

USING BLINDFOLD GAME TO TEACH SPEAKING OF DESCRIPTIVE TEXT FOR SEVENTH GRADE STUDENTS

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Abstract

The objective of this study is to describe the implementation of Blindfold game and students' difficulties during teaching speaking using Blindfold game. This research uses qualitative approach. The students in seventh grade was decided as the subject in this study, there were 21 students in the class, 15 females and 6 male students. The researcher used three kinds of instruments to get the data, they are field note, interview, and questionnaire. The result shows that the use of Blindfold can motivate students in learning speaking. Blindfold game can make students interested and fun in learning speaking of descriptive text. The difficulties faced by students during learning English speaking using Blindfold game is students are lack in vocabularies so that they have difficulty in expressing words to speak English. The students also did not understand English grammatical and the game's rules well, so they are not confident in speaking English. In conclusion, Blindfold game can be implemented in teaching speaking for the students in seventh grade class.

Keywords: *Blindfold game, Speaking, Descriptive Text*

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi permainan Blindfold dan kesulitan siswa selama mengajar berbicara menggunakan permainan Blindfold. Penelitian ini menerapkan pendekatan kualitatif. Para siswa di kelas tujuh diputuskan sebagai subjek penelitian, ada 21 siswa di kelas, 15 siswa perempuan dan 6 siswa laki-laki. Peneliti menggunakan tiga macam instrumen untuk mendapatkan data, yaitu catatan lapangan, wawancara, dan kuesioner. Hasilnya menunjukkan bahwa penggunaan Blindfold dapat memotivasi siswa dalam belajar berbicara. Game Blindfold dapat membuat siswa tertarik dan senang dalam belajar berbicara tentang teks deskriptif. Kesulitan siswa hadapi selama pembelajaran menggunakan permainan Blindfold adalah siswa kekurangan kosa kata sehingga mereka mengalami kesulitan dalam mengekspresikan kata saat belajar speaking. Para siswa juga tidak mengerti tata bahasa Inggris dan aturan permainan dengan baik, sehingga mereka tidak percaya diri dalam berbicara bahasa Inggris. Kesimpulannya, game Blindfold dapat diimplementasikan dalam pengajaran berbicara untuk siswa di kelas tujuh.

Kata Kunci: *Blindfold Game, Speaking, Teks Deskriptif*

Background

Speaking is one skill that is often applied by students in studying English. Speaking is daily communication with others. Without speaking, we are like dumb person. Because communication can happen when both of the speaker and hearer understand each others, and the hearer can respond it well until there is interactive communication among them. Through speaking, the students can express their feeling and thought intelligently. Speaking is a skill which involves an interaction among the speaker and the listener in an active process.

According to Curriculum 2013, current educational Curricu lum in Indonesia, there are three genres of text that have to be taught by the teacher in Junior High School. Thus are descriptive, recount, and procedure text (Depdiknas, 2013). Descriptive text is one of genre of the text that taught for Seventh grade Junior High School.

Descriptive text is kind of text that is purposed to describe particular thing, person or place clearly. Although the descriptive text uses simple tense and the language features are consist of focuses on specific participant, the students still have many difficulties when speaking English of descriptive text. Whereas speaking has been taught at elementary school. The problems found by students in speaking English are: students often get incorrect pronunciation, students feel unconfidence to express their thought and opinions, they afraid to make mistake in their performance, they also lack the imagination and critical thinking, or the technique and the media are uninteresting.

Considering to those problems, the innovation of learning English that is effective and fun is important to be implemented by a teacher. One of the solutions that can make students feel enjoy in speaking effectively is by using game. Game is a useful strategy to motivate students to learn English. Game is an effective way in improving students' communicative skill. Game are activities that motivate the participants to match with one or with more individuals, as quoted by Celce and Murcia (2001: 34) that game is "an organized language activity that has a particular task and objective and a set of rules which involve an element of competition between players". "Games have been long accepted in English language teaching because it can avoid students from stress in studying, from work that need high concentration and attention, and to remember things better and faster" (Latorre G. and Baeza G., 1975). It means that game can decreases the stress and makes the students enjoy in the teaching learning process. One of games that can be used for teaching English is Blindfold game. This game could be used to teach directions, numbers, descriptions, and also making instructions. In a blindfold game, the blindfolded person can be an individual or a group. Blindfold games can train students' sensitivity to the stimuli around them.

Hence, the researcher is inspired to make a qualitative descriptive research caused of the researcher wants to know how is the implementation of Blindfold game and the students' difficulties toward Blindfold game while teaching speaking descriptive text for seventh grade. So, the researcher makes a qualitative descriptive research with the title "Using Blindfold Games To Teach Speaking Of Descriptive Text For Seventh Grade Students".

Methods

In this research, the researcher would choose qualitative as research design in this thesis. The aim of this research design was to know how far the implementation of teaching media that will be used. Qualitative study was defined as a process of apprehending a human or social problem. Moreover, the researcher did not set out the hypothesis but only set out the assumption about the technique of the English teacher teach speaking of descriptive text by using blindfold game and also assumed the students' difficulties when learning speaking of descriptive text.

