

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILLS  
THROUGH BLINDFOLD GAME AT TENTH GRADE  
OF SENIOR HIGH SCHOOL 04 MA'ARIF PERINTIS TEMPUREJO  
JEMBER**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

**By:**

**ATHIEQOTUL JANNAH AN NAINAWA  
NIM: T20196027**

**UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER**

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
EDUCATION AND TEACHER TRAINING FACULTY  
2022**

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILLS  
THROUGH BLINDFOLD GAME AT TENTH GRADE  
OF SENIOR HIGH SCHOOL 04 MA'ARIF PERINTIS TEMPUREJO  
JEMBER**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in  
Partial Fulfilment of the requirements of Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty Language Education Major  
English Education Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**By:**

**Athieqotul Jannah An Nainawa**

**NIM: T20196027**

**STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER  
EDUCATION AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT  
DECEMBER 2022**

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILLS  
THROUGH BLINDFOLD GAME AT TENTH GRADE  
OF SENIOR HIGH SCHOOL 04 MA'ARIF PERINTIS TEMPUREJO  
JEMBER**

**THESIS**

Submitted to State Islamic University of KH. Achmad Siddiq Jember in Partial  
Fulfilment of the requirements of Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty Language Education Major  
English Education Department

**By:**

**ATHIEOOTUL JANNAH AN NAINAWA**

**NIM: T20196027**

**Approval by Advisor**

**As'ari, M.Pd.I**

**NIP: 197609152005011004.**

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILLS  
THROUGH BLINDFOLD GAME AT TENTH GRADE  
OF SENIOR HIGH SCHOOL 04 MA'ARIF PERINTIS TEMPUREJO  
JEMBER**

**THESIS**

Has been examined and approved as the requirement to obtain  
A bachelor's degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

Day : Wednesday  
Date : December, 21<sup>st</sup> 2022  
The Board of Examiners

Chairman

Secretary



**Dr. Indah Wahyuni, M.Pd.**  
NIP. 198003062011012009



**Mega Fariziah Nur Humairoh, M.Pd.**  
NIP. 199003202019032010

Members

1. Dr. Dwi Puspitarini, S.S., M.Pd.

2. As'ari, M.Pd.



Approved By

Dean of Faculty Tarbiyah and Teacher Learning



**Hj. Mukni'ah, M.Pd.I**  
NIP. 196405111999032001.

## MOTTO

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا

“And let those (executors and guardians) have the same fear in their minds as they would have for their own, if they had left weak offspring behind. So let them fear Allah and speak right words”.<sup>1</sup>

(Q.S. An-Nisa’: 9)

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

---

<sup>1</sup> Muhammad Taqi’ud Din AL-Hilali and Muhammad Muhsin Khan, Translation of the meanings of the Noble Qur’an in the English Language, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 107.

## DEDICATION

1. Dear my beloved parent, Heru Suwanda and Falihatul Munawaroh with great love raising and educating their children, always praying for me, as well as being my biggest motivator in the struggle to pursue undergraduate education.
2. My beloved Parent in-laws, Muhaimin and Astutik Utami who are always there for me, always support, encourage and always motivate me to keep trying.
3. My beloved husband, Ahmad Muzakki Zen, who always give me support and motivation and thanks for loving me unconditionally.
4. My brother Reagan Jauzian Syafiq Al-Qoribi.
5. My beloved advisor, Mr. Asári M.Pd thank you for your support and your patience in helping me for finishing this thesis.
6. The proud almamater of UIN KHAS Jember which has provided the opportunity to learn and gain knowledge to experts who are competent in their field, thus providing a lot of valuable learning and experience.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

## ACKNOWLEDGEMENT

All praise the authors convey to Allah SWT because of His mercy and grace, the planning, implementation and completion of the thesis as one of the conditions for completing the undergraduate program, can be completed smoothly. This success can be obtained by the author because of the support of many parties. Therefore, the author realizes and expresses his deepest gratitude to:

1. Professor Dr. H. Babun Suharto, SE, MM as Chancellor of Islamic State University of Kiai Haji Achmad Siddiq Jember.
2. Professor Dr. Hj. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training at Islamic State University of Kiai Haji Achmad Siddiq Jember who has taken the time to approve the results of the thesis that has been completed.
3. Dr. Rif'an Humaidi, M.Pd.I as the head of Islamic Studies and Language Education Program, thanks for giving permission for the researcher's research.
4. As'ari M.Pd.I as the Head of English Education Department and the advisor who has given his time to guide the researcher until thesis finished, thanks for the advice, suggestions, and guidance.
5. All Lecturers of Tadris English at the Faculty of Tarbiyah and Teaching Science Islamic State University of Kiai Haji Achmad Siddiq Jember.
6. Falihatul Munawaroh, S.Pd as an English teacher at senior high school 04 Ma'arif Perintis Tempurejo Jember who has helped carry out this research process.

The author realized that there were many shortcomings in this thesis. Therefore, constructive criticism and suggestions are highly expected. Hopefully this thesis can be useful for everyone to develop knowledge, especially with the development of education. Finally, I hope that all the good deeds that you have given to the writer will receive a good reward from Allah SWT.

Jember, 21 December 2022

Athieqotul Jannah A.N.

## ABSTRACT

**Athieqotul Jannah Annainawa, 2022, *The Implementation of Teaching Speaking Skills Through Blindfold Game at Tenth of Senior High School 04 Ma'arif Perintis Tempurejo Jember.***

**Keywords:** Teaching, Speaking, Blindfold Game.

This research about the implementation of teaching speaking skills through Blindfold game. Speaking is the center or apex of communication. Therefore, learning to speak English is very necessary. However, there are still many high school graduates who have not yet mastered simple speaking English. Students feel bored and less enthusiastic in learning because the learning techniques used are less diverse. Therefore, the English teacher uses the Blindfold game in teaching speaking skill to improve student speaking and their motivation to speak English. So, the researcher was interested in conducting her research at senior high school 04 Ma'arif Perintis Tempurejo.

This study has four research focuses, namely: 1) How is the goal of teaching speaking skills through Blindfold game?. 2) How is the material of teaching speaking skills through Blindfold game?, 3) How is the step of teaching speaking skills through Blindfold game?, 4) How is the evaluation of teaching speaking skills through Blindfold game?

This research used a qualitative approach. The subject in this research were: English teacher and students of X social class. Data collection techniques using observation, interviews and documentary studies. The data analysis technique that will be used is descriptive qualitative analysis with the descriptive interactive model of Miles, Huberman and Saldana which consists of condensing data, presenting data and drawing conclusions. The validity of the data using technique triangulation and source triangulation.

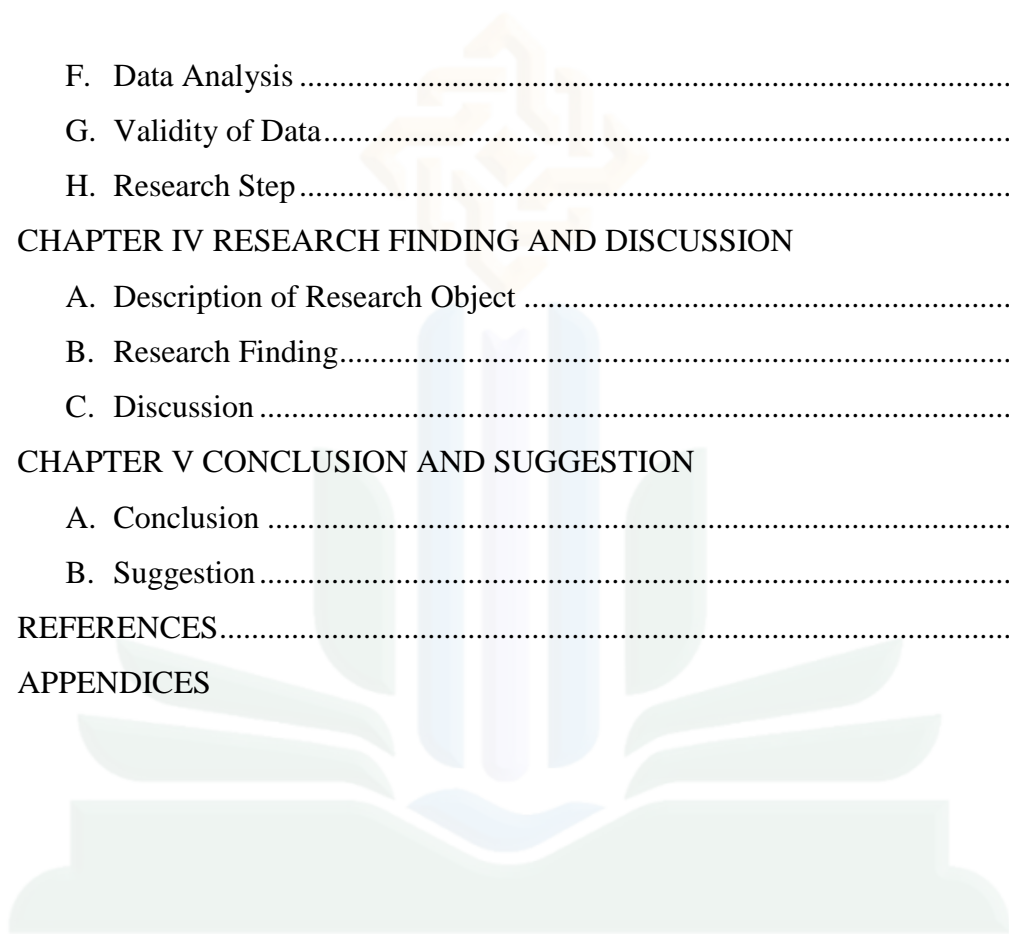
The results of the study were 1) The goals of teaching speaking skills through Blindfold game at tenth grade were: a) students can do learning actively and enthusiastically, b) they can add new vocabulary, c) can speak English fluently, d) More confident in speaking English and, e) understand about descriptive text. 2) The material of teaching speaking skills through Blindfold game at tenth grade was describing something using the general structure such as a pencil, book, pen etc., Then they describe the object through its shape, smell, etc. 3) The steps of teaching speaking skills through Blindfold game at tenth grade were: a) The teacher explains about the material. b) The teacher explains about the Blindfold game. c) The teacher explains how to play the Blindfold game to the students. d) The teacher gives information to students about what areas of work will be evaluated. e) The teacher put a lot of emphasis on the students' vocabulary, fluency, and comprehension of the descriptive text. f) All students will get their turn to describe the object they had touched. 4) The evaluation of teaching speaking skills through Blindfold Game at tenth grade, formative assessment included oral test (fluency, vocabulary and accuracy).



## TABLE OF CONTENT

	Page
Approval Sheet.....	i
Approval of Examine .....	ii
Motto.....	iii
Dedication .....	iv
Acknowledgment .....	v
Abstract .....	vi
Table of Content.....	vii
List of Table .....	ix
List of Figures .....	x
List of Appendixes .....	xi
<b>CHAPTER I INTRODUCTION</b>	
A. Research Background.....	1
B. Research Focus.....	5
C. Research Objective.....	6
D. Research Significant.....	6
E. Definition of Key Terms .....	7
F. Systematic Discussion.....	8
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Previous Research .....	10
B. Theoretical Framework .....	16
1. Teaching speaking skills.....	16
2. The Concept of Game.....	32
3. Blindfold Game .....	34
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Approach and Type of Research .....	40
B. Research Location.....	40
C. Research Subject .....	40
D. Sources of Data .....	42
E. Data Collection Technique.....	42

F. Data Analysis .....	45
G. Validity of Data.....	46
H. Research Step .....	47
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION</b>	
A. Description of Research Object .....	49
B. Research Finding.....	50
C. Discussion .....	65
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	73
B. Suggestion.....	74
REFERENCES.....	75
<b>APPENDICES</b>	



**UIN**

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ  
JEMBER**

## LIST OF TABLES

No	Description	Page
2.1	The Similarities and the differences .....	14
4.1	The result of Research findings .....	64



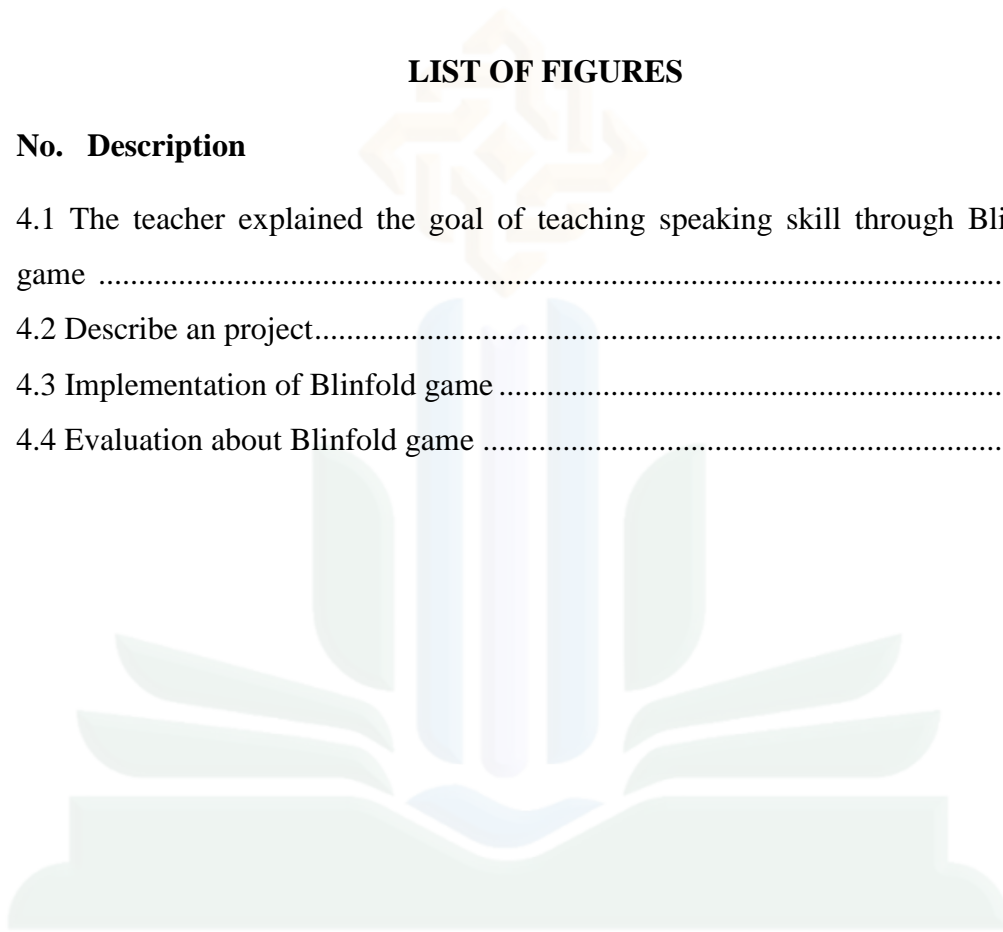
**UIN**

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ  
JEMBER**

## LIST OF FIGURES

No.	Description	Page
4.1	The teacher explained the goal of teaching speaking skill through Blinfold game .....	54
4.2	Describe an project.....	57
4.3	Implementation of Blinfold game .....	60
4.4	Evaluation about Blinfold game .....	63



**UIN**

UNIVERSITAS ISLAM NEGERI

**KH ACHMAD SIDDIQ  
JEMBER**

## LIST OF APPENDICES

1. Declaration of Authenticity
2. Matrix of the Research
3. Research Journal
4. Interview Guide
4. Lesson Plan
5. Research License Letter
6. Conducted Research Letter
7. Vision & Mission of Senior High School 04 Ma'arif Perintis Tempurejo
8. Organization Structure at Senior High School 04 Ma'arif Perintis Tempurejo
9. Documentation
10. Biodata

UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

# CHAPTER I

## INTRODUCTION

### A. Research Background

Language as a means of communication plays an important role in expressing one's intentions to others. Humans can complain, funny story or even explicit their emotions with the presence of language. Language is a unified tool. With the presence of language, people can communicate and understand the intentions of the speaker.<sup>1</sup> One of the ways in communication is through speaking. In addition, in the religion stated Al-Qur'an surah Taha verse 27 as follows:

وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِي<sup>٢٧</sup>

Meaning: "and release the stiffness in my tongue" QS Taha: 27.<sup>2</sup>

The above quote explains the importance of speaking because by speaking we can convey ideas, messages, advice, facts, feelings and other things. Speaking can convey a message from the speaker to the listener or interlocutor. Because of this, the Prophet Musa A.S. prayed to Allah SWT about his ability to speak fluently, so that he could preach well.

Human speaking needs a language. In Indonesia, there are many languages that can be used to speak. One of them is English, Indonesians can speak English as a foreign language. Foreign language instruction is an integrated the four fundamental abilities that learners should study are

---

<sup>1</sup> Edward Finegan, *Language: Its Structure and Use, Fifth Edition* (Boston: Thomson Higher Education, 2008), 1.

