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Blindfold game in vocabulary mastery enhancement to Indonesian EFL young learners

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Abstract

The objective of this study was to evaluate the effectiveness of the Blindfold game in enhancing vocabulary mastery among students. A quasi-experimental design was utilized, involving both control and experimental groups. Sixth-grade students from a Demak elementary school participated in the study, which employed a non-random sampling method. The research sample included an experimental group consisting of 22 students from class VIA and a control group of 21 students from class VIB. Data on students' vocabulary knowledge were collected through a vocabulary exam comprising 15 multiple-choice questions and 10 matching items, administered via pre-tests and post-tests. The researcher analyzed the data using a t-test and SPSS 23. The pre- and post-test scores for the experimental group were 60.91 and 78.18, respectively, while the control group achieved scores of 56.76 and 60.95. The statistical analysis indicated a significance level (2-tailed) of less than 0.05, resulting in the rejection of H0 and the acceptance of H1. In conclusion, the Blindfold game has been demonstrated to be an effective instructional tool for improving vocabulary knowledge among Indonesian EFL young learners. The game not only enhanced students' vocabulary mastery but also increased their motivation to learn English. Accordingly, it is recommended that teachers utilize diverse teaching methods to foster students' learning motivation, encouraging them to become engaged and enthusiastic participants in class.

Keywords: *blindfold game; vocabulary mastery; teaching method*

INTRODUCTION

Global communication uses English as a universal language. Even though it is not our mother language, English is currently very much needed in various fields of work. Therefore, to be able to speak English, we need to learn English from an early age to be able to improve basic skills in English, one of them is vocabulary.

"Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning" (Alqahtani, 2015, p.25). therefore, young learners are children in the primary school year, aged five to twelve (Bakhsh, 2016). So, teaching Vocabulary to young learners is a process of teaching word by word into a list of words and the meaning, this

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aims to increase vocabulary and also students' motivation from an early age in learning English. Supported by Telaumbanua (2020, p. 165) “Vocabulary is a language that is important things to be mastered by the students in learning a foreign language because it is a foundation for other language components such as pronunciation, spelling, speaking and grammar”. “In the world of education, English should be implemented starting from Elementary School (SD) level” Maulana (2020, p. 184). In addition, elementary school students (young learners) in Indonesia need to master an English vocabulary of around 500 words (Suyanto, 2014). Students may write, talk, read and listen as much as they wish when they have agreater vocabulary (Khairani et al., 2021). Vocabulary is a basic skill in English. Without vocabulary, communication cannot work because the speaker and listener cannot understand what is being said.

The problem that often occurs in learning English is the lack of vocabulary mastered by students, even for standard words that we usually find in daily life, such as books, erasers, pencils, and others. The first sign of that topic is vocabulary mastery, and the second indicator is students’ motivation while learning English (Nugroho et al., 2012). It is because people think that they do not need English in their lives and think English is a complex and monotonous subject. Regardless of whether people are educated or not, if there is no interest in learning English, the problems that occur cannot be resolved and will decrease over time. Therefore, teachers must create new learning strategies that could make students interested and enthusiastic about learning English, especially in mastering English vocabulary. According to Nining et al. (2022), applying appropriate methods for instruction and learning is crucial. To motivate kids to practice vocabulary, use the English as a tool for problem-solving. Because of that, this study used Blindfold game as a strategy in teaching to improve the student’s vocabulary acquisition.

Blindfold is a game that allows players to navigate and explore a virtual space while engaging with key elements and resources, which can present significant challenges. According to Hidayat (2016), games are among the most effective strategies for learning English. Utilizing games is one of several approaches that can enhance students' vocabulary mastery. Hughes (2010, p. 225) supports this notion, stating, “There is a close relationship between language and games; both skills can develop in parallel, and especially in students' growth and development, both skills can develop harmoniously.” Numerous studies have indicated that playing games to acquire vocabulary is both beneficial and effective. One such study was conducted by Muntasya et al. (2023) from Universitas Negeri Makassar, titled “The Use of Blindfold Games Technique to Improve the Vocabulary Mastery of Students at SMPN 4 Sungguminasa.” This study employed a pre-experimental design to examine whether the Blindfold game approach could enhance vocabulary acquisition among students at SMPN 4 Sungguminasa. The experimental class was the sole group involved in the research, which included a pre-test, treatment, and post-test, all implemented using the Blindfold game. The results indicated that the pre-test mean score was 52.53, while the post-test mean score increased to 79.33 after employing the Blindfold game as an instructional strategy. In

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summary, the Blindfold game serves as an effective tool for enhancing learners' vocabulary competency.