The key instrument of this study was the researcher herself. The other instruments were observation, interview and questionnaire. The observation instrument consisted of the researcher's field note when it would be observed in the class during teaching learning process. The researcher wrote and described the activities in learning process in the class, researcher also described the activities and performance of the students when they speak English in front of class. While the interview used for knowing how the teacher teaches toward blindfold game in teaching speaking skill and also for knowing how the students' difficulties during teaching learning process. And the questionnaire was to collect information that related to teaching and learning speaking through blindfold game. It was used for knowing how the students' difficulties towards the implementation of blindfold game in teach speaking.

Finally, the data acquired over a set of data collection processes was analysed using four activities: data collecting, data reduction, then data display, and also conclusion drawing/verification. This kind of data analysis method involved three simultaneous flows of activity which aimed at drawing representative result of a study. Data collecting is a process of measuring and gathering information. Data reduction involved about the abstracting process, selecting and focusing the raw data which was obtained from the data collection. Then those data gathered from data reduction were displayed or visualized to make the researcher drawing the conclusion about the study easily. Having all data displayed, it was the time for the researcher for drawing conclusion about the study depend on the data gained.

Findings

The data of this research findings was taken from observation field notes, interview and questionnaire. The researcher presented the result of using Blindfold game in the teaching and learning process, as follows:

1. Opening Activity

In opening session, the teacher opened the class by greeting to the students and checking attendance list. There was a student absent on that day because he was sick. Thus, there were 20 students who joined in the second meeting. After greeted and checked attendance list, the teacher continued the lesson from the previous meeting. The teacher also explained about the aim of learning process and competence that would be achieved.

2. Main Activity

In this session, the teacher and the students reviewed the lesson in the previous meeting before they went to the lesson on that day. The students were communicatively reviewed the lesson. In this meeting the teacher brought five boxes containing different things. They would be asked to describe the thing in the box with blindfolded eyes.

Teacher : Well students, we will continue our lesson today. The topic is same with the last meeting. Before we go to our lesson today, I will review a little about the lesson in the last meeting. Did you remember about our lesson yesterday?

Students : Yes, mom.

Teacher : About what?

Students : About *the things around us*.

Teacher : Yes, very good. Yesterday all of you described the things around us well. Now, let us play a game.

Students : Hooray (clapping their hand happily).

Teacher : Well, now please make a group. One group will consist of 4 students. To find the group, you must count consecutively from number 1 until 4. After that, please gather with your friends who have same number with you. Can you understand what I say my students?

Students : Understood mom.

Teacher : Now, please count! Start from the front of the left corner.

(Students started counting consecutively).

Teacher : Now, please gather with your friends which have same number with you.

Students : Yes, mom.

Teacher : Have you gather all?

Students : Have done, mom.

Teacher : Then, choose one of your friend that will be a group leader. I will count until five, (one, two, three, four, five).

Students : Finish mom.

Teacher : Good, now I will explain the rule of the game.

- 1) Each of all the group must forward.
- 2) I will blind your eyes, yeah all of you, and give the box to your leader.
- 3) The leader just open the box and take the thing without mention it's name then give it to the next member.
- 4) The the second member describe the thing based on what he/she touch or smelling, and so do the next member.
- 5) In the last session, the leader must give conclusion about all of the members said.

In this activity, the students must describe the thing that they hold based on her touching or smelling, they caould not see what they hold because of their blindfolded eyes. They could say everything about the thing unlimited. Each group came forward by turns. The teacher took scoring individually while the students describing the things.

Teacher : Ok, students. Good job, almost all of you can describe it well, although sometimes you describe it in Indonesian, but you have tried hard to speak English. Please, master your vocabularies if you want to speak English well. Do you enjoy with this activity?

Students : Yes, we enjoy this activity, mom.

Jidah : Game again for next meeting, mom.

Teacher : Yeah, Insyallah.



Figure 4.1.1.3 Blindfold Game Activities

3. Closing Activity

In closing activity, the students gave conclusion about the lesson on that day with the guidance by the teacher. Then, the teacher conveyed the lesson plan for the next meeting. The last, the teacher ended the lesson and they would continue in the next meeting.

The researcher also interviewed the teacher for knowing the implementation of Blindfold game in teach speaking descriptive text. Based on the teacher's opinion, blindfold game is an exciting game. Because the students are stimulated to speak English through the senses of touch and olfactory senses. Students will also feel unashamed to speak because their eyes were closed so they do not see firsthand the response given by their friends. Sometimes students feel nervous if they have to see the eyes of their friends directly. Blindfold game is suitable for speaking descriptive text, because blindfold can trigger students to speak without any sense of nervous, and descriptive text is a kind of text that is easy to teach novice English learner like this seventh grade. Before implemented the Blindfold game, the teacher prepared boxes, blindfolds, items to be described, and solatip.