<sup>2</sup> QS. Taha 20:27, *Kementrian Agama RI, Al-Qur'an Terjemah dan Tajwid*, (Bandung: PT Sygma Examedia Arkenleema, 2014), 240.

speaking, listening, writing and reading. We make use of it to hear and understand our world. Reading to express our thoughts, needs, and desires via speech and writing.<sup>3</sup> We have a far better chance of understanding others, being understood, and receiving what we want and need from those around us if we are more fluent in another language.<sup>4</sup>

Speaking is the center or apex of communication. Usually, speaking is the best option to establish communication when meeting or dealing with other people. Therefore, speaking requires a language that can be understood by our interlocutors. As we know that English is an international language or a unified language. Therefore, learning to speak English is very necessary. According to Brown, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>5</sup>

In Indonesia, English is included in Elementary school, Junior High school, Senior high school and even College. English is also tested as a graduation assessment of students. However, there are still many high school graduates who have not yet mastered simple speaking English. An example is

---

<sup>3</sup> Vahid Rahmani Doqaruni, "Increasing Confidence To Decrease Reticence: A Qualitative Action Research In Second Language Education," *The Canadian: Journal of Action Research* 16, no. 3, (2015): 42–60. <https://doi.org/10.33524/cjar.v16i3.227>

<sup>4</sup> Yasemin Darancik, "Students' Views on Language Skills in Foreign Language Teaching," *Journal International Studies* 11, no. 7 (2018): 166-178, <https://doi.org/10.5539/ies.v11n7p166>

<sup>5</sup> Henry Douglas Brown, *Principle of Language Learning And Teaching*, (New York: Prentice Hall, 1980), 23.

that there are still many students who cannot make a dialog in English, cannot express greeting phrases or even describe an object in English.<sup>6</sup>

There are some English learning problems, such as lack of Vocabulary to learn, their motivation is lacking in learning English, and they don't fluent in speaking and low self-confidence students in using English in the speaking class, they are still embarrassed to speak English in front of their friends. In Article 1 Law Number 20 of 2003 of the Republic of Indonesia The definition of national education system education in paragraph 1 is: Take deliberate action to establish such a learning environment and learning process Students actively cultivate their potential for spiritual and religious strength, charisma, intelligence, exemplary morals, and skills himself, society, nation and state.<sup>7</sup>

To overcome these problems, various and fun English learning activities are needed so that students can learn in a fun and exciting way, of course while creating conducive learning and can improve students speaking. Instead of lecturing, which is a common method in Indonesia, using techniques can bring and make classes more lively.<sup>8</sup> Games are an alternative that can be used for student learning, besides being fun games can make the class atmosphere relaxed so that students can capture learning well. Games are not only motivating and fun but also provide excellent practice for improving

---

<sup>6</sup> Subhan Zein et al., "English language education in Indonesia: A review of research (2011–2019)," *Language Teaching: Journal Surveys and Studies* 53, no. 4, (2020): 1-33. <http://dx.doi.org/10.1017/S0261444820000208>

<sup>7</sup> Sekretariat Negara Republik Indonesia. Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional, pasal 1 ayat (5).

<sup>8</sup> Nurul An-nisa, "Fun Ways in Learning English," *ALTICS: Journal of Applied Linguistics* 2, no. 1, (2020): 44-51. <https://doi.org/10.36423/altics.v2i1.477>



vocabulary, pronunciation, grammar, and the four language skills.<sup>9</sup> Blindfold is a game of free movement and virtual space exploration that allows simple interaction with words. Important items and assets, proved to be quite a challenge.

The game simulates realistic sound settings, allowing players to understand sound-driven experiences.<sup>10</sup> This game can make the classroom interesting, fun, and relax students, games can be an option for teachers as a teaching technique.<sup>11</sup> In addition, this game can make students able to studying other people's expressions to direct someone. Blindfolds can encourage team members to work together more closely and blindfolds can make some team building activities more memorable and wearing an eye patch can be fun. So that students can be more interested and enjoy in the process of learning English.

In fact, most of the first year students at senior high school 04 Ma'arif Perintis Tempurejo still have difficulties in speaking. It caused by some factors. Those are:

1. The first problem the researcher found was the lack of interest and enthusiasm in learning English, especially in speaking material, this is because speaking material requires a lot of practice and habit in doing so.

---

<sup>9</sup> Jean Brewster and Gail Ellis, *The Primary English Teacher's Guidance* (London: Pinguin English, 2002), 16.

<sup>10</sup> Kristine Jorgensen, *Left in the dark: playing computer games with the sound turned off* (London: Routledge, 2008), 5. <http://dx.doi.org/10.4324/9781351217743-12>

<sup>11</sup> Farideh Bavi, "The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level," *Journal of Language Teaching and Research* 9, no. 3, (2018): 629-639. <http://dx.doi.org/10.17507/jltr.0903.24>

2. Most of the students are still embarrassed to speak, only speaking when asked by the teacher. They need a lesson that can build their passion for learning English.

3. Students still have difficulty in expressing sentences, they still need to add a lot of vocabulary in speaking. They are also still not fluent in speaking English.

These cases are quite problematic and according to the researcher an alternative that fits the problem is needed interesting techniques related to the condition of students. For needs research, the researcher chose class X because this class was more numerous passive compared to other classes. To solve students' problems in speaking the researcher used Blindfold game.

Based on the above background. So, the researcher made a qualitative research with the title "The Implementation of teaching speaking skill through Blindfold Game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo".

## **B. Research Focus**

Based on the background describe above, the focus of the research are as follows:

1. How is the goal of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo?
2. How is the material of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo?
3. How is the step of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo?

4. How is the evaluation of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo?

### **C. Research Objective**

Objective of research is an overview of what will be addressed in conducting the research. The objectives of this research are:

1. To describe the goal of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.
2. To describe the material of Teaching Speaking Skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.
3. To describe the step of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.
4. To describe the evaluation of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.

### **D. Research Significant**

The result of this research is expected to give contribution to the process of teaching speaking skills as follows:

#### **1. Theoretically**

The researcher hopes that the findings will be helpful for the readers, especially to contribute ideas or concepts and theories related to implementation of teaching speaking skill through Blindfold game.

## 2. Practically

### a. For students

This research expects that using Blindfold game in learning speaking skill can add the student vocabulary so they can speak fluently. Besides being able to improve speaking blindfold game students can also build self-confidence because they will be taught to describe an object in their own sentences.

### b. For English teacher

This research is expected to provide teachers with new knowledge about speaking techniques that can be used to train students' speaking. After understanding this technique the English teacher can use it to apply to their learning.

### c. For other researchers

This research is expected to help future researchers as a reference. This research can be used as a reference in improving students' speaking skills. Besides that, future researchers can develop this topic and implement it at different levels of education.

## E. Definition of Key Terms

The definition of terms is needed, the aim is to avoid misunderstanding of the meaning the term referred to by the researcher. As for the terms that contained in this study as follows:

## **1. Teaching Speaking Skill**

Teaching speaking is a way of helping students to communicate their emotions and interact with others. To teach speaking skills effectively, you need to have a good understanding of speech itself, and also help your students develop their natural speaking skills. Overall, teaching speaking students emphasizes making students active and creative in their speaking activities.

## **2. Blindfold Game**

Blindfold game is a fun game, students will guess an object and describe it with their eyes closed. This game is designed to teach directions, numbers, how to make and describe an object, and instructions. In this game students will work in groups to guess objects, such as books, pens, bottles etc. and take turns describing them.

## **F. Systematic Discussion**

Chapter one introduction, consists of sub-chapters namely research context, research focus, research objectives, research benefits and definitions of terms.

Chapter two is a literature review, covering previous research and studies theory. The function of this chapter is as a theoretical basis for the next chapter in order to analyze the data obtained from the research.

Chapter three research methods, contains the methods to be used through approaches and types of research, research locations, research subjects, data collection techniques, data validity and research stages. Method research

is a reference that must be followed in order to answer questions in the formulation of the problem.

Chapter four research results, in this chapter will be explained about description of the research object, data presentation and data analysis as well as discussing about findings from field research.

Chapter five covers the conclusions and suggestions from the research results that have been implemented as well as constructive suggestions.

Furthermore, this thesis ends with a bibliography, attachments containing research matrices, research journals, documentation, authenticity statements, research permits, certificates of completion of research and curriculum vitae of the researcher.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

This section lists the results of previous research that are in accordance with the research that the researcher will examine, then the researcher will make a summary, both published research and unpublished research such as (thesis, dissertation, articles published in scientific journals and so on). By doing this step, it will be seen to what extent the originality and position of the research to be carried out.<sup>13</sup> As for some previous studies which according to researchers have relevance to the research to be carried out, among others:

1. Zahrotul Maulidiyah (2022) conducted qualitative research in the type of descriptive which was designed with the title “The Implementation Of Teaching Speaking skills through Whisper Chinese Game at the Seventh grade of junior high school Rohmatul Umam in the Academic Year 2021/2022”.<sup>14</sup> The study's findings are as follows: 1) The goals of teaching speaking skills through the Whisper Chinese Game were to have students become more active, b) enthusiastic, c) speak spontaneously according to situation and conditions, and d) become more creative in delivering ideas.
- 2) The materials used to teach speaking skills through the Whisper

---

<sup>13</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: UIN KHAS Jember, 2021), 83.

<sup>14</sup> Zahrotul Maulidiyah, “The implementation of teaching speaking skill throught Whisper chinese game at the seventh grade of MTs Rohmatul Umam in academic year 2021/2022” (An Undergraduted Thesis, State Islamic University of Kiai Haji Achmad Siddiq Jember, 2022), viii.

Chinese Game focused on describing family and text structure. 3) The steps for teaching speaking skills through the Whisper Chinese Game were as follows: a) the teacher explains the Whisper Chinese Game, b) the teacher demonstrates how to play the Whisper Chinese Game, c) the teacher explains to students what aspects of their performance will be evaluated, d) the teacher and students sit in a circle, and e) the teacher begins to tell an interesting game. 4) The evaluation of Whisper Chinese Game teaching speaking skill was to speak up in front of the class and observe student attitude.

2. Hikmawati (2021) conducted a Classroom Action Research (CAR) which was designed with the title “Improving the Students’ Speaking Ability by Using Blindfold Technique at public high school 3 Bantaeng”.<sup>15</sup> The purpose of this study was to determine whether or not students' speaking abilities could be improved by using a Blindfold technique in the second class of SMA Negeri 3 Bantaeng in the school year 2020/2021. The results the study's findings are as follows: First, in terms of test results, 9 students, or 60% of the class, met the minimal mastery level criterion or KKM in the pretest. Then, as a result of cycle I, 80% or 12 students met the minimal mastery level criterion, or KKM. Following that, as a result of cycle II, 14 students (93.33% of the class) met the minimal mastery level

---

<sup>15</sup> Hikmawati, “Improving The Students’ Speaking Ability By Using Blindfold Technique At Sma Negeri 3 Bantaeng” (An Undergraduted Thesis, Muhammadiyah University of Makassar, 2021), xii.



criterion, or KKM. Second, the observation results revealed that the students were braver and more confident in speaking.

3. Anita Rukmana Harahap (2021) also conducted classroom action research (CAR) and the title is “The Implementation of Blindfold Game to Improve Students Vocabulary Mastery at junior high school Percontohan Tebing Tinggi In Academic Year 2020/2021”.<sup>16</sup> The purpose of this study was to improve students' vocabulary mastery through the use of Blindfold games. The findings of this study revealed that the average student score was 41.04, with 2 or 8% of the 25 students passing the standard minimum score or KKM. In the post-test I, 10% or 40% improved, with a mean score of 68.48. Meanwhile, the mean score in posttest II was 80.32. The standard minimum score was passed by 23 students (88%). It suggested that the Blindfold game could help students improve their vocabulary.
4. The next research relevant to this topic was conducted by Harpia, Mujahidah, Ahdar (2020) with the title “The Implementation of Blindfold Game to Improve Students' Vocabulary Mastery”.<sup>17</sup> The purpose of this study was to compare students' vocabulary mastery before and after learning through a Blindfold game. The study's findings are beneficial to both the teacher and the students. The teacher should be aware that it is critical to provide materials prior to teaching in order to engage students in

---

<sup>16</sup> Anita Rukmana Harahap, “The Implementation Of Blindfold Game To Improve Students Vocabulary Mastery At Mts Percontohan Tebing Tinggi In Academic Year 2020/2021” (An Undergraduted Thesis, State Islamic University of North Sumatera Medan, 2021), i.

<sup>17</sup> Harpia, Mujahidah, and Ahdar, “The Implementation Of Blindfold Game To Improve Students' Vocabulary Mastery,” *INSPIRING: English Education Journal* 3, no. 1 (2020): 37-8, <https://doi.org/10.35905/inspiring.v3i1.1308>

the learning process. The researcher was conducted at MTs DDI Lil Banat Parepare, and the sample of this research consisted of 19 students from VIII.C class. Pre-test and post-test data were used in this study. The findings of this study revealed that students' vocabulary mastery improved. Based on the findings, the researcher concluded that the Blindfold game can improve vocabulary mastery. The students' vocabulary mastery was significantly improved by the mean score of the pre-test was 46.05 and the mean score of the post-test was 78.57, indicating that the mean score in the post-test was higher than the mean score in the pre-test.

5. Rini Andriyani (2017) also conducted another study entitled “The Implementation of Blindfold Game Media to Improve Students’ Vocabulary Mastery at junior high school Nurul Huda Tanjung Pura”.<sup>18</sup> The goal of this study was to learn how Blindfold game media can help students improve their vocabulary mastery. This study was carried out using Classroom Action Research. As a result, alternative hypothesis (Ha) states that Blindfold Game Media could improve students' vocabulary mastery and make classroom activities more alive and action-oriented.

The brief descriptions of the five previous researchers above are briefly described in the table below:

---

<sup>18</sup> Rini Andriyani, “The Implementation Of Blindfold Game Media To Improve Students’ Vocabulary Mastery At Mts Nurul Huda Tanjung Pura” (An Undergraduted Thesis, State Islamic University of North Sumatera Medan, 2017), i.

**Table 2.1**  
**Research Similarities and Differences**

No	Name/Title of Research	Similarities	Differences
1	2	3	4
1.	Zahrotul Maulidiyah, conducted a research by the title “The implementation of teaching speaking skill through Whisper Chinese Game at the seventh grade of junior high school Rohmatul Umam in academic year 2021/2022”	a. Both researchers use qualitative research	a. The research used Whisper Chinese game while the researcher’s used Blindfold game b. Conducted at junior high school Rohmatul Umam while the researcher’s conducted at Senior High School
2.	Hikmawati, entitled “Improving the Students’ Speaking Ability by Using Blindfold Technique at public high school 3 Bantaeng”	a. Both researchers used Blindfold game b. Both researcher conducted at Senior high School	a. The design of research used Classroom Action Research (CAR) while the researcher’s used qualitative research b. This research focus on speaking skill student and researchers focus on implementation of blindfold game
3.	Anita Rukmana Harahap entitled “The Implementation of Blindfold Game to Improve Students Vocabulary Mastery at junior high school Percontohan Tinggi In Academic Year 2020/2021”	a. Both researchers use Blindfold game	a. The design of research used Classroom Action Research (CAR) while the researchers’ used Qualitative b. The research focused on the vocabulary mastery while the researcher’s focused on the implementation of Blindfold game c. Conducted in Islamic Junior high School while the researcher’s conducted in Senior high school

4.	Harpia, Mujahidah , Ahdar entitled " The Implementation Of Blindfold Game to Improve Students' Vocabulary Mastery "	a. Both researchers use Blidfold game	<ul style="list-style-type: none"> <li>a. The design of research used Classroom Action Research (CAR) while the researchers' used qualitative</li> <li>b. The research focused on the vocabulary mastery while the researcher's focused on the implementation of Blindfold game</li> <li>c. Conducted in Islamic Junior high School while the researcher's conducted in Senior high school</li> </ul>
5.	Rini Andriyani entitled " The Implementation Of Blindfold Game Media To Improve Students' Vocabulary Mastery At junior high school Nurul Huda Tanjung Pura"	a. Both researchers use Blidfold game	<ul style="list-style-type: none"> <li>a. The design of research used Classroom Action Research (CAR) while the researchers' used qualitative</li> <li>b. The research focused on the vocabulary mastery while the researcher's focused on the implementation of Blindfold game</li> <li>c. Conducted in Islamic Junior high School while the researcher's conducted in Senior high school</li> </ul>

Based on previous studies, similarities included in studies by previous researchers and researchers. In the titles of the first and second studies, the research focus of the student's speaking skills is similar to that of the researcher. In the first title, previous researchers also share similarities with those in study design (qualitative). The second, third, fourth, and fifth research have similarities to the researchers in that they

both used blindfold play. The second research also has similarities in the object of research that is student senior high schools.

The researcher's work differs from earlier study in that, namely in the first study the difference was in the game used, the previous researcher used a whisper Chinese game while the researcher used a blindfold game. The subjects of the first, third, and fourth studies are different; the former researcher is a junior high school student, and the researcher is a high school student. The second, third, fourth and fifth studies differ in study design. That is, the previous researcher used his CAR and the researcher used qualitative research. The third, fourth and fifth studies differ in their research focus. That is, while previous researchers focused on vocabulary acquisition, researchers focused on students' speaking skill.