In the second study, Soliha and Rohim (2021) from Muhammadiyah University of Tangerang conducted research titled "The Effect of Boggle Games on the Vocabulary Mastery of Seventh Grade Students at Mts Nurul Hikmah." A quasi-experimental design was employed, specifically a non-equivalent control group design, involving 30 seventh-grade students in each class. The study investigated the impact of the Boggle Game on the vocabulary development of seventh-grade students. The experimental class received instruction utilizing the Boggle Game, while the control group was taught using traditional methods. In conclusion, the Boggle Game demonstrated a positive effect on the students' vocabulary acquisition. The t-test results for the experimental class indicated a pre-test mean of 49.47, which increased to a post-test mean of 83.50 following the treatment with the Boggle Game.

Then, the third study was conducted by Biruhmah et al. (2014) from *STKIP PGRI Sidoarjo*. They conducted the study entitled *"Using Blindfold game to teach speaking for descriptive text for seventh grade students"*. The research design was qualitative. They applied it to 21 seventh-grade students in each class. This study aimed to illustrate the application of the blindfold game and the difficulties students encounter when utilizing it for speaking practice. To collect data, the researcher employed three different instruments: field notes, interviews, and a questionnaire. This research indicates that playing the Blindfold game could encourage and motivated the students to learn English speaking.

The similarity between Muntasya et al. (2023), Soliha and Rohim (2021), and (Biruhmah et al., 2014)'s research and this study is that the first research had similar focuses on vocabulary mastery and using Blindfold game, the second research had similar focuses on vocabulary mastery and quasi-experimental design, then the third study using Blindfold game. Meanwhile, the differences between those researchers' studies and this study is that the first research using pre-experimental design, the second research using Boggle games. Then, the third research had different focuses on speaking and qualitative design.

This study, on the other hand, utilized the Blindfold game as a method for educating young children on vocabulary acquisition. Through a quasi-experimental approach, the researcher discovered that participation in the Blindfold game significantly enhanced vocabulary learning among students during the pre-test, treatment, and post-test phases, involving 22 students in the experimental group and 21 in the control group.

Tobaharu (2019) said that the Blindfold game is one of the games that can be used as a vocabulary-learning strategy for students. According to Squline (2017) as cited in Sinaga (2020), the gameplay is relatively simple. As in other games, the coach asks the players to close their eyes. Then, they provided the players with different items that were prepared before to identify. For example, if the player got a pencil, they can say a sentence like *"it is long, it is heavy, it is wood, "I think it is a pencil"*. If the player can explain it and their guess is correct, they are rewarded and become the winner if the score is

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higher. Blindfold game is a game that allows interaction and solidarity between students as well as exploring students' knowledge of vocabulary using verbal communication. Apart from teaching how to deliver directives, the game also has several advantages, where it can improve students' speaking, listening, and pronunciation. This game also involves teamwork activities, which is good for students' various abilities to support each other (Bawawa, 2022).

Given the issue mentioned above, this investigation aims to determine whether blindfolded games can enhance students' vocabulary mastery. Khairani et al. (2021) suggest that one effective method for vocabulary learning in today's era is through the use of games. Engaging in games makes students more enthusiastic, as the playful concept is perceived as new and enjoyable, helping to prevent boredom during learning. Amalia (2020) supports this idea, noting that children can grasp lessons more effectively through games, especially when they face challenges in learning activities. This approach encourages collaboration among students and aids in mutual understanding. Through the blindfolded game, it is anticipated that students will gain a better grasp of vocabulary usage and learn new words that they may not have encountered before.

METHOD

Research design

Research design refers to the methodology employed in conducting research (Nugroho & Fitri, 2016). In this study, an experimental research approach was utilized, specifically a quasi-experimental design with a non-equivalent control group. Random sampling was not used to select the subjects for the experimental and control groups. Instead, the researcher implemented a blindfold game as a treatment for the experimental group, while the control group received no treatment.

