THE USE OF BLINDFOLD GAME IN TEACHING SPEAKING SKILLS FOR THE EIGHTH GRADE STUDENTS AT MADRASAH TSANAWIYAH HASANUDDIN SEMBORO

THESIS

Submitted to Islamic state University of Kiai Haji Achmad Siddiq Jember
in partial fullfilment of the requirements of bachelor degree
Faculty of Tarbiyah and Teacher Training
English Education Program

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JUNE 2026

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THE USE OF BLINDFOLD GAME IN TEACHING SPEAKING SKILLS FOR THE EIGHTH GRADE STUDENTS AT MADRASAH TSANAWIYAH HASANUDDIN SEMBORO

THESIS

Has been examined and approved by the board of examiners in a partial fulfilment of the requirements for bachelor degree Faculty of Tarbiyah and Teacher Training Islamic Studies and Language Education Department English Education Study Program

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Date: 24 of Juny 2026

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MOTTO

وَقُولُوا لِلنَّاسِ حُسْنًا

"And speak good words to people." **(QS. Al-Baqarah: 83)**[1]

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[1] Qur'an, "Verse: al- Baqoroh, Ayah: 83". https://quran.com/al-baqoroh

DEDICATION

This thesis in lovingly dedicated to:

1. Allah SWT, the God and the Lord of the universe, who has granted me a lot of mercies and blessing. So that, I can complete this thesis as well as possible.

2. My deepest gratitude to my mom (Siti Rohaniyah), who has always given me endless love, support, and prayers. Your courage and determination have always been a source of inspiration and strength for me. And to my dad, (Mohammad Asrofi), thank you for your endless love and guidance. Your sacrifice and example have given me direction and purpose in life, making me a better person.

3. Thank you to my sister (Itsna Zulfa Zakiyah), who has always been my best friend and partner. Your support and encouragement have helped me through many challenges.

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Praise and gratitude to Allah SWT for all His grace, gifts, and guidance so that the researcher can complete the thesis entitled "The Use of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro" well and smoothly. This thesis was prepared as pne the requirements to obtain a Bachelor's degree of Sarjana Pendidikan (S. Pd.) in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of KH Achmad Siddiq Jember.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis not finish without support, advice, help, and encouragement from several people and institutions. Therefore, the researcher would like to express his deepest gratitude to:

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5. As'ari M.Pd.I as the advisor and suggestions.
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The author realizes that this thesis is far from perfect. Therefore, any constructive criticism and suggestions are greatly appreciated for future improvements. Hopefully, this work benefit the development of science, particularly in the world of education. Finally, may all the kindness and assistance given to the author be richly rewarded by Allah SWT.

Jember, 09 of June 2026

Rovinia Za'imatul Azizah

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ABSTRACT

Rovinia Za'imatul Azizah, 2026: The Use of Blindfold Game in Teaching Speaking Skills for The Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro

Keywords: Teaching, Speaking, Blindfold Game.

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. English is an international language or a unified language. Therefore, learning to speak English is very necessary. There are some english learning problems, such as lack of Vocabulary to learn, their motivation is lacking, and they don't fluent in speaking and low self-confidence. Based on this, the researcher interested in taking the title: The Implementation of Blindfold Game in Teaching Speaking Skills of the Eighth grade at Madrasah Tsanawiyah Hasanuddin Semboro.

This research focuses on: 1) How is the planning of the use of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro? 2) How is the implementation of the use of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro? 3) How is the evaluation of the use of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro?

This study used a qualitative approach. The type of research used was a case study research. Data collection techniques used observation, interviews and document review. The data analysis technique was a descriptive qualitative analysis with the descriptive interactive model of Miles, Huberman and Saldana which consisted of condensing data, presenting data and drawing conclusions. The validity of the data used technique triangulation and source triangulation.

The results of the study indicated that: 1)The objectives of learning speaking skills using the Blindfold game for the eighth grade students, improved students' activeness, enthusiasm, vocabulary, fluency, and confidence in speaking English. 2) The implementation consisted of eight phases: preparation, warm-up activity, demonstration, playing the game in pairs/groups to guide the blindfolded player, speaking practice with role-switching, feedback and correction, evaluation using a speaking rubric, and student reflection. 3) The evaluation is carried out through formative evaluation using an observation checklist during the activity, performance assessment via an oral speaking test (giving directions or describing objects) evaluated using a detailed rubric (covering fluency, pronunciation, vocabulary, grammar, and interaction), and student reflection.

