



Improving Speaking Ability by Using Blindfold

Awalia Azis

English Education Department Universitas Muhammadiyah Makassar, Indonesia
awaliaazis@gmail.com

Abstract

This research aimed to find out the improvement of the student's speaking ability in terms of accuracy in dealing with vocabulary and fluency dealing with smoothness through Blindfold Technique at Eight Grade I of SMP Negeri 2 Sungguminasa. Method in this research, the researcher used pre-experimental research which Eight Grade Students of SMP Negeri 2 Sungguminasa with the number of the subject 30 students with 15 women and 15 men. Instruments are Speaking test and observation. The result of the data indicated that there was difference between student's pre- test and post-test. The mean score of the students speaking ability also was greater than the mean score of the pre-test (4,11 . 3,37), from t-test researcher found, the value of t-test (6,25) was greater that the 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 (H0) was rejected and alternative hypothesis (H1) 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 peningkatan kemampuan berbicara siswa dalam hal akurasi dalam berurusan dengan kosakata dan kelancaran berurusan dengan kelancaran melalui Teknik Blindfold di Kelas Delapan I SMP Negeri 2 Sungguminasa. Metode dalam penelitian ini menggunakan penelitian pra-eksperimen yaitu Siswa Kelas VIII SMP Negeri 2 Sungguminasa dengan jumlah subjek 30 siswa dengan 15 perempuan dan 15 laki-laki. Instrumen yang digunakan adalah tes Berbicara dan observasi. Hasil data menunjukkan bahwa ada perbedaan antara pre-test dan post-test siswa. Rata-rata skor kemampuan berbicara siswa juga lebih besar dari skor rata-rata pre-test (4,11 , 3,37), dari t-test peneliti menemukan, nilai t-test (6,25) lebih besar bahwa t-tabel (2,045) pada taraf signifikansi 0,05 dengan derajat kebebasan (df) = 29, artinya terdapat perbedaan yang signifikan antara kemampuan berbicara siswa sebelum dan sesudah menggunakan Teknik Blindfold. hipotesis nol (H0) ditolak dan hipotesis alternatif (H1) diterima. Hasil penelitian, Teknik Blindfold meningkatkan kemampuan berbicara siswa. Ada peningkatan yang signifikan dengan kemampuan berbicara siswa, terutama peningkatan kemampuan siswa dalam akurasi dan kelancaran.

Kata kunci : *Mengajar, berbicara, tehnik blindfold, pengembangan*



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. According to Kusrini (2001) there are several goals of successful speaking learning such as, students talk more in class and are more active in class activities, Lack of vocabulary, one's conversation does not develop. Blinfold games is a lerning technique to attract attention in learning students speaking skill. According game. Blindfold games is a technique that sharpens stduents' 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. Based on the background described above, the problem in this study is Can Blinfold technique improve speaking ability?

This research is expected to be useful for teachers to develop techniques in the process of learning speaking skill. Researchers hope that this research can improve students' speaking skill in learning in a good class and can be applied as well as possible to improve student interest in learning speaking. The researchers have conducted research at the eighth-grade Junior High School by using Blindfold technique as a media in teaching speaking. This research only focus on speaking ability learning which covers, speaking accuracy (vocabulary) and Speaking fluency (Smoothnees).

There are two previous findings have relations to this research. There are about speaking ability and blindfold technique. 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 voabulary and sharpen student's speaking skills directly, and train students in a short dialogue.

Blindfold Games Technique

Blinfold is a game 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 activities 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

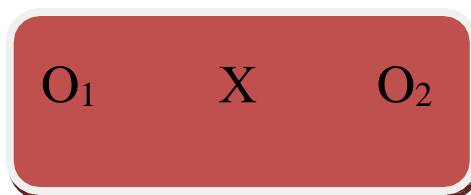
match the original place. Then the students who were told to leave were blindfolded by the teacher and then entered the class and one by one students gave directions where the furniture had been arranged earlier. This is one of the activities that can hone students' skills, namely giving direction. b. 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 instruct by the artist. 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. **Kinds of Blindfold Games Technique for younger** 1. Blindfold Robot Wars 2. Blindfold Rope Line 3. Blindfold Sentinel 4. Blindfold 'what is it'

METHODOLOGY

This research uses pre-Experimental design. This research only uses 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.

This design can be described as follow:

Figure 1: formula Pre-Experimental Design "one group pre-test and post-test". (Emzir, 2015)



Description: O_1 = Pre-test Value (before give a treatment) O_2 = Post-test Value (after give treatment)
 X = Treatment
 $O_1 - O_2$ = Effect of Treatment

The data collecting in this research analyze through quantitative. Meanwhile, to get speaking score, the researcher will use scoring scale, which included accuracy and fluency of the students' speaking.