Participants

The researcher used the convenience sampling technique to identify the samples. Convenience sampling is an example of a non-probability sampling method. where the data was collected from a group of respondents who are easily accessible and available. There are no special criteria in this sampling method, only that the sample is available and willing to participate (Esezi, 2023). Two classes from *SDN Karangrejo 1* were taken as the samples. There is class VI A which comprises about 22 students and VI B 21 students. The experimental groups were from VIA class, while the control groups were from VI B.

Instrument

In this study, the researcher conducted a vocabulary examination to collect data for the investigation. According to Arikunto (2006), sets of questions are effective for assessing individuals' abilities, knowledge, intelligence, and skills. The researcher employed the vocabulary assessment tool to evaluate the students' level of vocabulary comprehension. The examination included 25 multiple-choice and matching questions related to the vocabulary of the Blindfold game. Students received a score of 1 for each correct answer and a score of 0 for each incorrect answer.

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Validity of the study

The validation process entails the collection of evidence that corroborates the appropriateness of the inferences drawn from student responses for specific assessments (Moskal & Leydens, 2019). Validity in a quantitative approach refers to the accuracy of a concept's measurement (Heale & Twycross, 2015). The instrument measures what it was designed to measure (Field, 2013). The test was considered valid only if the data reported in studies matched the information received by the participants. One way to minimize errors in measurements was to identify the characteristics of the measuring instrument that was used to provide confidence that the instrument is functioning properly. Taherdoost (2016) explains that validation has various variations that can be used. There are various forms of validity test.

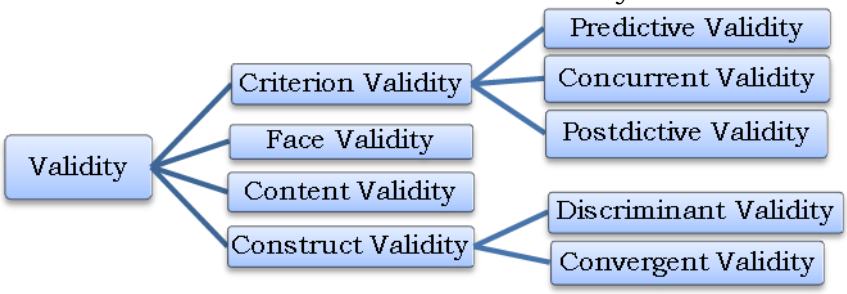

Figure 1. Various forms of validity tests

This research utilized both face validity and content validity. The reason for selecting this option is that the test necessitates proficient performance on the skills being assessed.

Reliability of the study

In other words, reliability is the capacity of instruments to produce consistent results when used at different times (Sürücü & Maslakçı, 2020). One of the key features that define a good test is its test reliability. If a test produces the same results, it is considered reliable. So, the instrument was trusted and relied on. The reliability of the test was established by using a statistical analysis of Cronbach's Alpha conducted by SPSS 23.

Procedures of the study

This study involved several steps. There are;

1) Identifying the research issues in the English teaching-learning process,
2) Choosing the population and sample,
3) Conducting a trial run to assess the vocabulary test's quality,
4) Preparing the lesson plan,
5) Conducting the pre-test and obtaining the results,
6) Providing treatment,
7) Conducting the post-test, and
8) Analyzing the test results.

After following the entire process, all of the information should be evaluated, and the final step is to make a conclusion and report.

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Data analysis

A quasi-experimental research approach was applied in this study. After the pretest and posttest data were obtained, the data were analyzed using T-test statistical calculations with SPSS 23 version. Multiple choices and matching tests were used as items of vocabulary pretests and posttests. According to Cohen et al. (2017), this is one of the most frequently employed quasi-experimental designs in education can be represented as:

(Experimental)	O_1	X	O_2
(Control)	O_3		O_4

Notes:

O_1 = Pre-test of Experimental
O_2 = Post-test of Experimental
X = Treatment for Experimental class using Blindfold game
O_3 = Pre-test of Control
O_4 = Post-test of Control

Scoring students' answer

Scoring was used to inform reviewers of the limitations and evaluation criteria (Khakim & Anwar, 2020). A score cannot be given without an assessment method. Therefore, some formula used to scoring in this study. Below is the formula by Arikunto (2006).

$$\textbf{Score} = \frac{R}{N} \; x \; 100$$

Notes:
R : The number of right answer
N : The number of questions
100 : The maximum score

Table 1: The criteria of Score

Score	Grades	The Level of Achievement
76 – 100	Excellent	Outstanding
60 – 75	Good	Above average
50 – 59	Fair	Average
30 – 49	Poor	Below average
10 – 29	Very Poor	Insufficient

(Khakim & Anwar, 2020)

After scored the data, the score of the experimental class and control class were processed statistically. The data from the experimental and control groups were analyzed using statistical methods. The multivariate normality of both classes was assessed using one-sample Kolmogrov-Smirnov test.

