CHAPTER II
LITERATURE REVIEW

A. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is a set of words that are owned by a person or other entity or are part of a particular language. There are several definitions of vocabulary according to experts. According to Alqahtani (2015: 25) vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to compose new sentences. McKeown & Curtis (2014: 2) stated that vocabulary is knowledge of the meaning of words. According to Alizadeh (2016: 22) vocabulary is more complex than existing definitions. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. For this reason, many standardized exams, such as the SAT, provide questions that test vocabulary.

The addition of one's vocabulary is generally considered an important part, both in the process of learning a language or developing one's ability in a language that has been mastered. Students are often taught new words as part of certain subjects and many adults consider vocabulary formation as an interesting and educational activity.

Vocabulary mastery is the ability that exists within a person to be able to explore and understand a word contained in English and is the basis for communication that is known to everyone both orally and in writing so that it can give the right meaning. Mastery of vocabulary is very necessary at this time because then we can more easily master English. Mastering vocabulary makes it easier for us to communicate with other people. It helps us to achieve our target in learning English.

2. Kind of Vocabulary

A vocabulary is a form of language that is very important in mastering language skills. Based on its use in language skills, English vocabulary is divided into active vocabulary and passive vocabulary. Active vocabulary is the words that the speaker can understand and pronounce correctly and use constructionally in speaking and writing skills, while passive vocabulary is the words that the speaker recognizes and understands in the context, but the speaker cannot produce correctly in speaking skills. and write. Hatch & Brown (1995) cited in Susanto (2017: 185) divide two kinds of vocabulary, namely receptive and productive vocabulary. Receptive vocabulary is the ability to recognize words and remember the meaning of the word, while productive vocabulary is the ability to recognize words and remember the meaning of the words, and is also used in the ability to speak or write at in right time.

a. Receptive Vocabulary

Receptive vocabulary is all words that we can understand which includes words that are written, spoken, or signed. In general, receptive vocabulary exists because it develops before expressive vocabulary appears at the beginning of language development, and also receptive vocabulary is larger than expressive vocabulary. However, language development in childhood is more complex and expressive vocabulary development sometimes exceeds receptive vocabulary and vice versa.

b. Productive Vocabulary

Productive vocabulary is words that students can understand, and can be used constructively in writing and speaking, and can be spoken properly and correctly. Productive vocabulary is an active process in which students can produce words and express their ideas to others. It also requires a receptive vocabulary as well as the ability to write and speak at the right time.

3. Aspects of Vocabulary

In mastering vocabulary, we must know what aspects of vocabulary are. According to Lado as cited in Mardianawati (2012: 11), there are some vocabulary aspect as follow:

a. Use

It is not enough to study one word separately. If you want to expand your vocabulary and be able to use words productively, in speaking or writing, you need to understand how they are used. This includes learning the prepositions associated with certain words (such as preparing for, benefiting for, skilled in, related to), or the verb forms that may follow the word (such as preparing to do, unwilling to do, considering doing). A related area of vocabulary study, which also considers how words combine, is collocation, which is considered next.

b. Spelling

Spelling is important if you want to use words in your writing. English spelling is notoriously difficult, with many words spelled differently than they sound. This is seen when examining homonyms (words that sound the same but are spelled differently). Almost every phoneme (unit of sound) has more than one way to spell it. Some spelling errors occur frequently even among native speakers, such as confusion between them and there.

c. Meaning

Many words in English have several meanings. While some of the meanings of certain words may be similar, others can be very different. In general, when studying vocabulary it is best to study words in context (for example in a reading or listening text), and to study meaning as used in that context, focusing on one meaning rather than all possible meanings.

d. Pronunciation

Knowing how a word is pronounced is very important if you want to use it in speaking, or understand it while listening. Pronunciation, like

spelling, can be a tricky area, with some words that are spelled the same way pronounced in different ways. The main difference here is the vowel sound. Indeed English has a very large number of vowel sounds when compared to other languages, and this tends to be the most difficult area for learners to deal with, with relatively easy consonants. English vowels differ greatly between dialects, which is another source of the difficulty.

An additional component to understanding how a word is pronounced is the position of stress in words with more than one syllable. This can sometimes change across different tenses, a phenomenon known as shifting stress, making pronunciation more difficult.

