

IMPROVING SPEAKING ABILITY BY USING BLINDFOLD

Maghfiratul Jannah Jamil¹, Umami Khaerati Syam², Awalia Azis³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia
Maghfirajannah07@gmail.com

ABSTRACT

This research aimed to find out the improvement of the students' speaking ability in terms of accuracy dealing with vocabulary and fluency dealing with smoothness through Blindfold Technique at Eight Grade I of SMP Negeri 4 Sungguminasa. The method in this research, the researcher used a pre-experimental research which Eight Grade Students of SMP Negeri 4 Sungguminasa with the number of the subject 30 students with 15 women and 15 man. Instruments are Speaking test and observation. The result of the data indicated that there was difference between students pre-test and post-test. The mean score of the students speaking ability also was greater than the mean score of pre-test (4,11 . 3,37), from t-test researcher found, the value of t-test (6,25) was greater than t-table (2,045) at the level of significance 0,05 with degree of freedom (df) = 29, it means that there was significant difference between student speaking ability before and after using Blindfold Technique. It is also said that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. The result of the research, Blindfold Technique improved the students' speaking ability. There was significant improvement with students' speaking ability, especially improved the student ability in accuracy and fluency.

Key Words: Teaching Speaking, Blindfold Technique, Improvement

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan berbicara siswa dalam hal akurasi dengan kosa kata dan kelancaran dengan melalui Teknik Blindfold di kelas 8 I SMP Negeri 4 Sungguminasa. Metode dalam penelitian ini, peneliti menggunakan penelitian pra eksperimen yaitu siswa kelas VIII SMP Negeri 4 Sungguminasa dengan jumlah subjek 30 siswa dengan 15 wanita dan 15 pria. Instrumen dalam test ini adalah Tes berbicara dan observasi. Hasil data menunjukkan bahwa ada perbedaan antara pre-test dan post-test. Skor rata-rata kemampuan berbicara siswa juga lebih besar pada post-test daripada skor rata-rata pre-test (4,11. 3,37), dari t-test peneliti menemukan, nilai t-test (6,25) lebih besar daripada t-tabel (2,045) pada tingkat signifikansi 0,05 dengan derajat kebebasan (df) = 29, itu berarti ada perbedaan yang signifikan antara kemampuan berbicara siswa sebelum dan sesudah menggunakan Blindfold Technique. Juga dikatakan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Hasil penelitian, Blindfold Technique meningkatkan kemampuan berbicara siswa. Ada peningkatan yang signifikan dengan kemampuan berbicara siswa, terutama meningkatkan kemampuan siswa dalam akurasi dan kelancaran.

Kata Kunci: Mengajar Berbicara, Teknik Blindfold, Peningkatan

Introduction

Speaking is a process for communicating and learning to interact in the environment. In the social environment we need to adapt, the most important thing in adapting is to build communication with each other. Just like in the classroom, the teacher who teaches in the classroom must build strong communication between the teacher and students. Many students do not understand what is explain by the teacher if there is a lack of communication between students and teachers. Many teachers have try to apply various activities to have their students practice their speaking such as group presentation, peer conversation, while giving view chances for students to speak Fluency in speaking and the breadth of speech can be measure by how much vocabulary is known. The amount of vocabulary that is known can make students easier to interact and not easily feel afraid to use English language. In speaking, vocabulary is use to express our ideas or feelings to the others orally. The words that we have influence how effective the communication runs. Learning vocabulary is very important because it is a basis for composing a word and then talking. Vocabulary such a heart while learning English, Vocabulary is the most important thing because the wealth of vocabulary can also measure the level of education. Lack of vocabulary, one's conversation does not develop. The students are not able to master English if they are still lack of vocabulary (Rahayu, 2006). Learning vocabulary can improve IQ, improve the ability to speak in English, read English text quickly and clearly, if a lot of vocabulary can make it easier for us to write, read, listening and speak.

Blinfold games is a lerning technique to attract attention in learning students speaking skill. According to (Andriyani, 2017 : 15) Blinfold games this technique can improve the quality of students lerning. To increase students speaking skill, a teacher must have ideas to make students more comfortable in lerning and sharpening their brain by playing. Basically stduents' minds more quickly digest something if with something fun like this blinfold game. Blindfold games is a

technique that sharpens students' minds through feelings in this way students can repeat their learning at home.

Based on this explanation, the researcher has conducted a Pre-Experimental class to find out and see how much influence from blindfold games technique have on speaking learning process, increase and effectiveness in learning speaking in the classroom.

Literature Review

There are two previous findings have relations to this research. There are about speaking ability and blindfold technique.

1. According to Andriyani (2017) Blindfold game technique is a learning technique that can improve the quality students both in vocabulary and speaking skill. This game technique can improve students speaking skills by closing and listening to instruction and making students more interest in learning process of speaking. Based on definition above, the writers conclude that blindfold game technique are an effective way to increase vocabulary and sharpen student's speaking skills directly, and train students in a short dialogue.
2. According to Nurhayati (2011) in her writing states that speaking is the essential skill of language is naturally the way human communicate to express ideas feelings, as well as opinion to achieve a particular goal while to maintain social relation between people. Based on definition above, the writers conclude that speaking is an activity which enables us to produce utterance in order to tell or show our feelings and ideas to the other people to achieve a particular goal.
3. Prabawa (2006) in his study, reveals that some speaking strategies are used in terms of speaking English and improve speaking ability, namely cognitive, metacognitive and compensation strategy. In the type of speaking strategy that mostly used by the students in terms of speaking English is compensation strategy, while cognitive strategy was indicate as the mostly speaking strategies used by the Indonesian tertiary students in improving their speaking ability.