The standard of normality is 0.05. According to Ghozali (2011), A normal distribution is present, if sig (2-tailed) > 0.05. While, the distribution is not typical if sig (2-tailed) < 0.05.

A homogeneity test was conducted to compare the variances of the experimental and control groups, after confirming normalization of the data. (Dwanto, 2017) notes that homogeneity tests were crucial when the researcher aims to exclude generalizations from their research and when the data was

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collected from different population groups. The effectiveness of the treatment was determined by conducting t-tests after the data was normal and homogeneous.

The hypothesis can be evaluated by using these criteria:

a) If t-value > t-table and sig < 0.05, it means that H_1 is accepted, H_0 is rejected
b) If t-value > t-table and sig > 0.05, it means that H_1 is rejected, H_0 is accepted

RESULT AND DISCUSSION

Result

In this study, 22 students from VI A (11 males and 11 females) were included in experimental class as a participants, while 21 students of VIB (12 males and 9 female) were involved in the control class, as summarized in Table 2.

Table 2. Respondents' Data

Class	Gender		Total
	Male	Female	
VI A (Experimental class)	11	11	22
VI B (Control Class)	12	9	21

Instrument validity

Before giving a pre-test to the sixth grades of SDN Karangrejo 1, to ascertain the validity and reliability of the test, the researcher distributed the data to other classes for testing. The researcher implemented face and content validity to evaluate the instrument's validity. The instrument consisted of 20 multiple-choice questions and 10 matching tests. The Instruments have been analyzed by using a validation rubric and consulted with the advisor and the English teacher. In terms of content validity which administered the test based on the student's knowledge and its relevance to the curriculum, and this instrument was accurate.

Face validity was applied to determine the test's appearance, shape and look. The result showed that 26 questions were valid and 4 questions were invalid, and get notes from the supervisor to further simplify some questions that are still too long, and the researcher have fixed it.

Instrument reliability

Cronbach's Alpha was used in this study to assess the instrument whether the test was reliable. The reliability of the test is shown in Table 3.

Table 3. The Score of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.930	25

Table 3 revealed the reliability of the test was 0.930. According to Ghozali (2009), the researcher assert the instrument's reliability when the test result exceeds 0.60. In brief, the reliability score was more than 0.60, indicating that the instrument used in this investigation was reliable.

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Pre-Test

Pre-test of experimental class

The researcher conducted a pre-test. There were two types of tests; there were multiple-choices and matching tests. To determine the student's knowledge of English vocabulary and to assess their proficiency, a pre-test was conducted, and it took 40 minutes to finish.

The students' performance level in the pre-test was presented in table 4.

Table 4. The Pre-test Result of Experimental Class

Score	Grades	Number of students
76 – 100	Excellent	5
60 – 75	Good	7
50 – 59	Fair	5
30 – 49	Poor	5
10 – 29	Very Poor	-
Total		**22**

Table 4 shows the following students were rated: 5 received an excellent rating, 7 received a good rating, 5 received a fair rating, and 5 received a poor rating.

Pre-Test of control class

The researcher conducted a pre-test. There were two types of tests; there were multiple-choices and matching tests. To determine the student's knowledge of English vocabulary and to assess their proficiency, a pre-test was conducted, and it took 40 minutes to finish.

The students' performance level in pre-test was elaborated in table 5.

Table 5. The Pre-Test Result of Control Class

Score	Grades	Number of students
76 – 100	Excellent	3
60 – 75	Good	9
50 – 59	Fair	2
30 – 49	Poor	6
10 – 29	Very Poor	1
Total		**21**

Table 5 shown that in the control class, there were 3 students received a rating of Excellent, 9 students received a rating of Good, 2 students received a rating of Fair, 6 students received a rating of Poor, and 1 student received a rating of Very Poor.

The researcher proceeds to the normality test after obtaining the students' pre-test scores. To determine whether the two samples were normal, the researcher implemented the normality test. The results of the normality test are shown in Table 6.

