CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some theories related with the study as the references and basic of the research. This chapter covers about definition of vocabulary, kinds of vocabulary, vocabulary mastery, the techniques of teaching vocabulary, kinds of media in teaching vocabulary, the definition of games, its classification and benefits, game as teaching method, how to use games, timing and ways of using games in language classrooms, blindfold game, and previous study.

A. The Definition of Vocabulary

Alqahtani, (2015: 24), as cited by Neuman & Dwyer, (2009: 385), wrote in his journal that vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". Alqahtani, (2015: 24), as cited by Hornby (1995), defines vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings".

Nurhayati (2008: 12) stated that vocabulary is words that people use to communicate one another. The words must be understandable between the speaker and hearer. Nurhayati (2008: 12) also stated that vocabulary plays important part in learning to read and also speak. Children learn the meaning of most words indirectly, through everyday experiences with oral and written language. Alqahtani, (2015: 25) concluded that vocabulary is the total number of words that are needed to

communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

From the definition above, the researcher defined vocabulary as the set of all words understood by the person or all words that are part of the language and will be used by that person to compile new sentences.

B. Kinds of Vocabulary

There are several kinds of vocabulary. One of them is according to Alqahtani, (2015: 25) as follows,

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer, (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hay craft, quoted by Hatch and Brown, (1995) indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It

involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005).

Based on 2013 curriculum, the vocabularies that the seventh grade students need to concern are name and amount of animals, things, and public places around their daily life. The game that used by the researcher supposed to make the students spoke the words then guessed the certain thing. It meant the vocabularies that should be mastered by the students was belong to productive vocabularies.

C. Vocabulary Mastery

It has been explained by the researcher that vocabulary is the set of all words understood by the person or all words that are part of the language and will be used by that person to compile new sentences. Meanwhile, in Vocabulary.com (2018) stated that mastery refers to having great skill at something or total dominance over something. If someone is fluent in French, then he/she has a mastery of the language. If someone wins every game of chess, then he/she shows a mastery of the game. *Mastery* is from *master*, who is someone knowledgeable about a subject, like a master painter. Masters also people with power – butlers sometimes call their employer master. Mastery refers to a similar power or ability. Beethoven showed master in composing. Shakespeare displayed mastery in writing. Apple had mastery over the field of computers and smartphones. Often, both senses are mixed: if someone has mastery over a field skill-wise, they probably have mastery in terms of dominance too. Nurhayati (2008: 13) stated that mastery is possession of skill, ability, and technique in conducting a certain activity. From this explanation, the researcher defines

vocabulary mastery as skill or total dominance at all words of certain language that will be used to compile sentences.

Alqahtani, (2015: 26) also wrote in his journal that in order to understand the language, vocabulary is crucial to be mastered by the learner. Further understanding about vocabulary mastery according to Alqahtani, (2015: 26):

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992) mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display or great skill or technique, b. skill or knowledge that makes one master of a subject comment. While Hornby (1995) defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject.

The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery refers to the great skill in processing words of a language. It is an individual achievement and possession (Rivers, 1989). For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivations. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the

needed components of language.

Therefore, people can't say or write sentences without knowing the words that exist in certain language. That's why vocabulary mastery is needed in English learning.

D. The Techniques in Teaching Vocabulary

Techniques are need in teaching process, in order to make it go conducive. Alqahtani, (2015: 26), as cited by Takač, (2008), wrote in his journal that commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. Furthermore, Alqahtani (2015: 26), as cited by Pinter, (2006), wrote that this makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible.

Here are some techniques of teaching vocabulary from Alqahtani, (2015: 26), as stated by Brewster, Ellis, and Girard, (1992).

a. **Using Objects**

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač, 2008). In addition, Gairns & Redman, (1986) state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consist of concrete nouns. Introducing a new word by showing the real object often helps learners to memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

b. **Drawing**

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

c. **Using Illustrations and Pictures**

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs.

Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

d. Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word" good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word" grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots.

Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudska et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used (Ilson, 1991).

e. Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning.. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. a dress, a skirt, trousers, etc., and then the meaning of the word "clothes" will become clear. The same is true of 'vegetable' or "furniture", 'for example (Harmer, 1991).

f. Mime, Expressions and Gestures

Klippel, (1994), implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad" ," happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition (Gullberg, 2008). Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic. Using analyses of video recordings of English lessons to French students, Tellier, (2007) determined three main roles for teaching gestures: management of the class (to start/end an activity, to question students, request silence, etc.), evaluation (to show a mistake, to correct, to congratulate, etc.) and explanation to give indications on syntax,

underline specific prosody, explain new vocabulary, etc.). Teaching gestures appear in various shapes: hand gestures, facial expressions, pantomime, body movements, etc. They can either mime or symbolize something and they help learners to infer the meaning of a spoken word or expression, providing that they are unambiguous and easy to understand. This teaching strategy is thus relevant for comprehension (Tellier, 2007). However, its utility may depend on the kind of gesture used by the teacher. It has been highlighted that foreign emblems, for instance, may lead to misunderstandings when it is not known by the learners (Hauge, 1999; Sime, 2001).

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word easily when the teacher produces the gesture associated with the lexical item during the lesson. Others have seen learners (especially young ones) spontaneously reproducing the gesture when saying the word. The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis (Tellier, 2008)

g. **Guessing from Context**

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993). Nation and Coady, (1988), claim that there are

two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Williams, (1985), agrees with Nation and Coady in considering the specific context as ''the other words and sentences that surround that word….. it follows that other words in the context of the unfamiliar word often 'throw light on' its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy, (1988) sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the

mother tongue, and general knowledge (Walters, 2004).

h. Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

i. Translation

Even though translation does not create a need or motivation of the learners to think about word meaning (Cameron, 2001), in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary (Thornbury, 2002), checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors (Takač, 2008). There are always some words that need to be translated and this technique can save a lot of time.

On this occasion, the game that would be applied by the researcher, used objects as mentioned on the first technique. The object would be guessed by students while describing the characteristics or mentioning the adjectives of the objects.

E. Kinds of Media in Teaching Vocabulary

According to Munadi, (2008: 54), "Almost all media can be used in teaching and learning vocabulary. Kind of media in teaching vocabulary can be divided into four groups such as: audio, visual, audio visual and multimedia, shows in the table below."

Table 2.1 Kinds of Media in Teaching Vocabulary

Sensory	Media	Characteristic of Media	Program (software)	Hardware	Equipment
1	2	3	4	5	6
Listen			Program radio	Radio	

	Media Audio	Audio Verbal and Non verbal	- Direct Program - Cancel program (record)		
			Program audio record: - Discusses material - Music (songs) - Narative text	Tool of record: - Phonograph (gramophon) - Audio tape: open reel	
			- Fable - Drama, poetry - Improving vocabulary - Learning concept - Model (imitation of sound, intonation) - Etc	- Tapes (reel-to-reel) - Cassette tapes - Compact Disc	
Sight	Media Visual	Visual Verbal	Verbal written	Book Magazine Paper Poster Module Comic Atlas Visual Board	Opaque projector

		Visual non Verbal - Graphic	Draft, paintings, photo, graphic, diagram, chart, map		
				Transparency	OHP
				Computer	Digital projector
		Visual-nonverbal-three dimension	Model	Miniature Mock up Specimen Diorama	
Listen and Sight	Media audio visual	Verbal and non verbal. Hear and watch	Program audio visual : - Film Documenter - Film documenter - Film Drama - etc	Film 8mm,16mm, 35mm	Film projector
				Video: - Pita magnetic - Video disc - Chip memory	Digital projector
				Television	
Multi sensory	Multi media	Direct experience	Computer		
			Do experience: fact environment and study tour		
			Be involved experience : games and simulation, drama and theater		

Based on the descriptions above, games can be used in teaching vocabulary. Therefore, the researcher used game as the solution to make the students became interested in learning English.

F. The Definition of Game, its Classification and Benefits

Nurhayati (2008: 23), as stated by Smaldino, et al. (2005: 26), defined game as an activity in which participations follow prescribed rules that differ from those of real life as they strive to attain a challenging goal. In addition, Nurhayati (2008: 23), as stated by Brown, et al. (1977: 292), defined game as a structured activity with set rules for play in which two or more students interact to reach clearly designated instructional objectives. Competition and chance are generally factors in the interaction, and usually there is a winner.