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CHAPTER I

INTRODUCTION

In this chapter, an overview of the research is provided, including the background of the research, research question, research objectives, research significance, scope of the research, and definition of key terms.

A. Research Background

Language, as a means of communication, plays a vital role in expressing one's intentions to others. Through language, humans can share complaints, tell humorous stories, or explicitly convey their emotions. It acts as a unifying tool, enabling people to communicate effectively and clearly understand a speaker's intent.[2] One of the ways in communication is through speaking. In addition, in the religion stated Al-Qur'an surah Hud verse 88 as follows:

وَمَا تَوْفِيْقِيْٓ اِلَّا بِاللّٰهِ

Meaning: "And there is no guidance (guidance/success) for me except with the help of Allah."[3]

The excerpt highlights the essential role of speaking as a fundamental tool for communicating thoughts, messages, information, advice, and emotions. Effective speaking enables individuals to build mutual understanding and maintain meaningful interactions with others. The significance of proficient communication can be seen in the prayer of Prophet

[2] Carol Genetti, "Book Review" 30, no. 3 (2023): 1040–43.
[3] Rahmad Ridwan and others, 'TAFSIR TARBAWI : GURU MENURUT PANDANGAN QS . HUD 11 : 88, 06.1 (2020), pp. 99–116.

Musa (PBUH), who sought Allah SWT's assistance in improving his eloquence to ensure that his divine mission could be communicated clearly and comprehensively.

The quotation emphasizes the crucial role of speaking in conveying thoughts, messages, advice, facts, emotions, and other forms of communication. Speaking enables a speaker to transmit information clearly to listeners or conversation partners. This importance of fluent speech is reflected in the prayer of Prophet Musa (PBUH), who asked Allah SWT to improve his eloquence so that he could deliver his preaching and divine mission effectively.

Human communication requires language as a medium of interaction. In Indonesia, various languages are used for communication, one of which is English, which is learned and used as a foreign language. English language learning encompasses four essential skills that students are expected to develop, namely speaking, listening, reading, and writing. Listening plays a crucial role in helping individuals understand information from their surroundings, whereas speaking, reading, and writing serve as means of expressing ideas, thoughts, needs, and intentions.[4] The development of proficiency in a foreign language enables individuals to better understand others, convey their thoughts and ideas more effectively, and communicate their needs and aspirations successfully in different communicative contexts.[5]

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[4] Vahid Rahmani Doqaruni, '*Increasing Confidence to Decrease Retience: A Qualitative Action Research in Second Language'*, 16.2 (2015), pp. 42–60.

[5] International Education Studies, "Students ' Views on Language Skills in Foreign Language Teaching" 11, no. 7 (2018): 166–78, https://doi.org/10.5539/ies.v11n7p166.

Speaking is considered the core of human communication because it serves as one of the most effective ways to build interaction and understanding among individuals. Effective verbal communication requires a language that can be understood by all participants involved in the conversation. As English has become an international language and a means of global communication, the ability to speak English is increasingly important. Regarding language assessment, Brown states that speaking is a productive skill that can be directly observed and measured. Nevertheless, the assessment of speaking performance is often influenced by the test-takers' listening ability, which may affect the reliability and validity of evaluating oral production skills.[6]

In Indonesia, English is taught at various levels of education, including elementary school, junior high school, senior high school, and higher education. Additionally, English is often included as part of students' academic assessments. However, many high school graduates still demonstrate limited proficiency in basic English speaking skills. For example, some students experience difficulties in creating simple conversations, expressing common greetings, and describing everyday objects using English.[7]

Students encounter various difficulties in learning English, such as limited vocabulary mastery, low motivation to learn, insufficient speaking fluency, and a lack of self-confidence. These challenges often cause students

[6] H Douglas Brown, '*Principles of Language Learning and Teaching'*, 2007.
[7] Subhan Zein et al., "English Language Education in Indonesia : A Review Of," 2020, 1–33, https://doi.org/10.1017/S0261444820000208.