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Table 6. The Normality Analysis of Pre-test in Control and Experimental Class

One-Sample Kolmogorov-Smirnov Test			
		Pre-test Control	Pre-test Experimental
N		21	22
Normal Parameters	Mean	56.76	60.91
	Std. Deviation	16.081	14.017
Most Extreme Differences	Absolute	.151	.091
	Positive	.092	.091
	Negative	-.151	-.087
Test Statistic		.151	.091
Asymp. Sig. (2-tailed)		.200	.200

Table 6 shows that the Kolmogorov-Smirnov normality value for the experimental class was 0.091, with a significance level of 0.200 (2-tailed) greater than 0.05. Similarly, the control class had a Kolmogorov-Smirnov value of 0.151, also with a significance level of 0.200 (2-tailed), which exceeds 0.05. Therefore, we conclude that the pre-test samples for both the experimental and control classes were normally distributed.

In terms of pre-test means, the control class scored an average of 56.76, with a minimum score of 28 and a maximum score of 84. The experimental class, on the other hand, had a higher average pre-test score of 60.91, with a minimum of 36 and a maximum of 88.

After confirming the standard normality, the researcher conducted a homogeneity test to determine if the variances of the data from the two classes were identical. Levene's test was employed to assess this homogeneity of variance. The data are deemed homogeneous if the significance value exceeds 0.05. In this case, the data from both the experimental and control classes were found to be homogeneous, as the p-values for both were greater than 0.05.

The hypothesis was used in this test were:

H_0 = the data are homogeneous (homogeneity)
H_1 = the data are not homogeneous (heterogeneity)

The homogeneity of variance for the pre-test for experimental and control classes was presented in Table 7.

Table 7. The Homogeneity for Pre-test in Control and Experimental Class

Test of Homogeneity of Variances			
Pre-Test			
Levene's Statistic	df1	df2	Sig.
1.694	5	8	.242

In Table 7, the homogeneity test result by using Levene's test for equality of variance could indicate that the significant data for the control and experimental classes is 0.242≥0.05. Thus, both of the data were identical or homogeneous. Based on the data results VI A and VI B, it concluded that H_0 was accepted since H_0 as the sample.

After verifying the normality and the homogeneity, the researcher further analyzed the t-test of the pre-test. The researcher used t-test to determine if the there was any different between the two samples. The outcomes of the t-test are presented in Table 8.

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Table 8. T-test of Pre-test

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Control Class	21	56.76	16.081	3.509
	Experimental class	22	60.91	14.017	2.988

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	.504	.482	-.903	41	.372	-4.147	4.594	-13.425	5.131
	Equal variances not assumed			-.900	39.661	.372	-4.147	4.609	-13.465	5.171

Table 8 presents the mean scores of the pre-test for both the control class, which scored 56.76, and the experimental class, which scored 60.91. This indicates that both courses were nearly equivalent in their substance. The independent sample t-test yielded a significance (2-tailed) value of 0.372, which is greater than 0.05. Therefore, we accept the null hypothesis (H_0). In summary, there were no significant differences in the mean scores of the experimental and control classes during the pre-test.

Treatment

Treatment was administered after completing the pre-test. The researcher instructed the students in the experimental class on how to play a Blindfold game. The first treatment session began with a total of 22 students, and each session lasted 70 minutes. During this initial treatment, the researcher provided materials related to professions and modes of transportation. Before starting the session, the researcher asked the students about their aspirations and the types of transportation they were familiar with. Throughout this session, the students learned several vocabulary words, including "teacher," "fireman," "airplane," and others.

As a part of the second treatment, the researcher was given feedback and reviewed the materials from the previous meeting. Subsequently, the researcher requested that the students articulate the vocabulary they had previously acquired and provide feedback on their pronunciation. After that, the researcher moved on to the next topics, it about sports and animals. This session, the students have learned vocabulary such as dolphin, turtle, baseball, and more.

The last treatment was providing feedback and reviewing the material from previous meeting. The treatment began with a Blindfold game and an explanation of how to play it. The teacher allows the students to select a topic before playing the game. After students learned several vocabularies related to the theme (animals, transportation, kind of sports, jobs), such as peacock, dentist, running, and helicopter, and more.