## **b. Theoretical Framework**

### **1. The Teaching Speaking Skills**

#### **a. The Definition of Teaching**

In order to impart knowledge to students and facilitate the learning process, the teacher engages in a number of intricate tasks or activities. The complex of activities in question is to organize student learning activities, take advantage of the environment, both the environment in the classroom and outside the classroom, as well as providing stimulus, guidance, direction and encouragement to students. The idea behind contemporary education is for students to acquire socially desirable knowledge, abilities, and lifestyles. It is a method in which students,

teachers, curriculum, and other elements are arranged according to psychological needs to achieve some set goals.

According to Brown, teaching involves displaying or assisting someone in learning how to do something, providing guidance and instructions while studying a subject, sharing knowledge, and causing someone to know or understand.<sup>19</sup> Additionally, teaching aims to transform passive learners into active ones and impart knowledge, rather than just disseminating information. Although basically the teacher cannot turn passive students into active ones, but teachers can create pedagogic, social and ethical conditions for students, so that students agree to be responsible for their own learning.

Teaching spoken languages is essential for students studying a second language or a foreign language. Being able to communicate fluently in other languages and correctly can make it easier for students to move on to the next level of education and life. Therefore, the need for teacher attention in learning student speaking so that students can speak English fluently.<sup>20</sup>

#### **b. The Principle of Teaching**

For students, speaking English is crucial. They may freely present their viewpoint. Students won't become bored easily and will be engaged

---

<sup>19</sup> Henry Douglas Brown, *Principles of Language Learning and Teaching*, 5<sup>th</sup> edition, (Francisco University: Pearson Education, 2007), 7.

<sup>20</sup> Aidil Syah Putra, "The Correlation Between Motivation And Speaking Ability," *Channing: Journal of English Language Education and Literature* 2, no. 1 (2017): 36-57, <https://doi.org/10.30599/channing.v2i1.87>

in the lesson this manner. The teacher is then expected to be familiar with five principles when teaching speaking skills. They are:<sup>21</sup>

- 1) The distinctions between learning a second language and a foreign language must be carefully considered.
- 2) The student's practice provided fluency and accuracy.
- 3) By utilizing group or pair work and minimizing teacher discourse, give pupils an opportunity to speak.
- 4) Plan tasks for speaking that need you to negotiate meaning.
- 5) Create in-class activities that encourage and provide practice for both transactional and interpersonal speaking.

In order for student to feel at ease and interested in their learning, teachers must take into account the spoken language teaching principles. Teachers in this situation ought to provide students with lots of opportunity to copy and practice speaking English. The meaning of speaking is according to Tarigan defines speaking or conversing as a language skill that develops in children's lives. This ability to listen can be achieved with oral fluency. When children listen, they also learn to speak.<sup>22</sup> The ability to speak or the ability to speak English plays an important role in communication. The goal of teaching speaking to interact effectively with students is to make it clear by making the most of the student's current ability. Students should avoid confusing messages

---

<sup>21</sup> David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), 54.

<sup>22</sup> Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa*, (Bandung: Angkasa, 2009), 3-4.

with incorrect pronunciation, structure or vocabulary and adhere to cultural and social norms that apply to all communication situations.<sup>23</sup>

These are the principles of teaching English that teachers must master. So that students can interact with new ideas and express their own feelings.<sup>24</sup>

### c. Components of Teaching Speaking Skill

#### 1) Teaching goal.

Goals are someone's ideas for planning and determining what activities will be carried out or the results of activities. Because of that with the goals that have been decided, everyone, organization and institution can actually be achieved.<sup>25</sup> The goal of teaching English is about developing your language skill and communicating effectively in a globalized world.<sup>26</sup>

It's a teaching every teaching strategy aims to accomplish a specific goal. Teaching also includes providing guidance, directing learning, imparting knowledge, and encouraging knowledge or understanding in order to show or assist someone in learning how to accomplish something.<sup>27</sup> If there are no teachers present to instruct the pupils, it is safe to conclude that they will not receive the best possible educational outcomes.

<sup>23</sup> Burnkart, Grace. Stova. 1998

<sup>24</sup> Irma, "Challenges Encountered by EFL Teachers in Teaching Productive and Receptive Skills at SMP 2 Mattirobulu Pinrang," *Al-Iftah: Journal of Islamic Studies and Society* 2, no. 1 (2020): 133-158, <https://ejurnal.iainpare.ac.id/index.php/aliftah/article/view/1859/830>

<sup>25</sup> Haidir, "*strategy pembelajaran*", (Medan : ikatan penerbit Indonesia (IKAPI), 2014), 52.

<sup>26</sup> Muhammad Erfan Nugroho, "*Teaching English Vocabulary to seventh grade students of SMP Muhammadiyah 5, Surakarta*" (Thesis, English Departement Muhammadiyah University, Surakarta, 2015), 32

<sup>27</sup> Henry Douglas Brown, 8. *Principle of Language Learning and Teaching*. Fifth edition. 8.



The formation of efficient communication is the goal of speaking instruction. Students need to be able to comprehend themselves, what has to be communicated, and how the intended audience will understand it. In conclusion, the goal of teaching speaking is to practice the students' speaking skills so that they can speak English fluently and with confidence. Knowledge speaking should include the following three topics for students:<sup>28</sup>

- a) Mechanics (pronunciation, grammar, vocabulary): Using the appropriate words in the appropriate order with the proper pronunciation.
- b) The functions of transactions and interactions: Recognizing when perfect knowledge is not necessary for interactions and transactions involving the exchange of information and when it is important to communicate clearly.
- c) Social and cultural norms (turn-taking, speaking tempo, duration of silences between speakers, relative roles of participants): recognizing how to take into account who is speaking to whom, under what conditions, about what, and why.

## **2) Teaching Material**

In the process of teaching and learning, teachers need to prepare materials to be used as learning materials. The study materials are systematically organized based on psychological aspects to make

---

<sup>28</sup> Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 102.

it easier for students to understand. In teaching activities, the existence of teaching materials makes the teaching process run well, because the materials or topics to be discussed have been prepared. Materials, on the other hand, are primarily used to supplement the teacher's instruction. Apart from the teacher, materials may be the primary means of communication for students.<sup>29</sup>

Learning material is very important in the success of students' speaking. The level of difficulty in learning materials must be adjusted to the level of students. This will have a bad impact if the learning materials presented are not in accordance with the level of students, students will experience failure in speaking because they experience difficulties. Tomlinson stated that the materials for teaching language can be chosen based on the students needs in order to facilitate them with the appropriate materials to learn since they have different ways of learning the language.<sup>30</sup> Therefore, learning materials must be appropriate to the level of students, whether beginner, intermediate or advanced. So they can apply speaking skills without difficulty in the learning process.

According to Brian Tomlinson, The qualities of good language teaching materials are as follows:<sup>31</sup>

---

<sup>29</sup> Jack Croft Richards, *Curriculum Development in Language Teaching*, (UK: Cambridge University Press, 2017), 252.

<sup>30</sup> Brian Tomlinson, *Materials Development for language learning and teaching*. (London: Continuum, 2012), 143.

<sup>31</sup> Brian Tomlinson, *Materials Development for language learning and teaching*, 166.

- a) Materials must have an impact.
- b) Students must feel helped as a result of the material.
- c) The material should boost students' confidence.
- d) What students perceive as relevant and useful.
- e) Materials should necessitate and facilitate students' self-investment.
- f) Students should be prepared to learn what is being taught.
- g) Materials should expose students to language in authentic contexts.
- h) Students' attention should be drawn to linguistic features of the input.
- i) Students should be given opportunities to use the materials targets to achieve communicative goals.
- j) Materials must consider the benefits of generally delayed instruction.
- k) Materials must account for students' asynchronous learning styles.
- l) Materials must account for the fact that students are not sensitive to affective attitudes.
- m) Materials must allow for silent time at the start of the lesson.
- n) Materials should maximize learning potential by stimulating right and left brain activity through intellectual, aesthetic, and emotional involvement.
- o) Controlled practice should not be overly reliant on materials.
- p) Materials must allow for the occurrence of rewards.

### 3) Teaching Evaluation

Evaluation, in essence, assesses not only learning outcomes but also the processes that teachers and students go through throughout the learning process.<sup>32</sup> In Gronlund's opinion, achievement tests are divided into four types of tests based on their respective goals.<sup>33</sup>

#### a) Summative Test

A summative test is a learning outcome test that is carried out when a set of subject matter or teaching program units has been given.

#### b) Formative Test

A formative test is one that the teacher administers in order to assess how well the learning and teaching process is going in the classroom. The same as the opinion above, according to Gronlund Formative assessments were used in the classroom to track student progress.

#### c) Diagnostic Test

Diagnostic tests are used at the beginning of a course or during its implementation to assess a student's proficiency or weakness in a specific area of language.

---

<sup>32</sup> Asrul, Rusydi Ananda, and Rosnita, *Evaluasi Pembelajaran*, (Bandung: Citapustaka Media, 2014), 2.

<sup>33</sup> Sari Agung Suchahyo, dan Widya Noviana Noor, "Analysis On Achievement Test In Intensive English Program Of Iain Samarinda," *Fenomena: Jurnal Penelitian* 10, no.1 (2018): 117-134, <https://doi.org/10.21093/fj.v10i2.1320>

d) Placement Test

A placement test assesses a student's language ability and allows them to choose a major and enroll in the appropriate classes at their preferred educational institution. A placement test, according to Gronlund, is a pre-test designed to determine whether a student possesses the skills required to succeed in a unit or course, or how well they have met the class's predetermined goals.<sup>34</sup>

Suhendar, Cahyani and Hodijah suggests that when evaluating a person's speaking ability, at least six factors must be considered. The six factors are: pronunciation, language structure, vocabulary, compassion, conversation content, and comprehension.<sup>35</sup>

Speaking is arguably the most often of the four abilities to use, yet it can appear to be the skill that is easiest to test when put to the test. Speaking ability is a productive ability since it is utilized to create language's ability to convey meaning.<sup>36</sup>

According to the types of assessment of speaking skill mentioned above, at least six factors should be considered when evaluating a person's speaking ability: fluency, pronunciation, language structure, vocabulary, the right choice of words in relation to the information being conveyed, the content of the conversation,

---

<sup>34</sup> Norman Edward Gronlund, *Assessment of Student Achievement*, (USA: Michigan University, 2006), 113.

<sup>35</sup> Cahyani, Isah, and Hodijah, *Kemampuan Berbahasa Indonesia di SD*. (Bandung: UPI Press, 2007), 64.

<sup>36</sup> Azlina Kurniati, Eliarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa* 2, no.2 (2015): 1-13. <https://jom.unri.ac.id/index.php/JOMFKIP/article/view/7194/6875>

the ideas put forth, the understanding, in terms of the degree of communication success, and communicativeness.

#### **d. Definition of Speaking Skill**

The term "speaking" is derived from the word "speak." "Speak" means to say something; to talk, to be able to use a language, to make a speech, to express ideas, feelings, and so on.<sup>37</sup> Speaking is one of the four English skills that students must learn. Speaking ability is said to as a productive skill that is essential for human Conversation and communication. According to Cameron, "speaking is the active use of language to express meaning so that other people can make sense of it; thus, the label of productive use of language can be applied to speaking".<sup>38</sup> Students rate learning to speak as more difficult than learning to understand spoken language, because learning to speak requires more effort such as self-confidence, adequate vocabulary and correct pronunciation so that the recipient of the message can understand the intent of the speaker.

In general, speaking is a form of people conveying the contents of their heads to others, through a voice that is supported by language, so that the person listening or the other person they are talking to understands what they mean. According to Bailey and Nunan "Speaking is an interactive meaning-making process that includes information

---

<sup>37</sup> Victoria Bull, "*Oxford learner's Pocket Dictionary Forth Edition*", (New York: Oxford University Press, 2008), 426.

<sup>38</sup> Lynne Cameron, *Teaching Language to Young Learners*, (UK: Cambridge University Press, 2001), 40.

production, reception, and processing. It is frequently spontaneous, open, and participatory, but it is not entirely unexpected".<sup>39</sup> Spoken language can also be used to perform one of two important functions: transaction (data transfer) and interaction (protect social relations).

From the definitions that have been described, we can understand that speaking is a person's ability to interact with others. Speaking can also be interpreted as the process of sharing data, ideas and information with others through voice and language.

#### **e. Components Speaking Skill**

There are parts of speaking ability that English language learners should learn. A minimum of five speaking skills, including fluency, vocabulary, grammar, and pronunciation.<sup>40</sup> These components plays important role for Blindfold game in teaching english speaking at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo. They are:

##### **1) Vocabulary**

Vocabulary is very important for people who are learning English. They will not be able to speak English fluently and correctly unless they first master the basics of vocabulary.<sup>41</sup> A vocabulary is a unique word language, an activity, or someone who is familiar with a set of words and a method. Language learners must be aware of and

---

<sup>39</sup> Kathleen. M. Bailey, and David Nunan, *Practical English Language Teaching Speaking*, (New York: Mc Graw Hill, 2005), 2.

<sup>40</sup> Henry Douglas Brown, *Principle of Language Learning and Teaching*, 178.

<sup>41</sup> Charlotte Buxton, *English Mini Dictionary*, (UK: Oxford University Press), 55. Accessed December 10, 2022. [https://books.google.co.id/books?id=poacAQAAQBAJ&printsec=frontcover&source=gbs\\_atb&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?id=poacAQAAQBAJ&printsec=frontcover&source=gbs_atb&redir_esc=y#v=onepage&q&f=false)

comprehend the method. Following that is the form of production acceptance. Knowing 3000 general academic words is important because it allows students to pronounce the words more easily. Furthermore, Richard demonstrated that effective speaking requires a minimum of three thousand words, and that at the university level, having five thousand words indicated primarily students' academic success.<sup>42</sup>

## 2) Grammar

One aspect that is no less important in teaching language is grammar. Each language has its own grammar. Grammar refers to the rules of language that govern how words or sentences are used. According to Jack Richards, grammar is defined as grammatical competence, which is an umbrella concept that includes increasing expertise in grammar (morphology and syntax), vocabulary, and mechanics (sound of letter, syllables, pronunciation of the word, intonation and a stress).<sup>43</sup>

From the above statement, we can conclude that grammar is an important aspect in learning English, especially in students' speaking. Students will be asked to speak English using good and correct grammar.

---

<sup>42</sup> Jack Croft Richards, *Curriculum Development in Language Teaching*, 259.

<sup>43</sup> Jack Croft Richards, *Curriculum Development in Language Teaching*, 263.



### 3) Pronunciation

The standard and correct pronunciation of words is particularly important because when we communicate, we need to do so clearly and precisely so that the listener or interlocutor may comprehend what we mean. Speaking clearly and precisely can encourage listeners to participate in our discourse appropriately. A clear pronunciation affects interactions between two or more persons. Pronunciation is the result of speech-to-speech generation, which includes things like clarity, accent, and vowel information style.<sup>44</sup> The concept of pronunciation or speech sound includes the following elements:

**a) Pitch,** Pitch is a means for speakers to convey their mood. Most people often use a range of tones to convey emotion and strain. For instance, a speaker's voice can drastically alter pitch. When we are terrified or out of it, we frequently speak at a higher pitch. But occasionally, when we're weary, bored, or depressed, our pitch drops below normal. Pitch is a way for speakers to express their emotions. The majority of people have a range of tones that convey tension and emotion. The speaker's voice, for example, can change pitch to a higher pitch when angry. When we are scared or out, we tend to speak at a higher pitch. However, when we are tired, bored, or depressed, our pitch falls lower than usual.

---

<sup>44</sup> Mauloeddin Afna, "The Correlation Between Vocabulary And Speaking Skill," *JL3T: Journal of Linguistic, Literature and Language Teaching* 4, no. 1 (2018): 43-71, <https://doi.org/10.32505/jl3t.v4i1.750>

- b) Intonation,** The term "intonation" describes the way words are pronounced. In communication, intonation is very important because it helps you understand what the speaker is saying. To listeners, intonation is describing of what someone is saying and how they feel about it.
- c) Sound and spelling,** Examples of skills that are especially important for speaking include sounds and spelling. Both are employed to assist the listener in comprehending the speaker's message.
- d) Stress,** The term "stress" refers to the point at which a word or phrase comes to an end. The significance of stress in communicating a message cannot be overstated.

#### 4) Comprehension

Brown defines learning comprehension as the ability to look at and process the extent of discourse, in formulating representations of sentence meaning.<sup>45</sup>

#### 5) Fluency

According to Nunan, fluency is used to determine whether or not a person is capable of using a language. Fluency refers to how well speakers use the language quickly and confidently, with only minor hesitations or natural pauses, incorrect initial word search, and

---

<sup>45</sup> Henry Douglas Brown, *Principle of Language Learning and Teaching*, 226.

so on.<sup>46</sup> Many language learners want to improve their speaking skills. Fluency is characterized by a relatively rapid rate of speech. Several pauses and "um" or "uh" These are indications that the speaker is not devoting much time to locating the language items required to express the message.<sup>47</sup>

#### **f. Characteristic of a Successful Speaking Activity**

In order for classroom speaking to be successful, teachers need to understand the characteristics of different students and the characteristics of successful speaking in order to support the teaching and learning process of students speaking skill. If the teacher knows the characteristics of the students, the teacher will find it easier to convey the material and vice versa, if the teacher does not understand the character of the students, the teacher will have difficulty in teaching students.