The researcher knew the students' difficulties from interviewed the teacher. The teacher explained that most of students are interested and feel happy with the teaching of descriptive text using blindfold game, but some of them got less in English vocabulary and did not understand the English grammatical and the rules of the game well. Sometimes the students used Indonesian language and asked the teacher about the meaning in English. Some of them also did not use English grammatical well, while they must describe using present tense.

The researcher also gave questionnaire to students when the lesson was end in the last meeting. The questionnaire was given in the class. The researcher explained the aim of

answering the questionnaire before giving them out the students. The students must answer it depend on what they have left and thought during learning speaking by using blindfold game. There were 10 questions of questionnaire, but the researcher selected 4 spesific questions that related with the students' difficulties.

Table 1
The result of questionnaire

Number	Question	“YES”	“NEUTRAL”	“NO”
1	Do you have trouble mastering vocabulary in learning English?	15	3	2
2	Is grammar in English difficult?	14	4	2
3	Is the game technique used too complicated for you?	2	0	18
4	Do you have difficulties for understanding the rules in this game?	8	6	6

The researcher used formula as follow :

$$\frac{\text{The Sum Of The Students Response Of One Question}}{\text{The number of the students}} \times 100$$

Then the results of the questionnaire in percents were presented in the chart below :

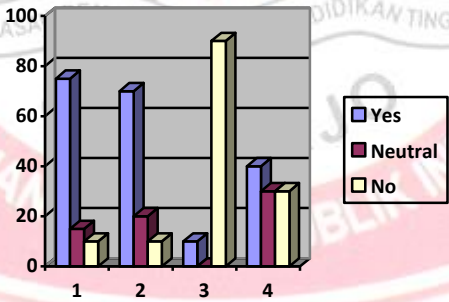


Figure 2. The result of questionnaire

The students' answer of the question number 1 are 75% students answered that they had trouble in mastering their English vocabularies. It meant that most of the students had trouble in mastering their English vocabularies, so they felt difficult to speak English. From the question number 2, we knew that 70% students thought that grammar in English was very difficult. It meant that most of students got difficulties in English grammatical, so that they

would feel difficult to speak English well. Then the students' answers of the question number 3 are: there were 90% students thought that the game technique was not complicated. It meant that the game technique that had been implemented by the teacher was not complicated, so most of students enjoyed the game. In the last question, there were 40% students answered yes, it meant that they had difficulties for understanding the game's rules. Hence, the researcher found that the students difficulties during the implementation of Blindfold game are the low mastering English vocabularies, the English grammatical, and game's rules.

Discussions

Based on the research findings, it can be concluded that the result of field notes in twice observation was the students got a good progress in every meeting. They also become more confident in speaking English. The students seemed enjoy and fun during teaching learning process by using Blindfold game. In that time, the teacher used veil to cover students' eyes, it was appropriate with the Bull's theory. Bull stated that blindfold is a strip of cloth to cover the eyes (2011: 41).

In chapter two, the rules to implemented Blindfold game were the groups sit on the floor. Blindfold them. Give a box of items to the group leader and ask group's members to describe one at the time until all objects are identified by the group. The leader may not say the name of object. It was less appropriate with the teacher's rules. The teacher did not ask the groups sitting on the floor while playing the game, they just stand up in front of their friends, but it did not hamper the Blindfold activities. Therefore, the use of Blindfold game can be implemented to teach speaking because it gave many advantages for students in learning speaking.

The result of interviewing the teacher are the teacher said that Blindfold is an exciting game. Blindfold game is suitable for speaking descriptive text, because blindfold can trigger students to speak without any sense of nervous, and descriptive text is a kind of text that is easy to teach novice English learner like this seventh grade. Before implemented the Blindfold game, the teacher prepared boxes, blindfolds, items to be described, and solatip. The teacher also said that the students had some difficulties playing Blindfold game, such as English grammatical and vocabularies, and game's rules.

While, the result of questionnaire that given to students could be conclude that some of them felt difficult to speak English caused of their vocabulary's mastering was so weak. The other reason why they did not confident to speak English is they did not understand the English grammatical well.

Finally, likewise the fact above, it can be conclude that the use of Blindfold game can motivate students in learning speaking. It made them speak up, active and communicative in the classroom. It make them enjoy to learn. It helped them easier in comprehending the lesson, so that their speaking ability have progressed through the use of Blindfold game. Although they had some difficulties in English vocabularies, grammatical, and also the game's rules, the use of Blindfold game has succeed to make students speak English.

Conclusion

This study was conducted to find out and describe the use of blindfold game in teaching speaking descriptive text at the seventh grade students. Based on the result of the data analysis which was obtained by observation field notes, interview and questionnaire, the researcher concluded that:

1. The blindfold game can be implemented as a media to teach speaking of descriptive text because it had proven to give many advantages for students in learning speaking. The students became more enthusiasitics in followed the teaching learning process. It succeeded to make students speak up and active in the classroom.
2. The students difficulties while the used of Blindfold game in teaching speaking of descriptive text were the minimum English vocabulary which students' have, the English grammatical, and the rules' of the game.

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