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Learning activity of control class

The teachers taught the control class using the conventional method. The activities of the treatment started with a total of 21 students participating. In the first meeting, the researcher discussed the topics about jobs and transportation. Then, the students were taught vocabulary such as a train, teacher, gardener, airplane, and so on.

Sports and animals were the primary subjects of the researcher during this session. The researcher introduced various vocabulary items to the students, such as giraffe, swimming, rabbit, and more.

Post Test

Post-test of experimental class

After treatment, the post-test was distributed. In the post-test, there were questions that similar to those in the pre-test, but distributed with different numbers. The post-test took 30 minutes to complete. The performance levels of the students in the experimental class of post-test were shown in Table 9.

Table 9. The Post-test Result in Experimental Class

Score	Grades	Number of students
76 – 100	Excellent	13
60 – 75	Good	9
50 – 59	Fair	-
30 – 49	Poor	-
10 – 29	Very Poor	-
Total		**22**

Table 9 shows the following students were rated: 13 received an Excellent rating, and 9 received a Poor rating.

Post-test of control class

In the post-test, there were questions that similar to those in the pre-test, but distributed with different numbers. The test took 30 minutes to complete. The performance levels of the students in the control class were shown in Table 10.

Table 10. The Post-test Result in Control Class

Score	Grades	Number of students
76 – 100	Excellent	4
60 – 75	Good	7
50 – 59	Fair	7
30 – 49	Poor	3
10 – 29	Very Poor	-
Total		**21**

Table 10 shows the following students were rated: 4 received an Excellent rating, 7 received a Good rating, 7 received a Fair rating, and 3 received a Poor rating

After obtaining the details about the post-test of both classes, the researcher proceeded to the Kolmogrov-Smirnov test to verify the normality of the data. The result could be seen in Table 11.

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Table 11. The Normality Analysis of Post-test in Control and Experimental Class

One-Sample Kolmogorov-Smirnov Test			
		Post-test Experimental	Post-test Control
N		22	21
Normal Parameters[a,b]	Mean	78.18	60.95
	Std. Deviation	9.132	12.580
Most Extreme Differences	Absolute	.124	.149
	Positive	.096	.149
	Negative	-.124	-.104
Test Statistic		.124	.149
Asymp. Sig. (2-tailed)		.200	.200

a. Test distribution is Normal.

As shown in Table 11, the Kolmogorov-Smirnov score for the experimental class was 0.124, with a significance level of 0.200, while the control class scored 0.149, also with a significance level of 0.200. These results indicate that the samples from both the control and experimental classes were normally distributed. After confirming the normality of the samples, the researcher conducted a t-test on the post-test data. The criterion for the t-test states that the null hypothesis (H_0) is accepted if the probability exceeds 0.05 and rejected if it is less than 0.05. The results of the t-test can be found in Table 12.

Table 12. T-test of Post-test

Group Statistics					
	Post test	N	Mean	Std. Deviation	Std. Error Mean
Score	Experimental	22	78.18	9.132	1.947
	Control	21	60.95	12.580	2.745

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	1.700	.200	5.157	41	.000	17.229	3.341	10.483	23.976
	Equal variances not assumed			5.120	36.408	.000	17.229	3.365	10.407	24.052

In table 12, the average score for the experimental group was 78.18, whereas the control was 60.95. The achievement scores clearly showed that the experimental class outperformed the control class. The independent sample t-test further supported this, indicating that the significance level (sig) was less than 0.05 at 0.00. It is possible to infer that H_1 was approved and H_0 was denied. I briefly said the students learned English vocabulary well using the blindfold game as a teaching strategy.

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This research aims to determine whether the blindfold game can enhance the vocabulary knowledge of students. The outcome indicated that the blindfold game was an appropriate approach for increasing the student's grasp of vocabulary in the classroom during English learning. By playing the Blindfold game, students can remember and learn new vocabulary more easily and enjoyably. Apart from gaining knowledge of English vocabulary, the students were trained to collaborate effectively in groups, and it can improve the student's performance in English classes because the students' motivation to learn English has increased as well.

Discussion

This study's primary objective was to assess the efficacy of the Blindfold game in the acquisition of English vocabulary among young learners. In line with the research findings, the students in both classes produced better post-test outcomes than the pre-test results. This suggested that the treatment in both of classes had an impact on vocabulary knowledge.