According to Unny the following is the characteristic of successful speaking skill:<sup>48</sup>

##### **1) Students talk a lot**

Students speaking take up a large portion of the time allotted for this activity. Despite how clear it may appear, teachers typically spend the majority of the class period talking or halting.

---

<sup>46</sup> David Nunan, David Nunan, *Practical English Language Teaching Speaking*, 55.

<sup>47</sup> Syafrizal, and Cucum Rohmawati, "Teacher's Speaking Strategies at Vocational High School," *JELS: Journal of English Language Studies* 2, no.1 (2017): 66-83, <http://dx.doi.org/10.30870/jels.v2i1.1594.g1248>

<sup>48</sup> Penny Ur, *A Course in Language Teaching*, (UK: Cambridge University Press, 2009), 120.

## **2) Participation is Even**

Discussions in class were not dominated by a few chatty students. Everyone has the opportunity to express their aspirations through speaking and contributions are equally distributed

## **3) High Motivation**

Because they are passionate about the subject and have something fresh to add, or because they want to help the mission succeed, students are eager to speak.<sup>49</sup>

## **4) Language is at an acceptable level**

Students communicate in meaningful ways that are simple for one another to grasp, and their language correctness is satisfactory. These are the traits of a successful speaking process that a teacher can use as criteria when instructing speaking. Because the researcher can determine whether or not all characteristics are met in order to develop the students' speaking skills after it is completed, it is very useful to explain them in this chapter. These are the qualities of a successful speaking process that teachers might use as criteria when instructing speaking. Therefore, it is useful to discuss learning to speak in this chapter because the researcher can see if all the

---

<sup>49</sup> Michael David Camp, "The Power Of Teacher-Student Relationships In Determining Student Success" (Master Thesis, University of Missouri, Kansas-City, USA, 2011), 3.

characteristics are achieved or not to improve speaking skills after this is done.<sup>50</sup>

### C. The Concept of Game

#### 1. The Definition of Game

According to Jill Hadfield, “a game is an activity with rules, a goal, and a component of fun”.<sup>51</sup> Julia Dobson, on the other hand, has her own thoughts on games: “I personally have found that a good language game is wonderful ways to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning and may even reinforce that learning”.<sup>52</sup> Games can create a relaxed and fun classroom atmosphere, so that students are interested in participating. Games, however, are more than just a diversion from the usual tasks in the language classroom. By requiring language use from the players during the game, they must also in some manner advance language proficiency.

Based on the aforementioned justification, the researcher comes to the conclusion that a game is an activity or sport that culminates a learning process skill, particularly English so that students can easily understand the lesson and do not become tired in studying.

---

<sup>50</sup> Bayu Hendro Wicaksono, “Teacher’s Talk Role In Teaching Speaking,” in *Proceedings of International Seminar on English Language and Teaching* (Padang: Universitas Negeri Padang, 2016), 126.

<sup>51</sup> Jill Hadfield, *Advanced Communication Games*, (Longman, 1987), iii, <https://pdfslide.net/documents/hadfield-jill-advanced-communication-games-1pdf.html?page=3>

<sup>52</sup> Julio Dobson, *Try One of My Games*. (USA: Washington DC, 2003), 295.

## 2. The Types of Game

Games can be categorized into two categories, according to Jill Hadfield: competitive games, in which players or teams compete to be the first to the goal, and cooperative games, in which players or teams cooperate to achieve the goal.<sup>53</sup>

There are numerous varieties of language games, according to Mario Rinvoluceri and Paul Davis:

- a) **Competitive games.** These games frequently borrow their formats from radio and television games. It seems sense to take pleasant contexts from the students' amusement-related language. Competitions that pit teams of two people against each other are great for encouraging cooperation and mutual aid amongst the teams.
- b) **Cognitive game.** This is a game where people make sentences together. The task is largely open-ended and asks the student to turn one sentence into two utterances by adding one or two words.
- c) **Feeling and grammar.** The students focus on communicating authentic information about themselves and those around them in this segment. Using the predetermined structures, they do. This is far more effective with some learner types than focusing just and directly on the grammar.

---

<sup>53</sup> Jill Hadfield, *Advanced Communication Games*, iv.

- d) Listening to people.** Students construct an exact scenario in a language classroom for this game. Practice of the grammar takes place in a setting where the emphasis is on the individual and the meaning.
- e) Movement and grammar.** With the help of this game, kids can walk around while using and internalizing grammar. While they are moving, washing time is not.
- f) Meaning and translation.** Students in the intermediate to advanced levels can play this game to determine whether the offered sentences are relevant or meaningless.
- g) Problem solving,** in this game about problem solving, students must come up with different answers to complex human and cultural issues. They also use a specific language and grammar to express themselves.<sup>54</sup>

### 3. Concept of Blindfold Game

#### a) Definition of Blindfold Game

The Blindfold game is a free-moving, virtual-space exploration game that permits easy interaction with essential parts and assets but ultimately proves to be fairly difficult. Players can understand the sound-driven experience by using the game's simulation of a genuine sound environment.

One of the media that can help pupils' speaking is the blindfold game. The Blindfold Game is a useful verbal communication exercise

---

<sup>54</sup> Mario Rinvoluceri, and Paul Davis, *More Grammar Games* (Cambridge: Cambridge University Pres, 2005), x-xiv.

that involves using blindfolds. This game is designed to teach directions, numbers, how to make and describe an object, and instruction. Wearing blindfolds can encourage team members to collaborate more closely, make team-building exercises more memorable, and even be entertaining.<sup>55</sup> So that student will find learning English more fascinating and enjoyable.

#### **b) Types of Blindfold Games**

There are various kinds of blindfold games, including:

##### **1) Blindfold Cat and Mouse**

For both sighted and visually impaired players, the skip.bo card game served as the model for the entirely accessible card game Blindfold Cat and Mouse, which was designed for speedy audio play. Be the first player to exhaust your stock pile to win the game. There are four discard piles, a hand of five cards, a stock pile of thirty cards, and a hand. The same applies to your rival. The cards in the deck range from 1 to 12.

Playing a single card from your hand onto the construction pile initiates the game. Then, if you have 2 or 3 card, you play that card, followed by a 3 and so on, until you play a 12. You start over after removing the build pile. You must discard a card if you are unable to play one, and your

---

<sup>55</sup> “Blindfold an Audio Only Adventure Game,” Accessed on December 10, 2022, 14:22 P.M. [http://vj2013.dei.uc.pt/wp-content/uploads/2013/09/vj2013\\_submission\\_34.pdf](http://vj2013.dei.uc.pt/wp-content/uploads/2013/09/vj2013_submission_34.pdf)



opponent then gets to make the initial action. That is a brief overview of the game's rules.

## **2) Blindfold Bingo Blindfold**

You can play bingo alone or against other computer players in this completely accessible audio game. In bingo, you press as you lightly touch the announced number with your card. You have control over the number of computer players and the number of cards they can purchase. In the event that you score a bingo, you will receive 50% of the money that you and the other players used to buy cards.

Blindfold Bingo offers more than 16 different patterns of play, allowing you to first study a pattern before playing it, including a clover leaf, letter X, or inner diamond. When you get a bingo, blindfold bingo will replay the bingo you recorded of yourself. Other persons are an option as well.

## **3) Blindfold Word Game**

A word game created for quick audio play, Blindfold Word Games is entirely accessible to both sighted and visually impaired players. Among them are the word games 7 Little Words, Word Ladder, Word Flick, Hangman, and Unscramble.

#### **4) Blindfold War**

For both sighted and visually impaired players, Blindfold War is a completely accessible version of the popular card game of war that is made for quick audio play. The cards you and the computer used in the game Blindfold War are shown along with the total number of cards you have in your hand. Your choices can be catered for throughout the game, including how quickly and how much extra information is spoken.

Each player in blindfold war begins with a deck of 26 cards. Each player exposes one card throughout each fight that makes up the game. Both cards go to the player who has the highest card. Each player has the opportunity to win many of their opponent's cards when two players adore a card of the same rank. Instead than seeing the cards, you play by listening. The computer also plays its next card when you tap the screen to play your next card.

#### **5) Blindfold Wildcard**

Blindfold Wildcard, a version of "UNO" designed for speedy audio play, is a card game that is fully accessible to players who are blind or visually impaired. Blindfold can be used to determine if a card can be played. Wildcard. The

game can be customized to your tastes, down to how much and how quickly extra information is spoken.

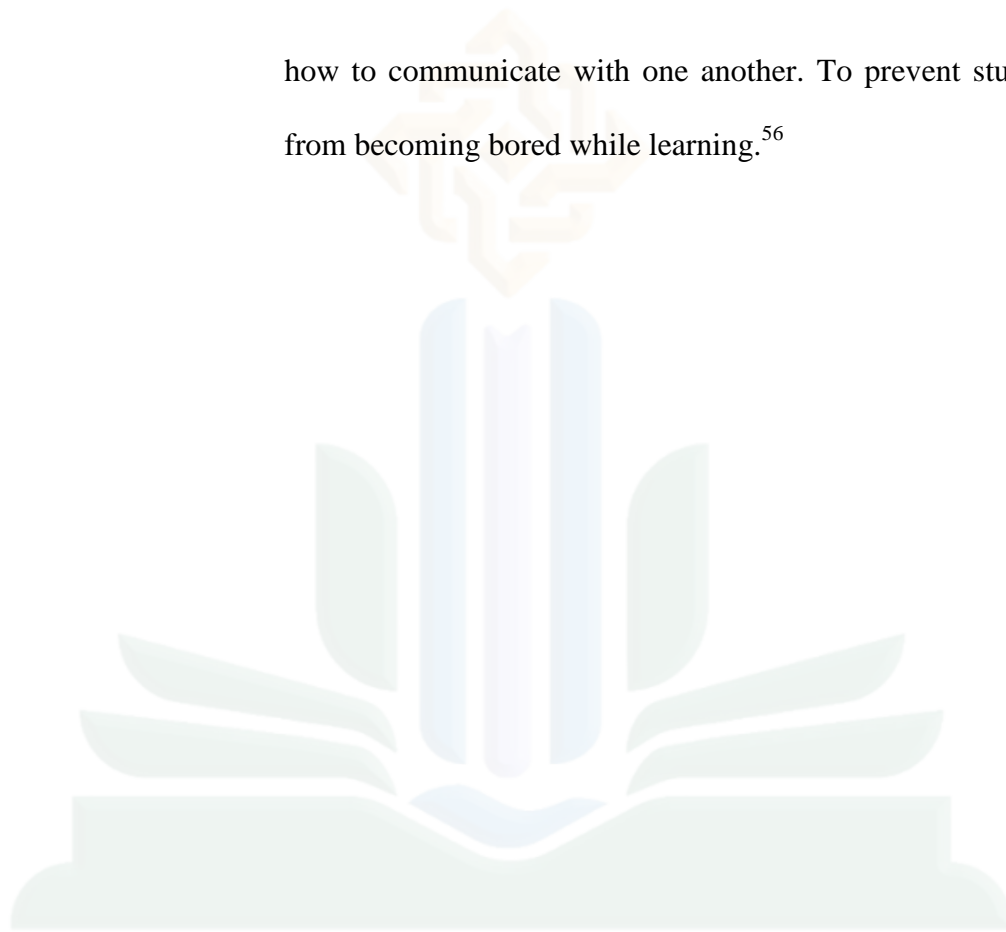
There are various ways to play the Blindfold Wildcard game, included till you can discard, as well as discard or draw. You can alter the game to fit many different rules because there are so many options for the game's rules. You compete with a computer. Instead than seeing the cards, you play by listening. Draw cards from the deck or play a card by tapping. Flick up or down to hear the card. The help section includes a comprehensive guide to the motions.

#### **6) Blindfold mystery object**

One of them is the Blindfold game, it is relatively easy to use, mystery object is also one of the most entertaining. To do so, we need items such as blindfolds for each player. After the object is known by the participants, the object is removed from their view. When every item has circulated, they try guess the object by describing it. The participants then removed their blindfolds.

Accordingly, the researcher employs blindfold word games in his research based on the many forms of blindfold games mentioned above since they can help students become more active, creative, and responsible as well as teach them

how to communicate with one another. To prevent students from becoming bored while learning.<sup>56</sup>



UIN

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

---

<sup>56</sup> Harpia, Mujahidah, and Ahdar, 40-42.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Approach and Type of Research**

The research approach is essentially a scientific method for gathering data, goals, and specific applications. Based on scientific method, scientific data, goals, and application.<sup>57</sup>

The type of this research is case study. The research method employed in this study is qualitative. Qualitative research aims to understand phenomena about what the research subject experiences, such as behavior, perception, motivation, action, and so on.

#### **B. Research Location**

Research location is a place that indicates where the research was carried out. This research conducted in senior high school 04 Ma'arif Perintis Tempurejo Jember East Java. The location was chosen because one of the schools uses blindfold games to prohibit speaking skills.

#### **C. Research Subject**

Individuals who take part in research are known as research subjects. The individual or individuals who help answer the research questions collect information (or 'data'). Human subjects, research participants, and study volunteers are all terms used to describe research subjects. Purposive is a technique sampling data sources with certain considerations. Consideration For example, this particular source of information is considered to know more

---

<sup>57</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2016), 2.

about what the researcher expects and relevant to the research title, namely the implementation of teaching speaking skill through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.

### **1. English Teacher of senior high school 04 Ma'arif Perintis Tempurejo**

In this study, the English teacher, Mrs. Falihatul that involved as a research subject because she was the one who knew and carried out the teaching and learning process using this technique. The researcher chose Mrs. Faliha to get data from the goal, material, step, and evaluation of teaching speaking skill using a Blindfold game. She also gave an explanation of the student's progress after implementing this Blindfold game technique to the student. Mrs. Faliha is one of two English teachers at senior high school 04 Ma'arif Perintis Tempurejo. The researcher chose Mrs. Falihatul as a resource in obtaining the data because she is an English teacher who teaches at X grade of social class and has more experience there.

### **2. Students of Senior High School 04 Ma'arif Perintis Tempurejo**

The researcher chose three of thirty two tenth grade Ma'arif Perintis Tempurejo students. As the complete qualitative analysis, the students as support informants were able to provide additional information.

## **D. Source of Data**

Information data in this study came from:

### **1. Primary Data**

Data was collected using a data collection method that was directly applied to the object through observation, interviews, and document review, which included a research variable statement. This study's primary data sources were an English teacher and students from senior high school 04 Ma'arif Perintis Tempurejo.

### **2. Secondary data**

Secondary data is collected indirectly from all sources that support the data. Secondary data refers to information collected from sources other than researchers. The secondary data of this research included the vision and mission of senior high school 04 Ma'arif Perintis Tempurejo, the organizational structure, and lesson plans of senior high school 04 Ma'arif Perintis Tempurejo.

## **E. Data Collection Technique**

Data collection techniques are methods that researchers use to collect research data from various sources. These are, needed because they are the foundation for the preparation of research instruments. The following is the researcher's method:

### **1. Observation**

As data collection, observation has characteristics and uniqueness of technology that are different from interviews and questionnaires. The

interviewer and the questioner are constantly interacting with people, whereas communication with natural objects is limited in research. Field researchers use observation methods to collect data about space, place, people, activities, things, etc. Researchers do not need consider all information, only pertinent facts. You can manage observational technologies in some way.<sup>58</sup> The choice of the path and the object to be observed are dependent. Participant and non-participant observations are the two categories that can be used to categorize the items under inquiry.

In this Research, researchers used non-participant observation because the data collected was about conditions that occurred at senior high school 04 Ma'arif Perintis Tempurejo. The researcher relied heavily on direct observation to learn about the implementation of teaching speaking through blindfold games. The non-participant observer and direct observer have the advantage of being able to know in detail the entire activities in the class, not only the techniques used by the teacher but also the way students respond to the techniques used by the teacher. While observations are taking place, the researcher can concentrate on taking notes.

## **2. Interview**

One method to draw conclusions from study data is the interview. Interviewing is the process of having a direct discussion or question-and-answer exchange between the researcher and the source information. There are two ways to conduct an interview: systematically or randomly.

---

<sup>58</sup> Nana Syaodih Sukmadinata, *Metodologi Penelitian Pendidikan*, (Bandung: PT Remaja Rosdakarya, 2010), 220.



Systematically refers to the process of conducting interviews after gathering an interview instrument. On the other hand, unsystematic interviews were conducted without preparing interview instruments in advance. Information that the following are the data obtained by the researcher through interviews:

- a) What is the goal of teaching speaking skill through Blindfold game at senior high school 04 Ma'arif Perintis Tempurejo?
- b) What is the material of teaching speaking skill through Blindfold game at senior high school 04 Ma'arif Perintis Tempurejo?
- c) What is the step of teaching speaking skill through Blindfold game at senior high school 04 Ma'arif Perintis Tempurejo?
- d) What is the evaluation of teaching speaking skill through Blindfold game at senior high school 04 Ma'arif Perintis Tempurejo?

### **3. Document Review**

A document review can be used to collect data from documents or archives. Data documents related to research problems can take the form of notes, books, texts, journals, papers, memos, letters, and so on. The following are the data obtained by researchers in this study.<sup>59</sup> The following are the data the researcher gleaned from this Research:

- a) Profile and history of senior high school 04 Ma'arif Perintis Tempurejo.
- b) Vision and mission of senior high school 04 Ma'arif Perintis Tempurejo.