Further understanding about the definition of game, its classification and benefits according to Klimova, (2015: 1158) as follows,

There exists an array of definitions of the term *game* (cf. Celce-Murcia & McIntosh, 1979; Hadfiled, 1998; Khan, 1991; Wright, Betteridge, & Buckby, 2005). Hadfield, (1998: 4), for example, defines the game as 'an activity with rules, a goal and an element of fun.' In this paper the game is perceived as a meaningful fun activity governed by rules (author's definition). The language games can be divided according to different principles. Hadfiled (1998) offers two classifications of language games. She divides them into linguistic (these focus mainly on accuracy) and communicative games (these are based on successful exchange of information). Hadfiled's second classification has more categories and usually includes both linguistic and communicative aspects. These games are as follows (Hadfiled, 1998, as cited in Jacobs, n.d. b):

a. *Sorting, ordering, or arranging games*. For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

b. *Information gap games*. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing

c. *Guessing games*. These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 yes/no questions to find clues in order to guess who or what the person is thinking of.

d. *Search games*. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find *Someone Who is a well-known example*. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g. someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

e. *Matching games*. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory.

f. *Labelling games*. These are a form of matching, in that participants match labels and pictures.

g. *Exchanging games*. In these games, students barter cards, other objects, or ideas.

h. *Board games*. Scrabble is one of the most popular board games that specifically highlights language.

i. *Role play games/dramas*. Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Many surveys also proved that the games have a positive and effective influence on the learning of foreign languages (cf. Carrier, 1985; Chen, 2005; Jacobs, n.d. b; or Kupeckova, 2010). The reasons for this statement are as follows:

1. Games get students involved in their learning; they motivate them;

2. Games encourage creative and spontaneous use of language (cf. Chen, 2005)

3. Games introduce a change in formal learning situations;

4. Games create a pleasant stress-free and relaxing atmosphere in a language class;

5. Games unconsciously promote and practice all four basic language skills, such as listening, reading, speaking and writing;

6. Games help the teacher to create contexts in which the language is useful and meaningful (cf. Wright, Betteridge, & Buckby, 2005);

7. Games decrease student's anxiety to speak in front of the other students; they feel less intimidated in this, less formal learning situation;

8. Games are student-centered;

9. Games can promote collaboration among students; and

10. Games can connect to a variety of intelligences (Gardner, 1999, as cited in Jacobs, n.d. b)."

According to Nurhayati (2008: 24), as stated by Larcabal (in Sudiargo, et al., 2003: 63), a game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become more self-confident, and finally bring them facilitator closer, which eventually help to lower the tension and anxiety that prevent students from acquiring the language.

Sigurðardóttir, (2010: 7), stated that there are a number of reasons that games deserve a place in the language classroom as follows,

First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Second, games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level. (Langran & Purcell, 1994: 12).

Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfill. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants Again, games make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because then they get a chance to speak in front of fewer audience instead of having to express themselves in front of the whole class. Also it is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness.

(Langran & Purcell, 1994: 12).

Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. They can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work (Sigurgeirsson, 1999: 80). A study that was undertaken in Iceland in 2006 shows clearly the need for diversity in schools. Many participants in that study complained about the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school (Lovísa, Laufey & Samúel. 2006: 34).

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. Cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let their children play outside. Also passive activities such as watching television, or the computer screen are seen as being more exciting than actually physically playing, so today the sight of children playing various games in groups outside is becoming much more rare than it was 10, 15 or 20 years ago. This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all games are physical some certainly are (Masheder, 1989: 3). Another consequence this change might have is decreased social skills because, according to Piaget, children games reflect society and that by playing games children learn many of society's rules and regulations (Cole, Cole & Lightfoot, 2005: 536).

G. Game as a teaching method

Teaching methods are methods that used in teaching progress to activate the students' learning. Then, game can be a teaching method for English learning, especially in vocabulary mastery. Game bring some fun and amusements. Game can activate the students' learning through its playing. Sigurðardóttir, (2010: 7), as stated by Sugar, (1998: 3), wrote that teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games.

Furthermore, Sigurðardóttir, (2010: 7), as stated by Howard Gardner, that who theories that humans have eight intelligences, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is "the personal way", where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions (Sigurðardóttir, 2010: 7, as cited by Gardner, 2006: 142). In addition, Sigurðardóttir, (2010: 7), as stated by Armstrong, (2000), suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students. From the explanations above, the researcher would apply game as method to make the students become vivacious and active to learn English. Therefore, the researcher use Blindfold Game as the teaching method in this study.