Scoring the result of the students' speaking ability

Table 1. Classifying the score of the student (Depikbud, 2004)

Score	Classification
9.6 - 10	Excellent
8.6 - 9.5	Very Good
7.6 - 8.5	Good
6.6 - 7.5	Fairly Good
5.6 - 6.5	Fair
3.6 - 5.5	Poor
0 - 3.5	Very poor

Finding the students' mean score both pre-test and post-test by using the formula (Gay, 1981) :

Where:

- X = Mean Score
- ΣX = The Sum of All Scores
- N = The Total Number of Students

Finding standard deviation of the students' pre-test and post-test, will apply the formula below (Gay, 1981) :- SD =

Where:

- SD = Standart
- Deviation ΣX =
- Sum All Score
- (ΣX^2) = The Square of ΣX
- N = The Total Number of students.

Finding the significant differences between pre-test and post-test by using the formula (Gay, 1981) :

$$t = \frac{\frac{D}{N} - \frac{(\Sigma D)^2}{N^2}}{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{N^2}}$$

where: $D = \frac{\Sigma D}{N}$

Where :

t = Test Significant Differences.

D = The Difference between the matched Pair

$\frac{D}{N}$ = The Mean of the Ds (Difference Score)

ΣD^2 = The Sum Of Score

$(\Sigma D)^2$ = The Square of ΣD

N = The Total Number Of Students



The criteria for the hypothesis testing as follows:

Table 2. Hypothesis Testing

Comparison	hyphotesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

FINDING AND DISCUSSION

The table above mean (1) the t-test value was smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected and (2) the t- test value is equal to greater that t-table value, the null hypothesis was rejected while the alternative hypothesis was accepted.

The findings of this research deal with the students' scores of pre-tests and post- test, the students' scores of indicators, the frequency and the rate percentage of the students' scores, and hypothesis testing of the faired samples. In result of data analysis was found that the Blindfold Technique can improve the students' speaking ability. The improvement of the students' speaking ability can be seen in the following table:

The improvement of the students' Speaking Ability in Term of accuracy

Table 3. The students' mean score of indicators

Indicators	Pre-Test Score	Post-Test Score	Improvement %
Accuracy	3,3	4,13	25,15%
Σx	3,3	4,13	

The table above shows that, Accuracy had percentage (25,15%), pre-test was 3,30 mean score and post-test was 4,13 mean score.

The Improvement of the students' Speaking Ability in Term of Fluency

Table 4. The students' mean score of indicator

Indicators	Pre-test score	Pre-test score	Improvement %
Fluency	3,43	4,1	19,53%
Σx	3,43	4,1	

The application of Blindfold Technique in improving the students' speaking ability is dealing with present a topic which is already decided before. We can see from the table 4.2, pre-test the students have 3,43 mean score and



post-test have 4,1 mean score of the 30 students. The percentage of the students' pronunciation speaking ability was 19,53% it is show that, the use of Blindfold Technique can improve students' speaking ability.

Test significance

In order to know whether or not the mean score is significantly different from the result of the pre-test and the post-test at the level of significance 0,05 with the degree of freedom (df) = N-1 Where N= Number of students (30), the test statistical analysis for non-independent sample was applied. The following table shows the result of the t-test analysis.

Table 5. 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

Hypothesis Testing

After calculating and comparing the t-test value and t-table value, it was found that t-test value was greater that t-table (T-Test> T-Table), the final result shows that t-test value for the final score of students' speaking ability was (6,25 > 2. 045). It means that there is significant difference between the students' speaking ability before and after using Blindfold Technique. it is also said that the null hypothesis (H₀) was rejected and the alternative hypothesis (H₁) was accepted.

Based on the result of the t-test, researcher found that there was a significant difference between student speaking ability before and after teaching and learning processed by using Blindfold Technique. it was because the students had learned and practice their speaking through Blindfold Technique in the classroom and it help them to be easy when they would speak.

Based on the data, it can be concluded that, using Blindfold Technique at the eighth grade of SMP NEGRI 2 Sungguminasa was improved the student's speaking ability.

CONCLUSION

Considering the data analysis and the discussions in previous chapter, the researcher puts forward the following conclusions:

1. The speaking ability of the first-year students of SMP Negeri 2 Sungguminasa in Academic 2018/2019 in term of Accuracy are improved after giving Blindfold Technique because the students had practice before doing the technique. it is proved by the mean score of pre-tests was 3,30 and the mean score score of post-tests was 4,13.
2. The speaking ability of the first year of SMP Negeri 2 Sungguminasa in Academic year of 2018/2019 in term of fluency are improved after giving Blindfold Technique because the students had mastery their



materials before. It is proved by the mean score of pre-tests was 3,43 and the mean score of post- test was 4,0.

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