---

<sup>59</sup> Sudarwan Danim, *Menjadi Peneliti Kualitatif*, (Bandung: Pustaka Setia, 2013), 22.

- c) The organizational structure of senior high school 04 Ma'arif Perintis Tempurejo.
- d) The Lesson Plan (RPP) of tenth grade senior high school 04 Ma'arif Perintis Tempurejo.
- e) Document review that related to the research.

## **F. Data Analysis**

This research used data analysis developed by Milles, Huberman, and Saldana which state that there are three stages in conducting data analysis process in qualitative research. Those stages are explained as follows:<sup>60</sup>

### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text (observation's note, interview transcript, and documents). In this process, the researcher managed the data or information to get the important points which related to the research. We can see that the condensation process is possible after the researcher collected interview and written data in the field. The interviewed transcripts will then be sorted and the researcher's research focus will be determined.

### **2. Presentation of Data**

Data presentation consists of information organization, concept, and collection.<sup>61</sup> Presentation of data can help to understand the research context because a deeper analysis is carried out.

---

<sup>60</sup> Miles, Huberman, and Saldana, 31.

### 3. Conclusions

The third step of data analysis is making data conclusions. From novice gathering data, someone analyzes qualitatively begins to look for the meaning of things, notes the terms of explanation, possible configurations, consequences, and propositions.

#### G. Validity of Data

Data validity can be verified by triangulation. Data triangulation is the process of double-checking data. The reliability of the data utilized in this study is as follows: Source triangulation and Technical triangulation. This section describes the research implementation plan followed by researchers, beginning with preliminary research, design development, actual research, and report writing. The following are the stages of the research:<sup>62</sup>

##### a) Source Triangulation

Source triangulation means getting the data sourced from different informants with the same technique.

##### b) Technical Triangulation

The application of various data disclosure techniques to the data source is known as technical triangulation. Triangulation of techniques is used to test the data's credibility by comparing it to the same source using different techniques.

---

<sup>61</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif*, 224.

<sup>62</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif*, 206.

## H. Research Steps

This section outlines the researcher's research implementation plan, beginning with preliminary research, design development, actual research, and report writing.<sup>63</sup> The pre-field stage is completed prior to conducting the research. The following activities take place in the pre-field stage:

### 1. Develop

Designs for research The title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used are all established by the researcher when putting together this plan.

### 2. Choosing research fields

Before beginning research, the researcher must first select a research field. senior high school 04 Ma'arif Perintis Tempurejo has been chosen as the research field.

### 3. Permit processing

Before beginning research, the researcher must obtain permission from the State Islamic University KH Achmad Siddiq (UIN KHAS) Jember in the form of a cover letter, as well as submit a research permit application to senior high school Ma'arif Perintis Tempurejo.

### 4. Asses the state of the field

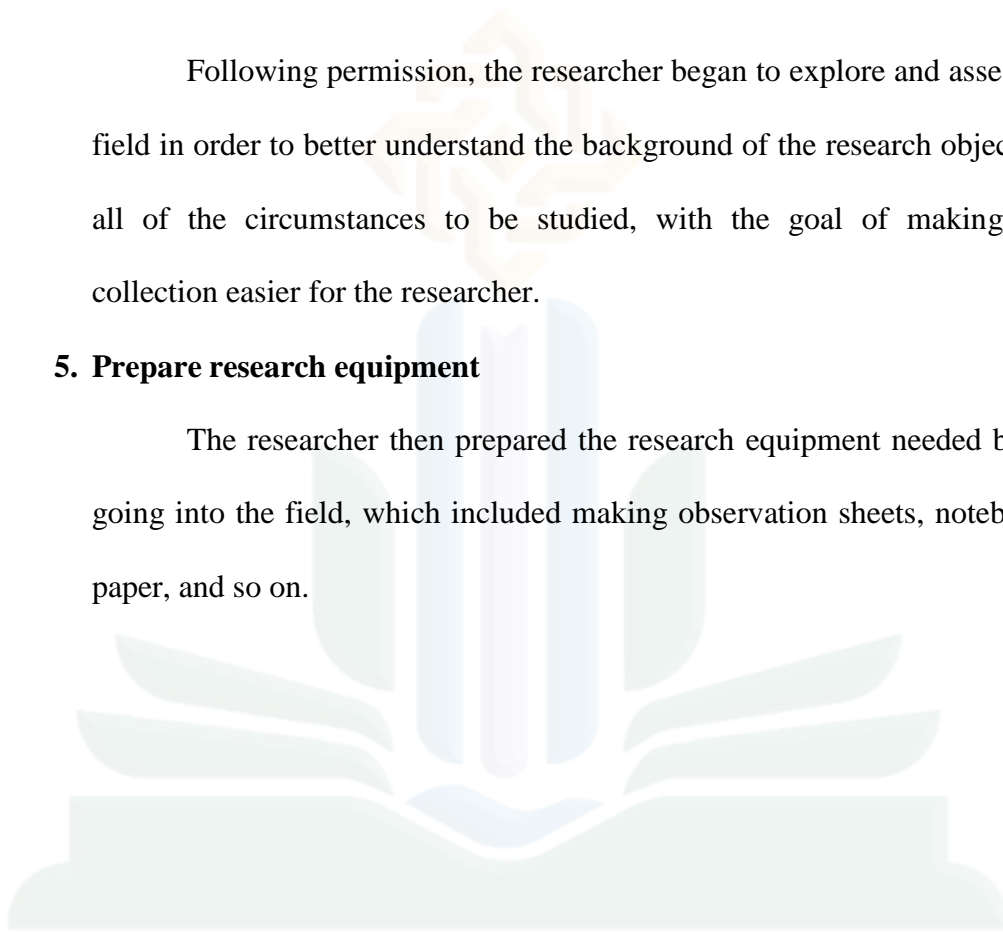
---

<sup>63</sup> Tim Penyusun, *Pedoman penulisan karya ilmiah*, (Jember: UIN KHAS Jember, 2021), 96.

Following permission, the researcher began to explore and assess the field in order to better understand the background of the research object and all of the circumstances to be studied, with the goal of making data collection easier for the researcher.

#### **5. Prepare research equipment**

The researcher then prepared the research equipment needed before going into the field, which included making observation sheets, notebooks, paper, and so on.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Description of Research Object

##### 1. Profile of senior high school 04 Ma'arif Perintis Tempurejo<sup>64</sup>

###### a) School Identity

- 1) Name : Senior High School 04 Ma'arif Perintis Tempurejo
- 2) NPSN : 20523808
- 3) Complete Address : JL. KH. Abdurrahman No. 31, Tempurejo, Jember
- 4) School Status : Swasta

###### b) Organization Structure

- 1) Principal : Heru Suwanda S,Pd
- 2) Assistant Principal : M. Ali Nur Yahya S.Pd.
- 3) Treasure : Mutmainnah S.Pd
- 4) Head of Administration : Khotimatus Sya'diyah S.Pd.
- 5) AP of Public Relation : M. Ali Nur Yahya S.Pd
- 6) AP of Students Affairs : Misbahul April S.Pd
- 7) AP of Facilities and Infrastructure : Moh. Arif Yusdianto, S.Pd

###### c) Vision and mission of senior high school 04 Ma'arif Perintis Tempurejo

- 1) Vision

---

<sup>64</sup> Document Review, at SMA 04 Ma'arif Perintis Tempurejo,

Educating quality students, faithful, efficient and happy with hide education in tune with the needs of society.

## 2) Mission

- a) Improving learning effectively and continuously.
- b) Encourage and help students recognize their potential so that it can be returned optimally.
- c) Implementing participatory and strategic management in processing learning.
- d) Improving student students' faith and piety activities (IMTAQ) activities through intra activities as well as extracurricular.
- e) Growing a culture that is a source of inner wisdom act and develop noble character.
- f) Develop an attitude of independent living (life skills) for the sake of needs his life in the future.
- g) Realizing appropriate school facilities.
- h) Realizing appreciative and competitive artistic abilities.

## B. Findings

On this page, the researcher will convey the information obtained from the research that has been completed. These data will then be set forth in this chapter in accordance with the research method of the researcher. Data is presented in detail according to research findings, both in the form of observational data and interviews. The researcher will describe the original events that occurred during the blindfold game used

to teach speaking skills to the tenth graders of senior high school 04 Ma'arif Perintis Tempurejo in this discussion. The researcher's data collection resulted in the following findings:

**1. The goal of teaching speaking skills through Blindfold game at tenth grade of Senior High School 04 Ma'arif Perintis Tempurejo.**

The goal of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo, Mrs. Faliha as an English teacher of senior high school 04 Ma'arif Perintis Tempurejo said that:

“Teaching speaking skills in class it is necessary to apply blindfold games with the aim that students are more active in learning speaking. The students can memorize a lot of vocabulary as a requirement in speaking. Students are also more confident in speaking English, so they can speak English fluently and Confidence. Also students can describe an object by speaking and understand its general structure.”<sup>65</sup>

From the results of the interviews we can conclude that the following are the objectives of practicing speaking skills through blindfold games: Students get simpler to memorize vocabulary so they may speak English fluently and confidently. They become more active and also students can describe an object by speaking with its general structure. By using this game, according to Mrs. Falihatul Munawaroh, the class atmosphere becomes more relaxed, students find it easier to memorize new vocabulary, they are more confident in

---

<sup>65</sup> Mrs. Falihatul Munawaroh, Interviewed by Athieqotul Jannah Annainawa, 18<sup>th</sup> October 2022.



speaking English, they can also make descriptive sentences by speaking so that with all of that they can speak English fluently.

This is also supported by the statements of student grade X social class (Maulidiyah) she said:

“I really like this game, besides being fun this game can make it easier for me to understand English, for example descriptive material, I can understand ways to describe an object by holding the object and expressing it. For me it really makes it easier for me to understand descriptive rather than through writing, with this game I can also be encouraged to follow it and do my best to speak English and increase my vocabulary because we do it in a competition.”<sup>66</sup>

From the interview above, Blindfold games can make it easier for students to understand descriptive text easily, they are more enthusiastic in participating in learning because the game is fun and stimulate them because that is a competition between groups in them, they can also increase the vocabulary of this game so they can speak fluently.

The other was supported by the student of grade X social class (Abdul Latif) he said that:

“In my opinion, this Blindfold game is very helpful in speaking students, usually I feel shy and afraid to spoke English but after Mrs. Faliha used this game I became more confident because I saw many of my friends who dared to speak English, I initially did not master a lot of vocabulary could increase my vocabulary by easy through this game. This happened because I heard a lot of new vocabulary from my friends and from the teacher through this game”<sup>67</sup>

---

<sup>66</sup> Maulidiyah, Interviewed by Athieqotul Jannah Annainawa, 25<sup>th</sup> October 2022

<sup>67</sup> Abdul Latif, Interviewed by Athieqotul Jannah Annainawa 25<sup>th</sup> October 2022

From the statement above, the student stated that he was greatly helped by the Blindfold game, he became more confident in speaking English, according to him the Blindfold game could also add new vocabulary. In the Lesson Plan (RPP), point C about learning objectives, it is written that the following:

“The learning process can be made more active for student in a number of ways. The second benefit is that students can approach each activity in the process of learning English with enthusiastic and commitment. To improve their ability to speak English fluently, student can also expand vocabulary. The fourth skill students can speak English fluently. The fifth skill is the ability to communicate about an object or a person and comprehend its general structure.”<sup>68</sup>

Therefore, the researcher concluded from the results of the interview with Mrs. Faliha and others interviewer and supported by documentation in lesson plan that the goals set by Mrs. Falihatul Munawaroh were : (1) The learning process can be made more active and enthusiastic (2) student can add new vocabulary (3) student can speaking English fluently (3) students become more confident in speaking English (4) students understand about descriptive text and can describe the object through speaking.

---

<sup>68</sup> Document Review, Lesson Plan X Social Class SMA 04 Maárif Perintis Tempurejo,



**Picture 4. 1**

The teacher explained the goal of teaching speaking skill through Blindfold game

Based on the observations that I made in the class the researcher found that the goals of the blindfold were, (1) The learning process can be made more active and enthusiastic, seen from the changing class atmosphere to be more active and students are more enthusiastic in participating in learning (2) student can add new vocabulary, the researcher saw that some students got some new vocabulary through friends who described objects or through teachers who helped them, and they used it when it was their turn to describe objects (3) student can speaking English fluently, because this game can add vocabulary, students can become more fluent in speaking English (3) students become more confident in speaking English, the researcher saw that the students' self-confidence increased because they saw their friends speak English and they were also more confident in speaking English because this game challenged them to speak so they would win in competitions (4) students understand about descriptive text and are able to assemble it through

speaking, after teaching using this game, students become able to describe an object through speaking.<sup>69</sup>

Based on interview, observation and document review during teaching speaking skills through Blindfold game the researcher concluded that the goals of teaching speaking skill through blindfold game were: a) students can do learning actively and enthusiastically, b) they can add new vocabulary, c) can speak English fluently, d) are more confident in speaking English and e) understand about descriptive text.

## **2. The Material of teaching speaking skills through Blindfold game at tenth grade of Senior High School 04 Ma'arif Perintis Tempurejo.**

Materials for teaching speaking skills through Blindfold Game, According to Mrs. falihatul as an English teacher at senior high school 04 Ma'arif Perintis Tempurejo said that:

“The material that I give to students is describing about something, such as describing bottles, pens, pencils, books etc. usually they will explain about the shape of the object they are holding and they also guess what the object is.”<sup>70</sup>

The information from the interview above suggests that the subject matter of the Blindfold game for teaching speaking skill is describing about something. Such as describing bottles, pens, pencils, books etc. They will guess what object first, then they will describe about the object, such as the shape of the object, the use of the object etc.

---

<sup>69</sup> Observation, 08<sup>th</sup> November 2022

<sup>70</sup> Mrs. Falihatul Munawaroh, Interviewed by Athieqotul Jannah Annainawa, 18<sup>th</sup> November 2022.

Regarding the information provided by the Blindfold game regarding speaking abilities, Maulidiyah as a class X student social class at senior high school 04 Ma'arif Perintis Tempurejo stated that:

"In teaching English, especially speaking skills, Mrs. Falihatul often uses the Blindfold game with material to describe something, such as describing bottles, pens, pencils, books etc. This is necessary because the material requires more understanding about describing an object or person and also about the structures in it."<sup>71</sup>

The information presented by the teacher in teaching speaking skills through Blindfold game is describing about something, such as describing bottles, pens, pencils, books etc, according to the aforementioned interview. This is necessary because the material requires more understanding about describing an object, language characteristics and general structures are also discussed.

It was also supported by student grade X social class at senior high school 04 Ma'arif Perintis Tempurejo (Annisa) she said:

"We will describe things that we can feel, not with the color of things because we can't see them. We usually will immediately describe it by guessing the object, if we have difficulty in vocabulary or speaking, Mrs. Faliha will help us by mentioning the vocabulary we need. Because of that we can add to the vocabulary in this game as well as listen to it from other friends".

From the interview above, the material used by the teacher was descriptive, namely describing objects such as pencils, pens, books, etc. students will describe something they can feel because they cannot see.

---

<sup>71</sup> Maulidiyah, Interviewed by Athieqotul Jannah Annainawa, 25<sup>th</sup> October 2022.

The Lesson Plan (RPP) point D addressing Teaching Materials highlighted the aforementioned sentence, which reads as follows:

“Describe something that is part of the text structure”.<sup>72</sup>



**Picture 4.2**  
Describe an object

From observations made by researchers, researchers can conclude that the material used was describe an object such as a pencil, book, pen etc., then they describe the object through its shape, smell, etc, except for the color because they cannot see the object.<sup>73</sup>

Based on the findings of the document reviews, observation and interviews, researchers found that the material used in the blindfold game is to describe an object such as a pencil, book, pen etc., then they describe the object through its shape, smell, etc, except for the color because they cannot see the object.

<sup>72</sup> Document Review, Lesson Plan X Social Class SMA 04 Maárif Perintis Tempurejo,

<sup>73</sup> Observation, 08<sup>th</sup> November 2022

### **3. The step of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.**

The steps for teaching speaking skills based on observations of the Blindfold game were applied in grade X social class of senior high school 04 Ma'arif Perintis Tempurejo. Regarding the process of teaching speaking skills through Blindfold game, Mrs. Falihatul said that:

"The process of teaching speaking skills through Blindfold game was applied in accordance with the Lesson Plan (RPP) that I have compiled. First, I usually give a thorough explanation of the material. I'll play the blindfold game to determine how well the students understand the material. After that, I will explain the rules of the Game and I will ask students to make some group, in tenth grade there are 32 students where I will divide the students into 8 so that 1 group contains 4 people and every group has a blindfold. Then, every group should delegate one Person to use blindfold, and other group members must wear a blindfold for members of the opposing group who become delegates so that cheating does not occur. After that, I will put a few objects can be school supplies, food etc. As soon as the game begins, the student touches the items they are given. Students are required to exhibit or discuss their items once five seconds have passed. They are asked to leave the playing area if they provide a false answer, but if they provide the correct response, they are allowed to play the remaining rounds of the game until the conclusion, taking turns. Finally I will conduct an assessment of students including fluency, accuracy, Pronunciation, and vocabulary etc".<sup>74</sup>

It can be inferred from the interview, that the following steps of teaching speaking abilities through a blindfold game were: the Blindfold game was described in detail by the teacher. What areas of their performance would be evaluated was also explained by the teacher. The teacher focused on the students' vocabulary, fluency, and pronunciation

---

<sup>74</sup> Mrs. Falihatul Munawaroh, Interviewed by Athieqotul Jannah Annainawa, 18<sup>th</sup> October 2022.

and the teacher will start the game by blindfolding the delegates and asking them to describe the object they are holding.