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to feel reluctant or embarrassed to speak English in front of their classmates. Such conditions are inconsistent with the objectives of Indonesian national education. According to Article 1, Paragraph 1 of Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential. This development includes spiritual strength, self-discipline, intelligence, noble character, and the skills necessary for personal growth as well as for contributing to society, the nation, and the state.[8]

To address these challenges, teachers need to implement a variety of engaging and interactive learning activities that encourage students to learn English in an enjoyable and meaningful way while fostering a supportive learning environment for the development of speaking skills. Instead of depending solely on conventional teaching methods, such as lecturing, which are still commonly used in many Indonesian classrooms, the integration of interactive teaching techniques can create a more dynamic classroom atmosphere and enhance students' participation in the learning process.[9]

Games can serve as an effective alternative learning strategy in the classroom. In addition to creating an enjoyable learning experience, games help establish a relaxed and comfortable atmosphere that enables students to absorb learning materials more effectively. Furthermore, games not only increase students' motivation and engagement but also provide valuable

[8] Presiden Republik Indonesia et al., "Presiden Republik Indonesia, Dengan Rahmat Tuhan Yang Maha Esa," no. 1 (1989): 1–17.

[9] Nurul An-nisa and Tono Suwartono, "Journal of Applied Linguistics" 0316 (2020).

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opportunities to develop vocabulary, pronunciation, grammar, and the four essential language skills: listening, speaking, reading, and writing.[10] 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.[11] This game can make the classroom interesting, fun, and relax students, games can be an option for teachers as a teaching technique.[12] 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 second year students of Madrasah Tsanawiyah Hasanuddin Semboro still have difficulties in speaking. It caused by some factors. Those are:

1. The first problem I 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.

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[10]Jean Brewster and Gail Ellis, *The Primary English Teacher's Guidance* (London: Pinguin English, 2002), 16.

[11] Role-playing Game and Original Citation, "A Case Study on Understanding the Influence of Diegetic Audio on Immersion in a Third-Person Role-Playing Game Matthew Varley A Thesis Submitted to the University of Huddersfield in Partial Fulfilment of the Requirements for the Degree of MA by Research The University of Huddersfield January 2018," 2018.

[12] Reki Iswandi, "Reki Iswandi," 2025.

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 pronouncing or expressing sentences, they still need to add a lot of vocabulary in speaking. They are also still not fluent in speaking English.

These issues present significant challenges in the teaching and learning process and require the implementation of appropriate and engaging instructional techniques that are suited to students' needs and learning conditions. For the purpose of this study, the researcher selected Grade VIII students because they were found to be more passive in classroom activities compared to students in other classes. To address the students' difficulties in speaking, the researcher employed the Blindfold Game as a teaching technique to promote active participation and improve their speaking skills.

Based on the above background. So, The researcher made a qualitative research with the title ***"The Use Of Blindfold Game In Teaching Speaking Skills For The Eighth Grade Students At Madrasah Tsanawiyah Hasanuddin Semboro".***

B. Research Focus

Based on the research context above, the focus of this research is follows:

1. How is the planning of The Use of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?

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2. How is the implementation of The Use of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?
3. How is the evaluation of The Use of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?

C. Research Objective

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

1. To describe the planning of The Use of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at MadrasahTsanawiyah Hasanuddin Semboro?
2. To describe the implementation of The Use of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?
3. To describe the evaluation of The Implementation of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?

D. Research Significance

Research on blindfold games for teaching speaking at Madrasah Tsanawiyah Hasanuddin Semboro, is expected to provide benefits, among others:

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1. Theoritical Benefit Theoretically, Research results can help theory to improve communication skills. These theories offer a wide range understanding of how to manage the teaching and learning process especially when taking advantage of Blindfold games to improve speaking skills.
2. For students, use the blindfold game in learning speaking activities. It can make students more active, enthusiastic, spontaneous in English and can create learning fun so students are excited to learn.
3. For a teacher, this research can be helpful in teaching and learning Speaking. Through the blindfold game, we hope that students be more active and happy in the learning process. and can help students learn to speak.
4. For researchers, this can be used as the development of skills and knowledge, especially regarding the blindfold game as an alternative in overcoming students' problems in speaking.

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. Blindfold Game

The Blindfold Game is an instructional technique that involves students wearing blindfolds and interacting with a designated object. Through tactile exploration, students are expected to identify the object

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and describe its physical characteristics. By engaging learners in active participation, this technique facilitates the development of speaking skills, particularly in expressing observations and describing objects accurately.

2. Speaking skill

Speaking can be defined as a communicative process through which meaning is constructed by producing and receiving information. It encompasses the ability to articulate words and sounds to express ideas, opinions, emotions, questions, and other messages. As a productive language skill, speaking serves as a medium for conveying thoughts and feelings verbally, allowing interlocutors to understand and respond to the intended meaning accurately.

F. Structure of Thesis

The format for writing the systematics of the discussion is in the form narrative descriptive, not like a table of contents. Which is in systematics discussion of this research as follows:

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.

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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 xplained 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.

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CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature that consists of relevant previous research and theoretical framework.