The researcher used a variety of methodologies to assess the students' vocabulary. To determine the students' basic vocabulary knowledge, a pre-test was conducted in both classes and subsequently tested again for post-test after done the treatment. Pre-test results indicated that the experimental group achieved an average score of 60.91, while the control group achieved an average score of 56.76. After completing the pre-test, the experimental class received the blindfold game treatment. The experimental class employed the blindfold game during the therapy to improve their vocabulary knowledge, while the control class received conventional learning. The result the post-test analyses were checked after receiving treatment, the experimental class had a mean of 78.18, while the control class had 60.95.

By looking from the finding test, the data was provided in the table of classification based on the vocabulary test. In pre-test, majority of students on both of the class got Good grades classification which is still under 50% with ranges score 60 – 75. While in the post-test, majority the students of experimental got Excellent grades classification which is above 60% with the ranges score 75 – 100.

The discussion is related to the interpretation of findings obtained from previous research, by Muntasya et al. (2023) entitles *"The use of the Blindfold games technique to improve the vocabulary mastery of students at SMPN 4 Sungguminasa*" which explained that the data was collected through a vocabulary test and then treated with the Blindfold game as a strategy. This has been explained in the previous section and has shown an increase in vocabulary obtained by students. That was strongly supported by the frequency and percentage of students' pre-test and post-test scores. This can be seen by the mean score between the pre-test was (52.53) and the post-test was (79.33). It means that, students' vocabulary mastery has been enhanced through the use of Blindfold games in class VIII of SMPN 4 Sungguminasa during the academic year 2022/2023. As the result, the blindfold game also contributes to improving students' vocabulary skill. This result is in line with the result of the researcher study.

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Blindfold game strategies have been implemented by Lisanty, (2022), has researched about *"The effectiveness of using Blindfold games to improve students' vocabulary*". The blindfold game proved to be very beneficial for the students at *SMP Negeri 3 Lamasi* learn new words and improve the vocabulary skill of students. This is evident in the post-test mean score of 75.90, higher than the pre-test mean of 56.25. Before the intervention, the standard deviation was 15.18; after intervention, it was 9.19. In the event when P-value = 0.0001, then (α) = 0.05. As a result, the t-test is less than (α). It means that the student's vocabulary knowledge is significantly improved after playing the Blindfold game. This is also consistent with the researcher's research results.

Yanuri (2015) *has researched about "The use of Blindfold game to improve the vocabulary mastery of the fifth grade students at SDN Tertek, Tulungagung".* By utilizing action research in classroom, the Blindfold game effectively enhanced the vocabulary knowledge of 5th grade students at *SDN Tertek, Tulungagung.* It can be seen in cycle I and II. After testing in cycle I, the researcher found that 7 students were not passing while 13 students were passing. It means that Cycle I was not successful because the success standard is 85%. However, in cycle II the post-test showed that 2 students were failed and 18 students (90%) passed. Overall of the observation, it was concluded that playing games with Blindfold can enhance students' vocabulary skills. This is not only improved the vocabulary skill, but increase their motivation for learning English as well. Likewise, this correlates with the research results of the researcher.

The result among of this study and previous studies showed that Blindfold games are an effective strategy for improving English proficiency, especially English vocabulary for young learners. The researchers concluded that by using the Blindfold game, the student's vocabulary knowledge and student's motivation in learning English was increased, so that can be said the Blindfold games were particularly effective in acquiring vocabulary in the English language. Consequently, the researcher determined that the blindfold game was a successful method for improving the vocabulary mastery of young Indonesian EFL students. The researcher's aspiration is that this research will contribute to the teaching and learning process, be beneficial to the readers, and serve as a reference for future researchers who wish to investigate vocabulary.

CONCLUSION

According to the analysis of the previous chapter, the use of blindfold game proved successful in improving vocabulary knowledge among young learners. The findings of the statistical t-test provided support for this claim. The post-test results showed a significant difference between the two classes; the experimental class's average score was 78.18, while the control class's average score was 60.95. Furthermore, H_1 was accepted and H_0 was denied according to the independent samples t-test, which also revealed that the sig (2-tailed) was 0.00<0.05.

AUTHOR STATEMENTS

Author 1 provided the source, collected and analyzed the data, and wrote the findings and discussions together with Author 2. Author 3 proofread the

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article drafts several times before submission. Author 4 refined and edited the article adjusted to the journal template.

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