The steps of Teaching Speaking skills through Blindfold game was strengthened by Anisa a student of X grade stated that:

“First, Mrs. Fal explains to the students what the Blindfold game is. Then after the teacher explained about how to play the Blindfold game, then, what criteria would be used to evaluate student performance, he enquired. We will then begin the game with the teacher and students, and everyone will have a chance to describe objects”.<sup>75</sup>

The processes of teaching speaking skills through the Blindfold game were, according to the interview above: Students were given instructions on how to play the Blindfold game by Mrs. Faliha. The teacher next went over the criteria for evaluation. Then, the game was started by the teacher until it was finished. Each students will have a chance to explain the item they just touched.

This statement is also reinforced by student X grade social class of senior high school 04 Ma’arif Perintis Tempurejo (Abdul Latif) he said:

“Usually Mrs. Faliha when teaching will explain in advance about the material to be presented such as descriptive material, we will explain how it is used, how the text is structured etc., then the following week Mrs. Faliha will explain about Blindfold game, about how to play it. we will be asked to make groups into 8 groups there we will appoint 1 of our friends who will be blindfolded for the first time, after that she will be given several objects in front of them and will choose these objects as well as the other groups. For 5 seconds they will hold and kiss the object, then they have to change the object and describe it according to the structure of the descriptive text”.

---

<sup>75</sup> Anisa Putri, Interviewed by Athieqotul Jannah Annainawa, 25<sup>th</sup> October 2022.



The following was highlighted in the lesson plan's (RPP) point G addressing the teaching activity, which read:

“(1) The teacher instructs the students on how to play the Blindfold game. (2) The teacher informs the students of the criteria used to evaluate their performance. Fluency, vocabulary, pronunciation and understanding of descriptive are assessed by the teacher. (3) The teacher and the student play the entire game. Each kid will have a chance to explain the item they have touched.”<sup>76</sup>



**Picture 4.3**  
Implementation of Blindfold Game

The study discovered that the teacher instructed students on how to play the Blindfold game in class and provided information about the game. Second, the teacher went over with the class the many criteria that will be used to evaluate student performance. The teacher concentrated on testing students' fluency, vocabulary, and comprehension of descriptive. Third, all students are given the chance to describe an object

---

<sup>76</sup> Document Review, Lesson Plan X Social Class SMA 04 Ma'arif Perintis Tempurejo,

from the beginning of the game to its conclusion by teachers and students. As a result, the instructor performs the Blindfold game's steps.<sup>77</sup>

Based on the findings of the document reviews, observations, and interviews. The processes of teaching speaking skills using a Blindfold game, according to researchers, were: The teacher explains about the material. b) The teacher explains about the Blindfold game. c) The teacher explains how to play the Blindfold game to the students. d) The teacher gives information to students about what areas of work will be evaluated. e) The teacher put a lot of emphasis on the students' vocabulary, fluency, accuracy, pronunciation and comprehension of the descriptive text. f) Teacher and Student started the game to the end. g) All students will get their turn to describe the object they had touched.

#### **4. The Evaluations of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.**

According to Mrs. Falihatul, the English teacher, the evaluation of teaching speaking skills using Blindfold game at the tenth grade social class of senior high school 04 Ma'arif Perintis Tempurejo revealed that:

"The evaluation in teaching speaking skill through Blindfold game, I applied formative assessment which was from the knowledge I presented some objects that student would describe, they would be blindfolded using the blindfold provided, then they would hold the objects that I prepared within 5 seconds they

---

<sup>77</sup> Observation, English Class, Tuesday 08<sup>th</sup> November 2022

should be ready to describe what was the object . I would assess students' pronunciation, accuracy, vocabulary and fluency.”<sup>78</sup>

It can be inferred from the interview above that the evaluation of teaching speaking skills through a Blindfold game focused on describing and identifying the object that had touched. The teacher started the game with gave some objects to blindfolded student and gave 5 second to them to know what object is it, and after that student must to describe it. Teacher will assess students' pronunciation, accuracy, vocabulary and fluency.

In an interview with a student by the name of Abdul Latif, he added the following:

“When the student describe about something, Mrs. Falihatul Munawaroh look at the student fluency, vocabulary, pronunciation and accuracy, and she will provide an assessment and constructive suggestions and criticism into a student.”<sup>79</sup>

According to the interview mentioned above, evaluations of teaching speaking skills using the Blindfold game were: Mrs. Falihatul payed attention on student fluency, vocabulary, pronunciation, accuracy, and understanding of descriptive. The teacher employed formative evaluation as the student described an object as part of the teaching process.

The Lesson Plan (RPP) point H addressing assessment highlighted the aforementioned remark by stating that: oral exam

---

<sup>78</sup> Mrs. Falihatul Munawaroh, Interviewed by Athieqotul Jannah Annainawa, 18<sup>th</sup> October 2022.

<sup>79</sup> Abdul Latif, Interviewed by Athieqotul Jannah Annainawa, 25<sup>th</sup> October 2022.

(vocabulary, fluency, pronunciation, accuracy, and understanding of descriptive).<sup>80</sup>



**Picture 4.4**  
Evaluation about Blindfold Game

The result of the document review above are supported by the result of observation that the teacher gave an object to described. After that, student touched the object with a blindfolded and in 5 second later student must to describe about the object. Beside that, teacher evaluated the student fluency, vocabulary, accuracy, pronunciation, and understanding of descriptive.

Based on the results of interviews, observations and document reviews. Researchers draw the conclusion that evaluation of teaching speaking skills through Blindfold game were used formative assessment, by Describing something, formative assessment included oral test (fluency, vocabulary, pronunciation, accuracy and understanding of descriptive).

---

<sup>80</sup> Document Review, English Class, 08<sup>th</sup> November 2022.

**Table 4.1**  
**Matrix of Research Findings**

No	Research Focus	Research Findings
1	2	3
1.	How is the goal of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo?	<p>The goal teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo was:</p> <ol style="list-style-type: none"> <li>a. Students are able to become more active in teaching process.</li> <li>b. Student are able to have enthusiasm seriousness in doing every activity in English teaching process.</li> <li>c. Students can add vocabulary as a means to be able to speak English fluently</li> <li>d. Students can speak English confidently.</li> <li>e. Students can describe an object or person by speaking and understand its general structure</li> </ol>
2.	How is the material of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo?	<p>The material of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo was:</p> <ol style="list-style-type: none"> <li>a. Describing something using the general structure such as a pencil, book, pen etc., then they describe the object through its shape, smell, etc, except for the color because they cannot see the object.</li> </ol>
3.	How is the steps of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo?	<p>The steps of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo were:</p> <ol style="list-style-type: none"> <li>a. The teacher explains about the material</li> <li>b. The teacher explains about the Blindfold Game</li> <li>c. The teacher tells to the students how to do Blindfold game</li> <li>d. The teacher explains to students what aspect the teacher will assess on student's performance.</li> <li>e. Teacher and Student started the game to the end. All students will get their</li> </ol>

1	2	3
		turn to describe the object they had touched.
4.	How is the evaluation of teaching speaking skills through Blindfold game at tenth of senior high school 04 Ma'arif Perintis Tempurejo?	The evaluation of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo was: a. Oral test (fluency, vocabulary, and accuracy, and understanding of descriptive)

### C. Discussion

In this section, the researcher describes and discusses the relationship between the data obtained in the field and the theory described. Analysis of field data in the previous sub-chapter, the discussion will be described in terms of research priorities that have been previously identified in order to be able to answer questions in the field. The results of the discussion are as follows:

#### 1. The goal of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.

Goal is very important component in the learning process, because with the goal the learning process will be directed so as to achieve the goal of the learning. The goal of teaching is part of education by providing knowledge, skills to create intelligent students. In addition teaching to show or help someone learn how to do something, to give direction, to guide the learning of something, to impart knowledge, to encourage knowledge or understanding.<sup>81</sup>

---

<sup>81</sup> Brown, *Principle of Language Learning and Teaching*, 8.

From the statement above we can conclude that teaching objectives are the main component that must be formulated by the teacher in the learning process, because teaching objectives are the target or direction of teaching. Where to take teaching depends on the purpose of teaching. Therefore, without the teacher's teaching objectives will not be able to arrive at the expected results.

The goal of teaching speaking skills through Blindfold game, the teacher carries out the desired goals, namely students are able to become more active in learning. Students can add vocabulary as a means of speaking English. Students can also described something and understand about descriptive, and students are able to speak English fluently and confidently.

Based on these findings, the goal of teaching speaking students using blindfold games is for students to be more active in participating in learning, because games are fun learning tools for students so they can speak English freely. This game familiarizes students with speaking English and can add to their vocabulary.

In addition, students also find it easier to speak English because they don't think about the mistakes they made and didn't feel pressured during teaching activities. Blindfold game helped students increase their vocabulary without them realizing it. They will also get used to speaking English confidently.

## **2. The Material of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo.**

Teacher make the material for teaching language, it is also has a big role to understand the original of the material development and the process that are typically involved if quality materials are able to created. Material is one of the tools for the success of teaching activities, with the existence of material the teaching process in class can run well. The material is also a material that serves to complement the instructions from the teacher. For students, material is the main source of contact they have besides the teacher.<sup>82</sup>

Appropriate materials in teaching speaking skills have a big role in the success of students' speaking. The difficulty level of students' speaking material will affect students' speaking skills. For example, the speaking material provided by students is not at the level it should be, it will make it difficult for students to speak English. They will be hampered in speaking. Therefore, the selection of teaching materials must be in accordance with the level of students by looking at the level of students whether beginner, intermediate or advanced. So they can practice speaking English without difficulty.

According to Tomlinson, language teaching materials can be selected based on the needs of students, by facilitating appropriate teaching materials to be studied because they have different ways of learning

---

<sup>82</sup> Jack Croft Richard, *Curriculum Development in Language Teaching* ,262.



languages.<sup>83</sup> Because of this, seeing the level of the student is very necessary so that there are no mistakes whether beginner, intermediate or advanced. For example, at the beginner level, which includes elementary school children, if they are pressured to understand teaching materials that are not at their level, such as junior high school material, they will be overwhelmed and have difficulty learning it.

The material of teaching speaking skills through Blindfold game is about describing something included the generic structure. Based on Findings the material of teaching speaking skills through Blindfold game is about describing something. This is necessary because the material requires an understanding of how to describe something and understand the general structure of descriptive.

Blindfold game helped student be more fluently in speaking English and added the vocabulary for speaking. Because this game can invite students to be active in participating in learning so that they can continue to practice speaking English with confidence, without them realizing that from this game there will be many new vocabs that will increase in them.

---

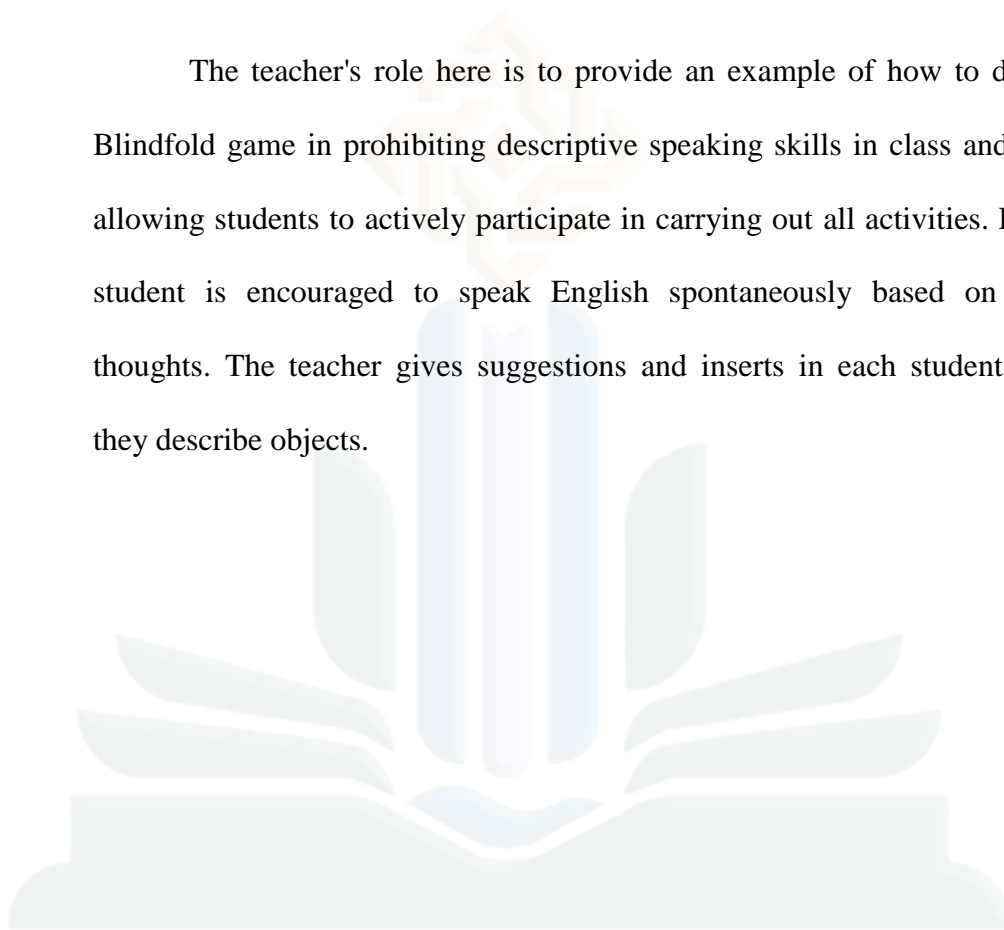
<sup>83</sup> Tomlinson, *Materials Development for language learning and teaching*

### **3. The Step of teaching speaking skills through Blindfold game at tenth grade social class of senior high school 04 Ma'arif Perintis Tempurejo.**

Blindfold game is a blindfold activity with a fun combination of free speech, where students will be divided into several groups and blindfolded, then they will be presented with several objects for them to describe. They will be given five seconds to know and touch the object that has been provided and they will describe it later.

First, the teacher explained the material clearly. To determine students' understanding of the material, teacher use Blindfold game. After that, Teacher explained the rules of the game and teacher asked students to make some group, in tenth grade there are 32 students where I will divide the students into 8 so that 1 group contains 4 people and every group has a blindfold. Then, every group should delegate one Person to use blindfold, and other group members must wear a blindfold for members of the opposing group who become delegates so that cheating does not occur. After that, Teacher put a few objects can be school supplies, food etc. The teacher started the game and students started touching the objects they get. After five seconds, students must place objects and present or describe objects. If you answer incorrectly, you are asked to leave the game area, and those who answer correctly can continue the game until it's finished and take turns. Teacher conducted an assessment of students including fluency, pronunciation, vocabulary, and accuracy.

The teacher's role here is to provide an example of how to do the Blindfold game in prohibiting descriptive speaking skills in class and then allowing students to actively participate in carrying out all activities. Every student is encouraged to speak English spontaneously based on their thoughts. The teacher gives suggestions and inserts in each student after they describe objects.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

#### **4. The evaluation of teaching speaking skills through Blindfold game at tenth grade social class of senior high school 04 Ma'arif Perintis Tempurejo.**

Evaluation is a form of information about the extent to which an activity has been achieved, how it was achieved, the differences that occurred with them, the problems that occurred, the benefits achieved. While in another sense it is explained that, evaluation is a systematic process to determine or make the extent to which a program has been achieved.

The evaluation of teaching speaking skills through Blindfold game was using formative assessment provided by Teacher and student was working an oral test.