H. How to Use Games

According to Sigurðardóttir's (2010: 7) journal, as stated by Sugar, (1998: 16), even though games are usually started with the aim of having fun, they can sometimes end badly, for example if someone gets carried away with all the fun and says or does something that hurts someone else or his feelings. When games are used in the classroom the teacher must keep this in mind and control the game in the right way. Also he or she must make sure that every participant has a positive experience because the classroom must not become a place where students feel vulnerable or picked on in. Another thing that is important to acknowledge is the fact that not all games fit the classroom environment, or all groups of students, and that it can be hard finding the right game. In fact, it is good to keep in mind when selecting a game that a recipe for a good educational game is one that balances both fun and challenge. Further understanding about how to use game according to Sigurðardóttir, (2010: 7), as follows:

Another point teachers need to keep in mind is to choose wisely when it comes to selecting a game to use in the classroom because; although one game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students (Sigurgeirsson, 1995: 3). First of all, the teacher has to look at the group that will be participating in the game and he or she then has to set out a goal for the group which the game should aim towards (Jones, 1998: 14). Selecting an appropriate game for a specific group of students who are working towards a specific goal can be tricky because, for example, they need to make sure that the game is relevant to the subject, that it fits their students" age and, teachers must remember not

to select a game that is too complicated because that might result in a loss of interest amongst the students, or even defeat.

Also teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the students time to reflect upon the game and how it turned out (Langran & Purcell, 1994: 15). It is important for teachers to know that augmenting a game is allowed and can certainly be necessary in some cases. More difficult games can be made easier so they become a challenge instead of to hard for less skilled or younger students and vice versa (Hadfield, 1990:5).

Although games can usually be modified to suit students of various ages, there are certain characteristics in games that appeal to children within specific age groups. For children age 6- 8 repetition is very common in games, rules are often few, and the games usually do not take a very long time. When it comes to children age 9-11 they have patience for longer games, which often include much more suspense. Also when children reach this age they start to be able to augment the games themselves, for example to bend the rules to make the game more suited for their group. For children older than 12 games are often much more planned and they often emphasize teams and teamwork (Guðmundsdóttir, 1987: 6) specific group of students who are

working towards a specific goal can be tricky because, for example, they need
to make sure that the game is relevant to the subject, that it fits their students"
age and, teachers must remember not to select a game that is too complicated
because that might result in a loss of interest amongst the students, or even
defeat.

The specific objective of this study is to increase the seventh grade students'
vocabulary mastery in mentioning name and total number of animals, things, and
public places around their daily life. The researcher choose Blindfold Game
because it's suitable with the objective. The game is flexible, it means that this game
is enjoyable for all ages. The rules of the game is written on the next page.

I. Timing and Ways of Using Games in Language Classrooms

According to Klimova, (2015: 1159), the understanding of timing and ways of
using game in language classroom is stated as follows:

The language teachers must seriously consider when to use games, which
of them to use and how to use them appropriately, purposefully and efficiently
in order to meet both students' needs and lesson objectives (cf. Khan, 1991).
As Jacobs (n.d. b) states, games are traditionally used in the language class as
warm-ups at the beginning of class, fill-ins when there is extra time near the
end of class, or as an occasional bit of spice stirred into the curriculum to add
variety. However, if games are seen as meaningful practice of language, they
can be exploited as follow-ups of the presented teaching material for practicing
and reinforcing the required skills or knowledge; or for revising and recycling
already acquired skills or knowledge; or as a testing mechanism in order to
discover students' weaknesses in their language proficiency. Wright,

Betteridge, & Buckby, (2005), regard games central to a language teacher's repertoire and not just a way of paging the time. Hong, (2002), adds, 'the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.' Nevertheless, if the game were a success, students must also possess relevant level of language proficiency and know the rules of the game in order to complete it. Furthermore, the teacher should consider students' learning styles, their willingness to cooperate and their current state of mind since they might be tired and not in mood of playing any kind of game. The organization of any game-like activity places great demands the teacher. She must prepare the content of the game, materials needed for its completion, clearly explain the rules of the game to students and set the time. The game can be introduced by the teacher in order to eliminate misunderstandings in the following way (cf. Wright, Betteridge, & Buckby, 2005):

1. Explain the rules of the game to students;

2. Demonstrate with the help of one or two learners parts of the game;

3. Write on the board any key language and/or instruction;

4. Trial the game; and play the game.

In this study, the researcher used Blindfold Game in teaching vocabulary. The researcher would explain the rules of game, demonstrate the game or help one or two learners, and write the instructions before the game started.