4. The Importance of Vocabulary

Vocabulary is very important to learn because vocabulary is the basis for mastering English. Vocabulary is the basis of the four skills that must be mastered and developed in mastering English (Termez State University & Ruzimuratova, 2021: 348). Learning vocabulary is the first thing we have to do. Having a good vocabulary, we can convey thoughts, feelings, and the meaning of these words and make it easier for us to communicate. Learning vocabulary is very important because it is the main capital in learning sentence structure and other language skills. Mastering vocabulary makes it easier for someone to read, write, listen and speak. By increasing vocabulary every day to start the process of speaking we can gradually master a language. More vocabulary mastered can also increase confidence in mastering a foreign language. We will feel more than most people. Our courage in practicing the language directly makes us more enthusiastic about improving and mastering the language.

Mastering vocabulary is also very important because it is related to activities that need to know the vocabulary, such as listening to English songs, and watching films in English and English stories so that we know the meaning. Alqahtani (2015: 22) stated that if a person cannot get the vocabulary used to convey the intended meaning, then there is no value even though the person can make sentences according to the grammar.

Mastering vocabulary first makes it easier for us to master grammar. The more vocabulary mastered the more words that can be spoken. Many underestimate vocabulary because they think it is not important. Whereas vocabulary is our basis for mastering the English language.

B. Blindfold Game

1. The Definition of Blindfold Game

Blindfold Game is a game free movement and space exploration game that allows simple interactions with key elements and assets that is quite challenging. The game simulates realistic sound settings, allowing players to understand a sound-driven experience. Blindfold game is one method that can increase students' vocabulary. Arfin *et al* (2020: 201) stated that the blindfold game is one of the games that teachers can use as a medium to teach vocabulary to the students. The blindfold game is a practical exercise for verbal communication. This game is used to teach directions and make instructions according to the game being played.

In addition, this game can teach students that they need to learn how to express other people to direct someone. This game of turning a blind eye can allow team members to work together more closely. This game can make team-building activities more memorable and this blindfold game is a lot of fun. So that students can be more interested and enjoy the process of learning English. This is useful in learning English, especially learning vocabulary. This game is suitable as a method for mastering vocabulary because it will make students interested and learning more fun.

This game makes students more active in the teaching and learning process. Games are useful and effective in learning vocabulary because they usually involve friendly competition and create a cooperative learning environment, so students have the opportunity to work together (Derakhshan & Khatir, 2015: 40). If we apply this game in the teaching and learning process, it will increase students' knowledge. Especially in the

teaching and learning process, students can enjoy practicing new vocabulary through this game.

2. Types of Blindfold Game

There are some types of the blindfold game according to Marty's (2019) cited in Harpia (2020: 40-42) :

a. Blindfold Word Games

Blindfold word game is a fully accessible word game for both sighted and visually impaired people, designed for rapid audio play. Word games include the game word ladder, word flick, hangman, unscramble, and 7 small words. (1) The Game Word Ladder: the objective of the blindfold word ladder is to convert one word into another word by changing only one letter. (2) Word Flick: you have 16 randomly chosen letters arranged in a 4 by 4 grid. You build as many words as possible using adjacent letters. The longer the word, the higher you score. (3) Unscramble: you must unscramble the word. (4) Hangman: you must discover the word before using up your moves. In seven small words, you must combine word fragments into a word that matches the definition you are given.

b. Blindfold Cat and Mouse

Blindfold Cat and Mouse is a fully accessible card game inspired by the kipbo card game, for both sighted and visually impaired people, designed for rapid audio play. The objective of the game is to be the first one to empty your stockpile. The build pile is cleared off, and you start again. If you cannot play a card, you discard a card, and your opponent goes. There are other rules, but that's a quick summary of the game.

c. Blindfold Bingo

Blindfold Bingo is a fully accessible audio game where you play bingo by yourself, or against several computer players. In bingo, numbers are announced, and you press to dab your card on that number. You can choose how many other computer players are playing, and how many

cards they can buy. If you get a bingo, you win 50% of the coins that were used to purchase cards by you and the other players.

d. Blindfold War

Blindfold War is a fully accessible classic card war game for both sighted and visually impaired people, designed for rapid audio play. Blindfold War tells the cards you and the computer played, and the number of total cards in your hand. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken. The way of blindfold war is each player starts with a deck of 26 cards. The game takes place through a series of battles in which each player reveals one card. The player with the highest card wins both cards.

e. Blindfold Wildcard

Blindfold Wildcard is a fully accessible card game that is a variant of the game "UNO" for both sighted and visually impaired people, designed for rapid audio play. Blindfold Wildcard tells you if a card can be played. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken. Blindfold Wildcard includes several modes of play, such as discard or draw, and discard or draw until you can discard.

3. Procedure of Blindfold Game

During an apply blindfold game in teaching vocabulary, the teacher will divide the students into 6 groups. In this case, the researcher will apply the blindfold game for teaching vocabulary according to Yanuri (2015: 9-10) using the following procedure:

a. Explaining the activities of the blindfold game

After explaining the activities carried out, prepare some things for this game. Such as ropes and other things. The things are used to start this game for improving vocabulary.

b. Students are divided into 6 groups. One group consists of four students.