Formative tests are tests given by the teacher to determine the success of the teaching and learning process which are held regularly in the classroom. Similar to this statement, Gronlund said formative tests were administered in the classroom to monitor learning progress.<sup>84</sup>

According to Suhendar in Cahyani and Hodijah stated that there are at least six factors to take into account when evaluating a person's speaking abilities. These six criteria are: vocabulary, taste, conversational substance, pronunciation, and language structure.<sup>85</sup>

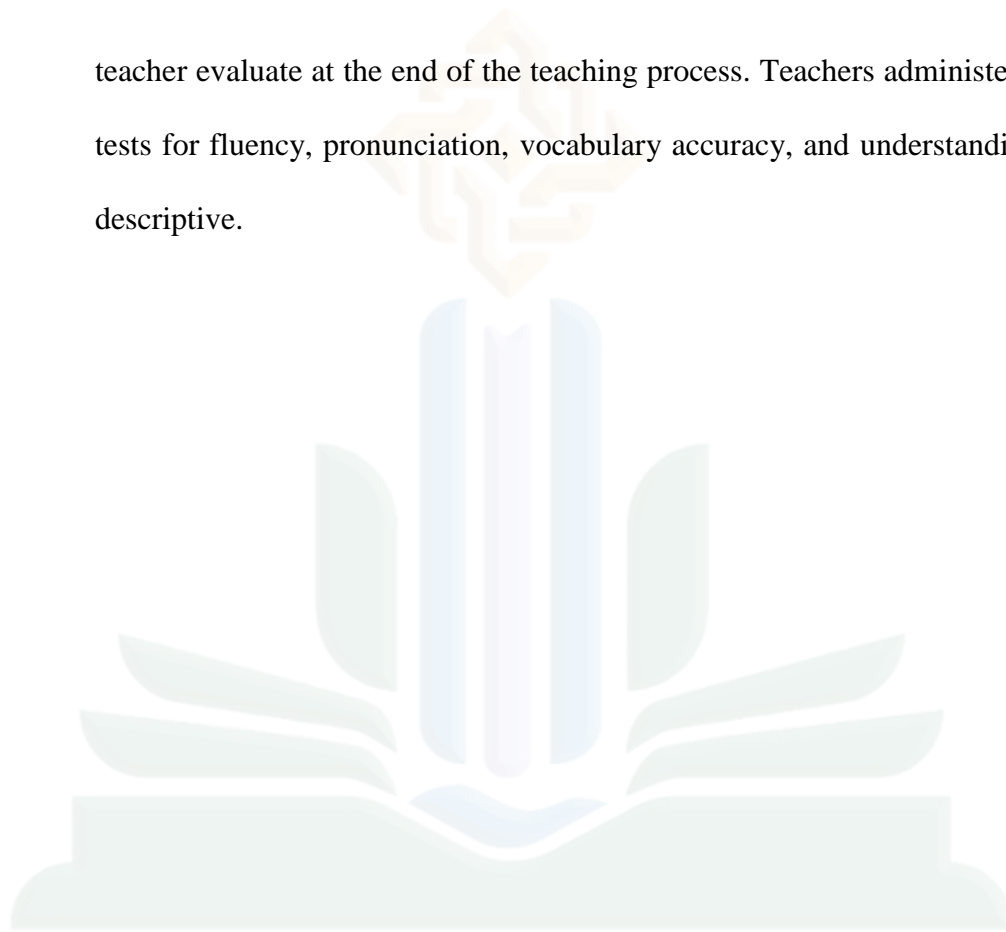
Based on the description above, the evaluation of learning speaking skills of through the Blindfold game used formative evaluation. Where the

---

<sup>84</sup> Norman E. Gronlund, *Assessment of Student Achievement*, 126.

<sup>85</sup> Cahyani, Isah, dan Hodijah, 64.

teacher evaluate at the end of the teaching process. Teachers administer oral tests for fluency, pronunciation, vocabulary accuracy, and understanding of descriptive.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Followed completion of data analysis at senior high school 04 Ma'arif Perintis Tempurejo Jember regarding the development of speaking skill through games involving blindfolds, it can be said that:

1. The goal of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo were: : a) students can do learning actively and enthusiastically, b) they can add new vocabulary, c) can speak English fluently, d) more confident in speaking English and e) understand about descriptive text.
2. The material of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo was describing something using the general structure such as a pencil, book, pen etc., then they describe the object through its shape, smell, etc, except for the color because they cannot see the object.
3. The step of teaching speaking skills through Blindfold game at tenth grade of senior high school 04 Ma'arif Perintis Tempurejo were: a) The teacher explains about the material. b) The teacher explains about the Blindfold game. c) The teacher explains how to play the blindfold game to the students. d) The teacher gives information to students about what areas of work will be evaluated. e) The teacher put a lot of emphasis on the students' vocabulary, fluency, and comprehension of the descriptive text. f) Teacher

and Student started the game to the end. All students will get their turn to describe the object they had touched.

4. The evaluation of teaching speaking skills through Blindfold game at tenth grade social class of senior high school 04 Ma'arif Perintis Tempurejo, formative assessment included oral test (fluency, vocabulary, pronunciation, accuracy, and understanding of descriptive).

### **B. Suggestion**

After conducted a series of data analysis, the researcher will convey the following suggestions:

1. For Teacher

The researcher hoped that always improve professionalism and always adjust students' speaking learning according to their level. It would be better to add discussion activities after learning to make students able to speak fluently and think creatively.

2. For Next Researcher

For the next researchers, it is expected to review and complement and continue research by adding components of observational learning theory.

## REFERENCES

- Afna, Mauloeddin. "The Correlation Between Vocabulary And Speaking Skill," JL3T: Journal of Linguistic, Literature and Language Teaching 4, no. 1 (2018): 43-71, <https://doi.org/10.32505/jl3t.v4i1.750>
- Andriyani, Rini. "The Implementation Of Blindfold Game Media To Improve Students' Vocabulary Mastery At Mts Nurul Huda Tanjung Pura." Thesis, State Islamic University of North Sumatera Medan, 2017.
- Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2011.
- Asrul, Rusydi Ananda, and Rosnita, *Evaluasi Pembelajaran*. Bandung: Citapustaka Media, 2014.
- Bavi, Farideh. "The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level," *Journal of Language Teaching and Research* 9, no. 3, (2018): 629-639. <http://dx.doi.org/10.17507/jltr.0903.24>
- Bayu Hendro Wicaksono, "Teacher's Talk Role In Teaching Speaking," in *Proceedings of International Seminar on English Language and Teaching*. Padang: Universitas Negeri Padang, 2016.
- Brewster, Jean. and Ellis, Gail. *The Primary English Teacher's Guidance* London: Pinguin English, 2002.
- Brown, Henry Douglas. *Principles of Language Learning and Teaching*, 5 th edition. Francisco University: Pearson Education, 2007.
- Bull, Victoria. "Oxford learner's Pocket Dictionary Forth Edition," New York: Oxford University Press, 2008.
- Buxton, Charlotte. *English Mini Dictionary*. UK: Oxford University Press. Accessed December 10, 2022. [https://books.google.co.id/books?id=poacAQAAQBAJ&printsec=frontcover&source=gbs\\_atb&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?id=poacAQAAQBAJ&printsec=frontcover&source=gbs_atb&redir_esc=y#v=onepage&q&f=false)
- Cahyani, Isah, and Hodijah, *Kemampuan Berbahasa Indonesia di SD*. Bandung: UPI Press, 2007.
- Cameron, Lynne. *Teaching Language to Young Learners*. UK: Cambridge University Press, 2001.

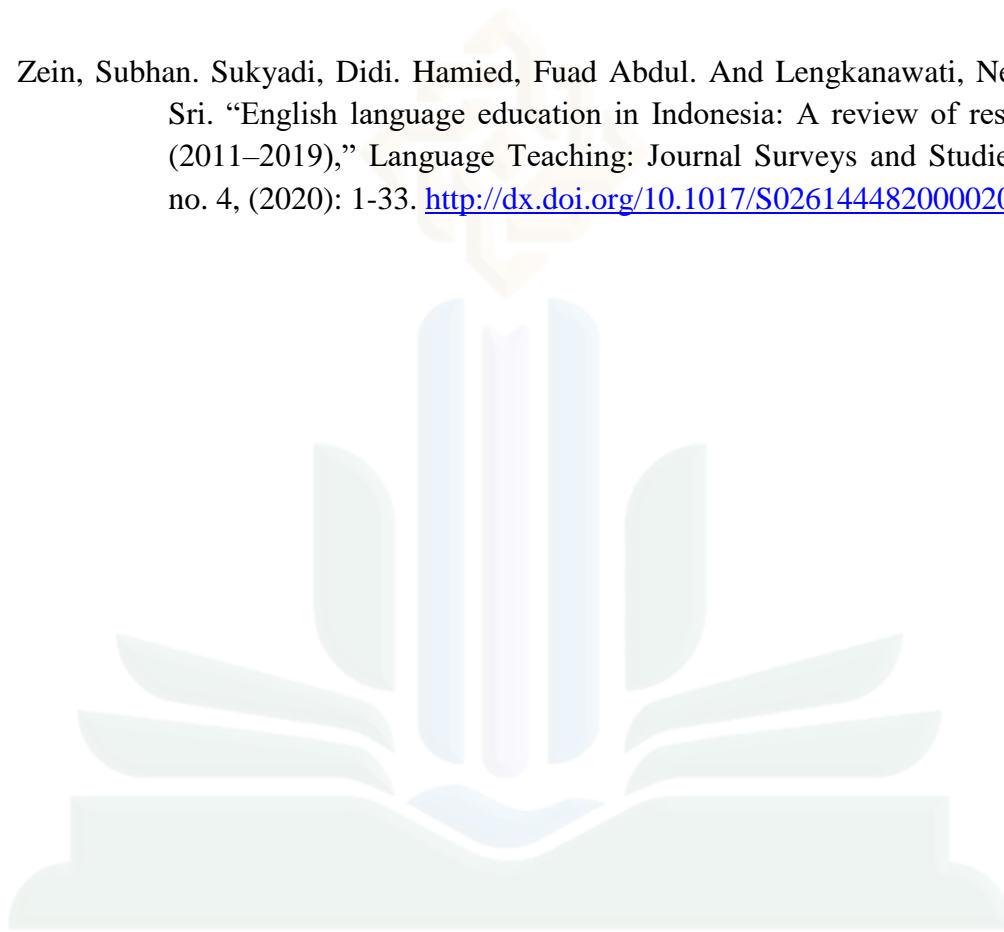


- Camp, Michael David. "The Power Of Teacher-Student Relationships In Determining Student Success." Thesis, University of Missouri, Kansas-City, USA, 2011.
- Danim, Sudarwan. *Menjadi Peneliti Kualitatif*. Bandung: Pustaka Setia, 2013.
- Darancik, Yasemin. "Students' Views on Language Skills in Foreign Language Teaching," *Journal International Studies* 11, no. 7 (2018): 166-178, <https://doi.org/10.5539/ies.v11n7p166>
- Dobson, Julio. *Try One of My Games*. USA: Washington DC, 2003
- Doqaruni, Vahid Rahmani. "Increasing Confidence To Decrease Reticence: A Qualitative Action Research In Second Language Education," *The Canadian: Journal of Action Research* 16, no. 3, (2015): 42–60. <https://doi.org/10.33524/cjar.v16i3.227>
- Finegan, Edward. *Language: Its Structure and Use*, Fifth Edition. Boston: Thomson Higher Education, 2008.
- Google, "Blindfold an Audio Only Adventure Game," Accessed on December 10, 2022, 14:22 P.M. [http://vj2013.dei.uc.pt/wp-content/uploads/2013/09/vj2013\\_submission\\_34.pdf](http://vj2013.dei.uc.pt/wp-content/uploads/2013/09/vj2013_submission_34.pdf)
- Gronlund, Norman Edward. *Assessment of Student Achievement*. USA: Michigan University, 2006.
- Hadfield, Jill. *Advanced Communication Games*, Longman, 1987. Iii. <https://pdfslide.net/documents/hadfield-jill-advanced-communication-games-1pdf.html?page=3>
- Harahap, Anita Rukmana. "The Implementation Of Blindfold Game To Improve Students Vocabulary Mastery At Mts Percontohan Tebing Tinggi In Academic Year 2020/2021." Thesis, State Islamic University of North Sumatera Medan, 2021.
- Harpia, Mujahidah, and Ahdar, "The Implementation Of Blindfold Game To Improve Students' Vocabulary Mastery," *INSPIRING: English Education Journal* 3, no. 1 (2020): 37-8, <https://doi.org/10.35905/inspiring.v3i1.1308>
- Hasibuan, Klayo. *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007.

- Hikmawati, "Improving The Students' Speaking Ability By Using Blindfold Technique At Sma Negeri 3 Bantaeng." Thesis, Muhammadiyah University of Makassar, 2021.
- Irma, "Challenges Encountered by EFL Teachers in Teaching Productive and Receptive Skills at SMP 2 Mattirobulu Pinrang," *Al-Iftah: Journal of Islamic Studies and Society* 2, no. 1 (2020): 133-158, <https://ejurnal.iainpare.ac.id/index.php/aliftah/article/view/1859/830>
- Jorgensen, Kristine. *Left in the dark: playing computer games with the sound turned off*. London: Routledge, 2008. <http://dx.doi.org/10.4324/9781351217743-12>
- Kathleen. M. Bailey, and David Nunan, *Practical English Language Teaching Speaking*. New York: Mc Graw Hill, 2005.
- Kementrian Agama RI, *Al-Qur'an Terjemah dan Tajwid*. Bandung: PT Sygma Examedia Arkenleema, 2014.
- Kurniati, Azlina. Eliarti, and Novitri, "A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa* 2, no.2 (2015): 1-13. <https://jom.unri.ac.id/index.php/JOMFKIP/article/view/7194/6875>
- Maulidiyah, Zahrotul. "The implementation of teaching speaking skill throught Whisper chinese game at the seventh grade of MTs Rohmatul Umam in academic year 2021/2022." Thesis, State Islamic University of Kiai Haji Achmad Siddiq Jember, 2022.
- Miles, Huberman, and Saldana, *Qualitative Data Analysis*. America: SAGE Publications, 2014.
- Moleong, Lexy J. *Metode Penelitian Kualitatif Edisi Revisi*. Bandung: PT. Roesdakarya Offset, 2014.
- Nunan, David. *Practical English Language Teaching*, New York: Mc Graw Hill, 2003.
- Nurul An-nisa, "Fun Ways in Learning English," *ALTICS: Journal of Applied Linguistics* 2, no. 1, (2020): 44-51. <https://doi.org/10.36423/altics.v2i1.477>

- Putra, Aidil Syah. "The Correlation Between Motivation And Speaking Ability," Channing: Journal of English Language Education and Literature 2, no. 1 (2017): 36-57, <https://doi.org/10.30599/channing.v2i1.87>
- Richards, Jack Croft. Curriculum Development in Language Teaching. UK: Cambridge University Press, 2017.
- Rinvoluceri, Mario. and Davis, Paul. More Grammar Games. Cambridge: Cambridge University Press, 2005.
- Sekretariat Negara Republik Indonesia. Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional, pasal 1 ayat (5).
- Sucahyo, Sari Agung. and Noor, Widya Noviana. "Analysis On Achievement Test In Intensive English Program Of Iain Samarinda," Fenomena: Jurnal Penelitian 10, no.1 (2018): 117-134, <https://doi.org/10.21093/fj.v10i2.1320>
- Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta, 2016.
- Sukmadinata, Nana Syaodih. Metodologi Penelitian Pendidikan. Bandung: PT Remaja Rosdakarya, 2010.
- Swandari, Nila. "The Implementation of Teaching Speaking Techniques in the First Year Students at Man Kota Batu." Thesis, University of Muhammadiyah Malang, 2019.
- Syafrizal. And Rohmawati, Cucum. "Teacher's Speaking Strategies at Vocational High School," JELS: Journal of English Language Studies 2, no.1 (2017): 66-83, <http://dx.doi.org/10.30870/jels.v2i1.1594.g1248>
- Tarigan, Henry Guntur. Prinsip-Prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa. Bandung: Angkasa, 2009.
- Tim Penyusun, Pedoman penulisan karya ilmiah. Jember: UIN KHAS Jember, 2021.
- Tomlinson, Brian. Materials Development for language learning and teaching. London: Continuum, 2012.
- Ur, Penny. A Course in Language Teaching. UK: Cambridge University Press, 2009.

Zein, Subhan. Sukyadi, Didi. Hamied, Fuad Abdul. And Lengkanawati, Nenden Sri. "English language education in Indonesia: A review of research (2011–2019)," *Language Teaching: Journal Surveys and Studies* 53, no. 4, (2020): 1-33. <http://dx.doi.org/10.1017/S0261444820000208>



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

### DECLARATION OF AUTHENTICITY

The undersigned bellow:

Name : Athieqotul Jannah An Nainawa  
NIM : T20196027  
Major : English Education Department  
Fakulty : Education and Teacher Training Faculty  
Institution : Islamic State University KH Achmad Siddiq Jember

Declare truthfully that in the results of this research there are no elements of plagiarism of research works or scientific works that have been carried out or made by other people, except in writing quoted in this manuscript and mentioned in the source of quotations and bibliography.

If in the future it turns out that the results of this research prove that there are elements of plagiarism and there are claims from other parties, then I am willing to be processed according to the applicable laws and regulations.

Thus I made this statement truthfully and without coercion from anyone.

Jember, 12<sup>th</sup> December 2022  
Author



**Athieqotul Jannah An Nainawa**  
**NIM. T20196027**



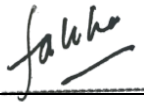




## Appendix 1

## Matrix of Research

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
The Implementation of Teaching Speaking Skills Through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo Jember	1. Teaching speaking skills  2. Blindfold Game	a. The Definition of teaching b. The Principle of teaching c. Components of teaching speaking skill d. Definition of speaking skills e. Component speaking skills f. Characteristic of a successful speaking activity  a. The Definition of game b. The types of Game c. Concept of blindfold game	1. <b>Primary Data</b> Interview informant: a. English teacher of senior high school 04 Ma'arif Perintis Tempurejo Jember b. Students of tenth grade social class at senior high school 04 Ma'arif Perintis Tempurejo Jember  2. <b>Secondary Data</b> Observation and document review	1. <b>Approach of research:</b> Qualitative research 2. <b>Type of research:</b> Case study 3. <b>Data collection technique:</b> a. Observation b. Interview c. Document review 4. <b>Data analysis:</b> a. Data condensation b. Presentation of data c. Conclusion 5. <b>Validity of data:</b> a. Source triangulation b. Technical Triangulation 6. <b>Research steps</b> Pre-field stage	1. How is the goals of teaching speaking skills through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo Jember?  2. How is the materials of teaching speaking skills through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo Jember?  3. How is the steps of teaching speaking skills through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo Jember?  4. How is the evaluations of teaching speaking skills through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo Jember?