Blindfold Games Technique

Blindfold is a games technique that can hone a student's confidence. With this blindfold student's do not need to be embarrassed about what they want to say. A teacher takes a cloth and closes the student's eyes and tells students to make a short sentence or direct dialogue. As in Bull's theory, Blindfold is piece of cloth that is used to cover the eyes (2011: 41).

According to Novi, at all (2015), There are several activity of Blindfold game technique in teaching learning English :

- a. The first activity is the teacher instructs one of the students to leave the class then students who are in the class arrange the furniture that is in the class and does not match the original place. Then the students who were told to leave were blindfolded by the teacher and then entered the class and one by one students gave directions where the furniture had been arranged earlier. This is one of the activities that can hone students skills, namely giving direction.
- b. The second is the direction and use of the limbs, there are 3 groups that play a role here, the first being the model, artist, and clay. Clay is a student who is blindfolded, then the model that poses. Then the artist who speaks and gives instructions according to the pose shown by the model and after the artist who speaks and gives instructions, the blindfolded student must pose according to the model and instructed by the artist.
- c. Other activity involving smaller groups may involve tasks such as conducting a taste test, constructing a structure with wooden blocks, or arranging items according to a pattern.

There are a variety of blindfold activities, many of which can be borrowed or addapted from any introduction to parlor games or team-building exercises. As is the case with the most classroom activities, the possibilities for those involving blindfolds are limited only by the creativity and inventiveness of the teacher.

In speaking, speakers are not only expected that they can speak and communicate with others but also they have to have the elements involved in English speaking particularly.

1. Accuracy

Accuracy is degree of being correct so the accuracy in speaking ability is the quality of being accurate in speaking. English ability in this case divided into things. They are grammar (structure) pronunciation and vocabulary.

2. Fluency

Fluency means that speech where the message is communicated coherently with few pauses and hesitations, thus causing minimal comprehension difficulties for the listeners, (Christine and Anne, 2012).

Kinds of Blindfold Games Technique for younger

1. Blindfold Robot Wars

This game is played in groups. Blindfolded students will become robots, then a paper will be made like a small ball and then thrown at several students and several other students instruct where the ball and the robot are looking for the ball. This game lasts for three minutes in one play.

2. Blindfold Rope Line

In this game students are divided into several groups, then each group prepares a five meter rope then each group has a representative to be blindfolded and each group spreads the rope then the blindfolded student walks on the rope according to the instructions of his group friends not to cross the rope that is.

3. Blindfold Sentinel

In this game one of the students is blindfolded and then some objects are placed on the floor, after which the blindfolded student stands in the middle of the object that has been placed. Then students one by one take the object without any sound, but if the blindfolded student feels someone is taking one of the objects then the student will say "I hear you" then the student who is heard will fall in the game, then at the end of the game we see who collect most objects.

4. Blindfold 'what is it'

In this game students are divided into several groups then each group is given a box of objects, one of the group members gives instructions where

the box is placed then the blindfolded student mentions the object and explains what object the student gets.

Based on the explanation of the kinds blindfold above, the researcher chose “Blindfold ‘What is it’.” Because in this study researchers focused on objects and made sentences through objects and accompanied by short dialogues to improve student’s speaking ability.

Methodology

This research use Pre-Experimental design. This research only use one group for pre-test and post-test. Pre-test was temporary treatment, post-test was given after the treatment to measure the effect. This research used oral test about speaking that consist of pre-test and post-test. The post-test it means to find out increase in students’ speaking skill after gave a treatment. The purpose of this research is to determine the effectiveness of using Blindfold technique in learning speaking.

. The result of smoothness in pre-test 4 (13,32%) students were classified as very good, 8 (26,64%) students were classified as good, 15 (49,95%) students were classified as Average, and 3 (9,99%) students were classified as poor. After applied the Blindfold Technique in post-test, the result of smoothness 3 (9,99%) students were classified as Excellent, 5 (16,65%) students were classified as very good, 14 (46,62%) students were classified as good and 8 (26,64%) students were classified as Average. It is mean that the competence students for smooth to say the sentence more improve than before students used oral presentation Technique in class.

- a. The classification of the students score after they were given the treatments are presented in the table 2 below:

Table 4.8 The rate of percentage of the students score after the treatments are presented in the table 2 below:

No.	Classification	Score	Post-Test	
			F	%
1.	Excellent	9,6 - 10	-	-

2.	Very Good	8,6 – 9,5	-	-
3.	Good	7,6 – 8,5	-	-
4.	Fairly Good	6,6 – 7,5	-	-
5.	Fair	5,6 – 6,5	2	6,6
6.	Poor	3,6 – 5,5	17	56,61
7.	Very Poor	00 – 3,5	11	36,63
Total			30	100%

After having calculated the result of the students pre-test and post-test, students' speaking ability in speaking test are presented in the table 3 below :

Table 4.9 The mean score and standard deviation of the students pre-test and post-test

Type of test	Mean score	Standard deviation
Pre-test	3,37	3.83
Post-test	4,11	4.28

b. Test significance

In order to know whether or not the mean score is significantly different from

Table 4.10 The t-test of the students' speaking ability

Speaking Ability	t-test	t-table	comparison	classification
The Class	6,25	2.045	t-test>t-table	Significantly Different

Recommendation

The successful teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various technique to manage the class more comfortable and regarding to the teaching speaking by

using Blindfold technique, the researcher gave some suggestion for the teacher and students.

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