about six times meeting, all of the students were given the post-test. The instrument similar to pre-test, but the writers shuffle the order of the questions to make it unfamiliar in order to see the student's progress in learning vocabulary. The highest score was 92 reached by three students and the lowest score was 27 reached by one student. The total number scores of the students (1971) was divided by the total number of students in the sample class (28). The result was 70.3.

Table 9 shows that in post-test there was only one student (3.57%) got the score between 27 – 37. Three students (10.71%) got the score between 38 – 48. Only one student (3.57%) got the score between 49 – 59. A few students (17.9%) got the score between 60 – 70 and 71 – 81. Thirteen students (46.4%) got the score between 82 – 92.

Based on the students' score obtained both in the pre-test and post-test, the writers calculated the test by using Wilcoxon test to find out whether there was significant improvement after the students were taught vocabulary by using blind fold game or not. By using the students' score in the pre-test and post-test, the writers found that the result of the Wilcoxon test.

Table 1. The Result of Wilcoxon Test

Test Statistics[a]	
	Post Test - Pre Test
Z	-4.623[b]
Asymp. Sig. (2-tailed)	.000

Its known Asymp.Sig (2-tailed) 0.000. Because of 0.000 lower than 0.05 of significance level (0.000 < 0.05) so that, it can be conclude Ha accepted and H0 rejected. It means that there is significant improvement after the students were taught vocabulary by using blind fold game in pre-test and post-test.

Based on the findings of the study, the writers found that 11th grade students of SMK Madyatama Palembang have significant improvement in vocabulary achievement. It shown by students who are motivated in learning vocabulary when the writers taught them while playing the blind fold games. It sames like Houghton et.al (2013) discuss games can be used as a support tool to improve the learning experience by teachers while they teach other skills such as following rules, adaptation, problem solving, interaction, critical thinking, creativity, teamwork etc. The students enjoy more and have fun in learning English. Not only that, the students provides language practice in various skills, such as speaking, writing, reading and listening. Although the students study in online learning, but they can enjoy the study and may remember the lesson well.

CONCLUSION AND SUGGESTION

Based on the results of the research and discussion, it can be concluded that there is significant improvement after the students were taught vocabulary by using blind fold games during the Covid-19 Pandemic in online learning. The blind fold games is good games for students in a group. Because of the writers did the research online, it is more difficult to control them to pay attention to the teacher's explanations. As suggestion for the future researchers, it should be prepared well for the media and the material to be given to the students; it can help the researcher in managing the time more effectively and efficient. In this case, the writers used Zoom for the online media to deliver and give the material, but still it has more weaknesses. So that, the writers suggested for the next researchers to choose the best online media to teach blind fold games.

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