**Appendix 2****RESEARCH JOURNAL**

Name : Athieqotul Jannah An-nainawa  
 Student Number : T20196027  
 Title : The Implementation of Teaching speaking skill through  
 Blindfold game at tenth grade social class of senior high  
 school 04 Ma'arif Perintis Tempurejo.  
 Location : Senior High School 04 Ma'arif Perintis Tempurejo

No	Day/date	Activity	Signature
01.	Monday, 03 <sup>rd</sup> Oktober 2022	The researcher confirm the research permission	
02.	Monday, 10 <sup>th</sup> Oktober 2022	Data collection in the form of school profiles, vision and mission of senior high school 04 Ma'arif Perintis Tempurejo	
03.	Tuesday, 18 <sup>th</sup> Oktober 2022	The Researcher interview with English Teacher	
04.	Monday, 25 <sup>th</sup> Oktober 2022	The Researcher interview with tenth grade student social class senior high school 04 Ma'arif Perintis Tempurejo	
05.	Tuesday, 08 <sup>th</sup> November 2022	Observe the classroom activity in teaching speaking skill through Blindfold game at tenth grade social class of senior high school 04 Ma'arif Perintis Tempurejo	
06.	Friday, 18 <sup>th</sup> November 2022	Complete the research data and Document Review	
07.	Saturday, 12 <sup>th</sup> December 2022	The Researcher asking the letter of Research finishing	

*Appendix 3***The Interview's guide to English Teacher**

<b>School</b>	
<b>Address</b>	
<b>The English Teacher's name</b>	
<b>NIP</b>	
<b>Day/date</b>	

1. What is the goals of Teaching Speaking Skill through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo?
2. What is the materials of Teaching Speaking Skill through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo?
3. What is the steps of Teaching Speaking Skill through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo?
4. What is the evaluations of Teaching Speaking Skill through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo?

**The Interview's guide to English Teacher**

<b>School</b>	
<b>Address</b>	
<b>Student's Name</b>	
<b>NIS</b>	
<b>Day/date</b>	

1. What do you think about Blindfold Game?
2. What is the materials of Teaching Speaking Skill through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo?
3. What is the steps of Teaching Speaking Skill through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo?
4. What is the evaluations of Teaching Speaking Skill through Blindfold Game at senior high school 04 Ma'arif Perintis Tempurejo?



*Appendix 4***RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

---

**Satuan Pendidikan** : SMA 04 Maárif Perintis Tempurejo

**Mata Pelajaran** : Bahasa Inggris

**Kelas/semester** : X/1 (satu)

**Materi Pokok** :

**Alokasi Waktu** : 16 Jam Pelajaran

**Skill** : Speaking

**A. Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam dalam jangkauan pergaulan dan keberadannya.

KI 3: Memahami pengetahuan (faktual, konseptual, Dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. KOMPETENSI DASAR dan INDIKATOR

Kompetensi Dasar Pengetahuan	Indikator
<p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</p>	<p>Siswa mampu Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya</p>
<p>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>Siswa mampu Menyusun teks deskripsi tempat bersejarah dan destinasi wisata dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>

## C. TUJUAN PEMBELAJARAN

1. Menjadi lebih aktif dalam pembelajaran.
2. Memiliki semangat dan kesungguhan dalam melaksanakan pembelajaran Bahasa Inggris.
3. Siswa mampu menambah kosa kata sehingga dapat berbicara bahasa Inggris dengan lancar
4. Mampu berbicara Bahasa Inggris dengan percaya diri
5. Mampu mendeskripsikan benda dengan memperhatikan struktur descriptive

#### D. MATERI PEMBELAJARAN

Describing about something, structure of Descriptive (identification and Description)

#### E. TEKNIK PENGAJARAN

Blindfold Game

#### F. MEDIA PENGAJARAN

##### 3. Media

##### 4. Alat dan Bahan

- Penutup Mata
- Benda-benda untuk di deskripsikan (Spidol, buku, permen dll)

##### 5. Sumber Pengajaran

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- Buku yang relevan
- Internet

#### G. KEGIATAN PENGAJARAN

<p><b>Pendahuluan (10 Menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memberi salam (<i>greeting</i>);</li> <li>• Guru memeriksa kehadiran siswa;</li> <li>• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li> <li>• Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</li> <li>• Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai</li> </ul>
--------------------------------------	--

<p><b>Kegiatan Inti</b></p>	<ul style="list-style-type: none"> <li>• Guru menjelaskan tentang Descriptive Text</li> <li>• Siswa mengamati materi yang dijelaskan oleh guru</li> <li>• Siswa mengidentifikasi fungsi social, struktur text dalam descriptive text</li> <li>• Siswa diajak untuk bertanya tentang Descriptive text</li> <li>• Melakukan diskusi tentang Descriptive text</li> <li>• Guru memberikan kesempatan pada siswa untuk mencoba mendeskripsikan suatu benda yang dia lihat.</li> </ul>
<p><b>Penutup</b></p>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.</li> <li>• Guru menjelaskan tentang kegiatan yang akan dilakukan pertemuan berikutnya</li> <li>• Peserta didik membaca doa</li> <li>• Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

**Pertemuan ke II : 1 x 2 JP**

<p><b>Pendahuluan (10 Menit)</b></p>	<ul style="list-style-type: none"> <li>• Guru memberi salam (<i>greeting</i>);</li> <li>• Guru memeriksa kehadiran siswa;</li> <li>• Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>• Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li> <li>• Guru melakukan Apersepsi kepada guru</li> </ul>
<p><b>Kegiatan Inti</b></p>	<ul style="list-style-type: none"> <li>• Guru menjelaskan tentang Blindfold Game</li> <li>• Guru menjelaskan tentang tata cara Blindfold game</li> <li>• Guru menjelaskan tentang aspek apa saja yang akan dinilai dari kinerja siswa</li> <li>• Guru focus kepada kelancaran berbicara siswa, vocabulary siswa dan pemahaman tentang descriptive</li> <li>• Guru menyuruh siswa untuk berkelompok menjadi 8 kelompok, kemudian akan dipilih 1 orang untuk menggunakan penutup mata</li> <li>• Guru akan memberikan beberapa benda kepada siswa yang telah</li> </ul>

	<p>menggunakan penutup mata</p> <ul style="list-style-type: none"> <li>• Siswa mendeskripsikan benda tersebut secara bergiliran</li> </ul>
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya.</li> <li>• Guru menjelaskan tentang kegiatan yang akan dilakukan pertemuan berikutnya</li> <li>• Peserta didik membaca doa</li> <li>• Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>

## H. PENILAIAN HASIL PEMBELAJARAN

### PENILAIAN

#### 1. *Aspek Sikap*

No.	Nama Siswa	Skor					
		Disiplin	Percaya diri	Bertanggung jawab	Kerjasama	Jml Skor	Nilai
1							
2							
3							
4							
5							

Keterangan:

Kurang : 1  
Cukup : 2

Lancar/variatif/tepat/lancar : 3  
 Sangat baik : 4

Petunjuk Penskoran:

Skor akhir menggunakan skala 1 sampai 4

Perhitungan skor akhir menggunakan rumus :

$$\text{skorakhir} = \frac{\text{Skor diperoleh}}{\text{SkorMaksimal}} \times 4 =$$

## 2. Aspek Penilaian Pengetahuan

No	Aspek yang dinilai	Kriteria	Score
1.	Kelancaran	Sangat lancar	4
		Lancar	3
		cukup variatif dan tepat	2
		Kurang variatif	1
2.	Kosa kata	Sangat variatif	4
		Variatif dan	3
		Cukup variatif	2
		Kurang variatif	1
3.	Intonasi	Sangat tepat	4
		Tepat	3
		Cukup tepat	2
		Kurang tepat	1
4.	Ketepatan ucapan	Sangat tepat	4
		Tepat	3
		Cukup tepat	2
		Kurang tepat	1

### 3. Instrumen penilaian ketrampilan

#### Speaking

No	Nama	Aspek yang dinilai			Skor 1-3
		Fluency	Accuracy	Pronunciation	

Fluency dengan skor 3, jika pembicaraan lancar tanpa banyak jeda

2, jika pembicaraan sering terjadi jeda

1, jika pembicaraan tidak berlanjut,

Accuracy dengan skor 3, jika seluruh percakapan akurat dan

2, jika pembicaraan ada jeda

1, jika pembicaraan stop

Pronunciation

3, jika jelas dan tepat

2, sebagian tidak jelas atau tidak tepat

1, jika tidak jelas atau tidak tepat

Mengetahui

Kepala Sekolah,

Jember, 25 Oktober 2022

Guru Mata Pelajaran,

**Heru Suwanda S,Pd**

**Falihatul Munawaroh S,Pd**



## Appendix 5



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-5610/In.20/3.a/PP.009/11/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA 04 Ma`arif perintis  
 Tempurejo Jl. KH. Abdurrahman no.31  
 Tempurejo, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196027  
 Nama : ATHIEQOTUL JANNAH ANNAINAWA  
 Semester : Semester tujuh  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Speaking Skill Through Blindfold Game at senior high school 04 Ma`arif perintis Tempurejo" selama 60 (enam puluh) hari di lingkungan lembaga wewenangBapak/Ibu Heru Suwanda S,Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 03 Oktober 2022  
 an. Dekan,



Wakil Dekan Bidang  
 Akademik,

**MASHUDI**

## Appendix 6



**YAYASAN PENDIDIKAN DAN SOSIAL SALAFIYAH SAFI'YAH  
LEMBAGA PENDIDIKAN MA'ARIF  
"SMA 04 MA'ARIF PERINTIS"**

NSS: 304052413672

NPSN: 20303808

*Sekretariat: Jl. KH. Abdurrahman No. 31 Tempurejo. Phone 085202480376 Jember 68173*

**SURAT KETERANGAN**

**No. 421.220/413.12.20523808/XII/2022**

Yang bertanda tangan dibawah ini:

Nama : Heru Suwanda, S.Pd.  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA 04 Ma'arif Perintis Tempurejo

Menerangkan dengan sebenarnya bahwa:

Nama : Athieqotul Jannah An Nainawa  
NIM : T20196027  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Implementation of Teaching Speaking Skills Through Blindfold Game at Tenth Grade of Senior High School 04 Ma'arif Perintis Tempurejo Jember

Yang bersangkutan telah melakukan penelitian di SMA 04 Ma'arif Perintis Tempurejo Jember pada tanggal 03 Oktober 2022 sampai 12 Desember 2022.

Demikian surat keterangan ini kami buat dan dapat dipergunakan sebagaimana mestinya.

Jember, 12 Desember 2022

Kepala SMA 04 Ma'arif Perintis



**HERU SUWANDA, S.Pd.**

## **Appendix 7**

### **a) Visi**

Mendidik siswa bermutu, beriman, berdaya guna dan bahagia dengan mengedepankan pendidikan seirama dengan kebutuhan masyarakat

### **b) Misi**

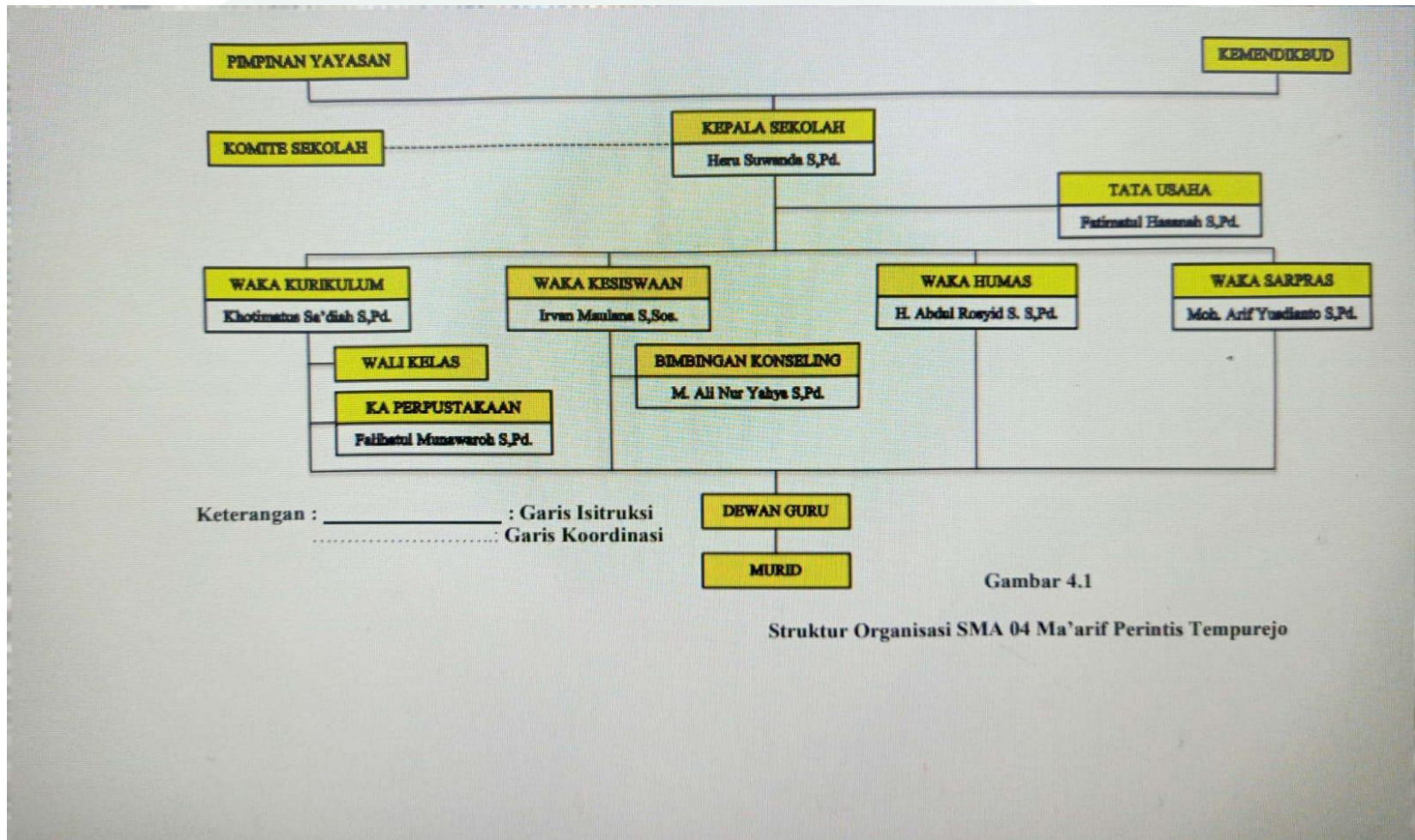
- 1) Meningkatkan pembelajaran secara efektif dan kontinu.
- 2) Mendorong dan membantu siswa mengenali potensi dirinya sehingga dapat dikembalikan secara optimal.
- 3) Menerapkan manajemen partisipatif dan strategis dalam pengolahan pembelajaran.
- 4) Meningkatkan kegiatan imtaq siswa melalui kegiatan intra maupun ekstrakurikuler.
- 5) Menumbuhkan budaya yang menjadi sumber kearifan dalam bertindak dan mengembangkan budi pekerti luhur.
- 6) Mengembangkan sikap hidup mandiri (life skill) demi kebutuhan kehidupannya di masa yang akan datang.
- 7) Mewujudkan Fasilitas sekolah yang tepat guna.
- 8) Mewujudkan Kemampuan Seni yang apresiatif dan kompetitif.

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ  
JEMBER

Appendix 8

Organization structure at senior high school 04 Maarif Perintis Tempurejo



Gambar 4.1

Struktur Organisasi SMA 04 Ma'arif Perintis Tempurejo

*Appendix 9*

**DOCUMENTATION**



**Interview with English teacher of senior high school 04 Ma'arif Perintis Tempurejo**



**Interview with Student Tenth Grade**



**Teacher explained to student about Blindfold game**



**Students played Blindfold game**



**Students described the object**



*Appendix 10***BIODATA**

Name : Athieqotul Jannah Annainawa  
 Student's Number : T20196027  
 Date of Birth : Jember, 19 November 2000  
 Age : 22  
 Gender : Female  
 Address : Langsungan, Ds. Sukamakmur, Kec. Ajung, Kab. Jember  
 Study Program : English Education Department  
 Email : atiqohjannah777@gmail.com  
 Phone Number : 082131656874

**Educational Background:**

2005-2007 : TK Al-Hidayah 1 Tempurejo  
 2007-2013 : SDSN 02 Jenggawah  
 2013-2016 : Madrasah Tsanawiyah Negeri Jember 1  
 2016 -2019 : SMA 04 Ma'arif Perintis Tempurejo  
 2019-2022 : UIN KH Achmad Siddiq Jember