Students were divided into six groups, of which one group consisted of four people. The division of this group is done randomly so that students can work together with other friends

c. The researcher prepares the route that the students will pass by using a rope.

The researcher makes a path that students will take in this game. This is used for each group that will later look for objects that have been determined.

d. In the game students are asked to cover their eyes with a cloth.

Each student representative of the group will be blindfolded with a cloth to look for predetermined objects, and so on

e. This takes 10 to 20 minutes.

This game will only take about 10 to 20 minutes. It is hoped that during the game students can increase their vocabulary knowledge.

f. Students must walk through the paths that have been made by directed by their friends to find the objects that have been determined.

The game begins with students from each group walking through a determined path. His other friends lead them through the paths to find the objects. Students use English in directing their friends so that they can get a lot of vocabulary.

g. Students who are faster to complete and finding objects that have been determined, by the group will get a most score and win.

The group that finishes the fastest and finds all the objects will get the highest score and win. The winning group will receive a prize as an appreciation.

4. Advantages and Disadvantages of Blindfold Game

The blindfold game has its advantages and disadvantages. According to Yanuri (2015: 10) using a blindfold game for vocabulary mastery has its advantages and disadvantages. The advantages of using the blindfold game in vocabulary mastery such as:

a. The students could be more active and be sporty.

In addition to improving vocabulary, this game can also make students more active and also learn sportsmanship. Students will be more active if they use methods that are comfortable and fun for them. They also learn to compete more sportingly in the game.

b. They could get something done are complete with the consequences.

This game teaches them to complete something completely. Students can understand if they finish something completely or not they will get the consequences according to what is done.

c. They were able to be either coordinators or participants in the game.

This game teaches them to be able to participate as participants or coordinators in activities. As participants they will certainly do their best in the activity. as well as a coordinator, they can feel how to be a good coordinator.

Meanwhile, the use of blindfold games also has some disadvantages in vocabulary mastery, such as:

a. These games need both physically and mentally active, so the students must be fully focused.

This game requires good physical and mental activity. Students must focus so that when the game starts they can do well. They have to be able to keep their minds focused on the game.

b. If the player is not fair, the participant will fight or cheat.

If there are participants who cheat or are unfair, this is common sense to cause other participants to cheat as well. It is also possible that other participants will fight because they do not accept that they are playing cheating.

C. Previous Study

Some researchers had conducted research that focused on the method of using blindfold games in their research.

First, Biruhmah *et al* (2014) entitled "Using Blindfold Game to Teach Speaking of Descriptive Text for Seventh Grade Students". Based on the results of the study, it can be concluded that the results of field notes in two observations showed that students made good progress in each meeting. Students seem to enjoy and have more fun during the teaching and learning process using the blindfold game. Students also become more confident in speaking English. This shows that the use of the blindfold game has a significant effect in this study.

Second, Kristiyana *et al* (2014) entitled "Improving Students' Vocabulary Mastery Through Blindfold Games to Elementary School" Based on the research findings, it can be concluded that Blindfold game can improve the students' vocabulary mastery. The students had positive progress in vocabulary indicators as mentioned in the research findings. Blindfold game are the appropriate method that can improve students' vocabulary mastery and students' motivation in learning English. Games can be an interesting method of improving vocabulary

Third, Khairani *et al* (2021) entitled "Developing Students' Vocabulary Mastery Using Blindfold Game in Online Learning". Based on the research findings, the authors found that the 11th grade students of SMK Madyatama Palembang had a significant increase in vocabulary achievement. This is shown by the students who are motivated in learning vocabulary when the writer teaches them while playing the blind fold game.

Fourth, Arwandi *et al* (2019) entitled "Improving Students' Vocabulary Through Blindfold Game at Grade VI of SDS Setia Padang". Based on the discussion, this classroom research succeeded in increasing students' vocabulary. The results can be seen from the pre-cycle of students where the average score is 59. After applying word games in teaching, the score increases to 68.6. So, the score is increased to 81.7 in cycle II. It can be seen that the average score of students is increasing after the use of Blindfold game.

Fifth, Diana (2020) entitle "Improving Students' Vocabulary through Blindfold Game". Based on these results, it shows that playing activities can

improve students' skills in using English. This is evidenced by analysis of quantitative data which shows that the value of student learning outcomes in general is above the Minimum Completion Criteria (KKM) in English, which is 75. The use of games can increase students' vocabulary so that their scores can be above the KKM.