J. Blindfold Game

This game called Blindfold, it is one of the interesting games that can provide a broad insight into English. Anyone would like to play this game, not even children. This game has the purpose of describing every vocabulary in the form of a noun, of course the level of difficulty of these games can vary depending on the skill of the player. Squline.com (2017) further explains that the way to play it is relatively easy, like other games. So, the instructor asks the player to close his eyes with a blindfold. After the player's eyes are closed, the instructor will then provide several types of objects that have been prepared to be identified by the player himself. For example, if the player is given a pencil, he will say a sentence like: *'it is long, it is heavy, it is wood,... i think it is a pencil'*. Well, if the player can describe and guess it correctly, of course the player will be rewarded and become a winner.

K. Previous Study

The previous studies that used by the researcher are:

A thesis by Aditama, (2014), entitled "*The Effectiveness of Secret Message Game Toward Students' Vocabulary Achievement of Second Grade at SMPN 3 Kedungwaru Tulungagung*". He was used Secret Message Game to help the students improve their vocabulary mastery. The result showed that different of mean score of students' vocabulary before being taught Secret Message Game was 63.86. Meanwhile, the mean score of students' vocabulary after being taught using Secret Message Game was 76.30. The result of counting score using T-test showed that t_{count} (7,700) > t_{table} (2,074). The finding showed that the Secret Message Game was effective used in teaching vocabulary.

This study had similarities in method that was game. Aditama's thesis finding showed that the Secret Message Game was effective used. From this previous study, the researcher had confidences toward using game in teaching vocabulary. Another similarity was the research designs. Both studies used pre-experimental design using one group pretest-posttest. It meant that both studies used one group without control group. Also, both studies used quantitative approach. Both studies had same purpose, that was to test a theory. Aditama's study tested whether Secret Message Game was effective used toward the second grade students' vocabulary mastery. In the researcher's study, it tested whether Blindfold Game was effective used toward the seventh grade students' vocabulary mastery.

But then, his research had differences with this research. The first difference was the kind of games. Aditama (2014) used Secret Message Game, but the researcher used Blindfold Game. The games were different because the researcher wanted to test another game that could be used in teaching vocabulary. If Blindfold Game was effective used toward students' vocabulary mastery, then it brought a good achievement for the students' processes in learning English. In addition, the researcher could suggest the game to the English teachers in MTs Al Huda Bandung Tulungagung and other schools. The second difference was the object of the study. Aditama's research focused on the second grade (eighth grade) at SMPN 3 Kedungwaru Tulungagung, while this research focused on the seventh grade at MTs Al Huda Bandung.

The second is a thesis by Zamzami, (2017), entitled "*The Effectiveness Using Talking Stick Towards Students Vocabulary Mastery as Fifth Grade at MI Abun Naja Wonodadi Blitar*". He was used talking sticks media to help the students

improve their vocabulary mastery. The result of this study showed that the mean of total scores of students' vocabulary mastery before being taught using talking stick was 72 while the mean of total scores of students' vocabulary mastery after being taught using talking stick was 89,5. Statistical calculation using T-test showed the result of t_{count} was 4.134 and the result of t_{table} for standard significant 5% was 2.262. It is known that t_{count} is higher than t_{table} (4.134 > 2.262). This means that alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. In conclusion, there is significant difference in the vocabulary score of the students before they are taught using talking stick and after they are taught using talking stick. It can be concluded that talking stick is effective in teaching vocabulary to elementary school, especially for fifth grade students of MI Abun Naja Wonodadi.

The second previous study had similarities with this study. Zamzami's study used pre-experimental design with one group pretest-posttest. It meant that the study didn't use control group, as same as this study. Again, the study used quantitative approach, as same as this study. Zamzami's study tested whether Talking Stick was effective used toward the fifth grade students' vocabulary mastery. Meanwhile, this study tested whether Blindfold Game was effective used toward the seventh grade students' vocabulary mastery.

His research had differences with this research. His research was used Talking Stick media, while this research used Blindfold Game. Then, his research was focused on the fifth grade at MI Abun Naja Wonodadi, while this research would focus on the seventh grade at MTs Al Huda Bandung.