A. Previous Studies

In this section, the researcher lists previous research findings that are relevant to the type of research conducted by the researcher, such as:

1. The first research was written by Milda Biruhmah with the title "Using Blindfold Game to Teach Speaking of Descriptive Text for Seventh Grade Students." The purpose of this study is to learn how blindfold game media can help students in their speaking skills. This study employs a qualitative research design, which focuses on enhancing both academic outcomes and classroom dynamics. The main findings of this study revealed that the implementation of this teaching approach significantly improved students' speaking ability. The data successfully demonstrated that the blindfold game could improve students' speaking performance and motivation. Additionally, the study highlighted that this method not only enhanced their language skills but also made classroom activities more alive, interactive, and action-oriented. Overall, this study provides strong evidence that the blindfold game

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media is an effective model to improve speaking mastery while fostering an engaging educational environment.[13]

2. The second research was written by Harpia, Mujahidah, and Ahdar (2020) with the title "The Implementation Of Blindfold Game To Improve Students' Vocabulary Mastery." The purpose of this study is to examine students' vocabulary mastery before and after learning through the blindfold game. This study employs a quantitative research design utilizing pre-test and post-test data, which was conducted with a sample of 19 students from the VIII C class at MTs DDI Lil Banat Parepare. The main findings of this study revealed that the implementation of this teaching approach significantly improved students' vocabulary acquisition. This improvement is clearly evidenced by the test scores, where the mean score of the pre-test was 46.05, which then rose substantially to a mean score of 78.57 in the post-test. Based on these outcomes, the study highlights that providing interactive materials is critical to engaging students in the learning process, yielding beneficial results for both teachers and learners. Overall, this study provides strong evidence that the blindfold game is an effective model to improve vocabulary mastery while fostering an active educational environment.[14]
3. The third research was written by Anita Rukmana Harahap (2021) with the title "The Implementation Of Blindfold Game To Improve Students

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[13] Milda Biruhmah, "Using Blindfold Game to teach Speaking of Descriptive Text for Seventh Grade Students" (Undergraduate Thesis, Universitas Muhammadiyah Surabaya, Surabaya, 2018), 45.

[14] Harpia Mujahidah, and Ahdar, "The Implementation of Blindfold Game to Improve the Students Vocabulary Mastery, Journal of English Education and Development, Vol.4, No.1, (2020), p. 25.

Vocabulary Mastery At Mts Percontohan Tebing Tinggi In Academic Year 2020/2021." The purpose of this study is to improve students' vocabulary mastery through the utilize of blindfold games. This study employs a Classroom Action Research (CAR) design, which focused on evaluating students' progress across multiple test cycles. The main findings of this study revealed that the implementation of this game significantly enhanced the students' vocabulary acquisition. In the initial stage, the data showed a low baseline where the average student score was only 41.04, with just 8% of the class (2 out of 25 students) passing the standard minimum score (KKM). However, after the intervention, the results in post-test I showed a noticeable improvement with a mean score of 68.48, where 40% of the students managed to pass. This positive trend continued into post-test II, where the mean score rose to 80.32, and a total of 23 students (88%) successfully passed the KKM. Overall, this study provides strong evidence that the blindfold game is an effective model to help students improve their vocabulary mastery.[15]

4. The four research was conducted by Ayu Anggraeni with the title "The Implementation of Blindfold Game to Improve the Students' Vocabulary Mastery at the Second Grade of SMPN 2 Lembang Kab. Pinrang." The purpose of this study is to evaluate students' vocabulary mastery through the use of blindfold game media. This study employs a pre-experimental research design utilizing one group pre-test and post-test data, which was conducted

[15] 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

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with a sample of 30 students in class VIII-A. The main findings of this study revealed that the implementation of this teaching approach significantly improved students' vocabulary acquisition. This improvement is clearly evidenced by the test scores, where the mean score of the pre-test was 54.46, which then rose substantially to a mean score of 91.04 in the post-test. Based on these outcomes, the study highlights that using game-based activities is critical to engaging students in the learning process, proving that the method is highly effective. Overall, this study provides strong evidence that the blindfold game is an effective model to improve vocabulary mastery while fostering an engaging educational environment.[16]

5. The fifth research was written by Rini Andriyani (2017) with the title "The Implementation Of Blindfold Game Media To Improve Students' Vocabulary Mastery At Mts Nurul Huda Tanjung Pura." The purpose of this study is to learn how blindfold game media can help students improve their vocabulary mastery. This study employs a Classroom Action Research (CAR) design, which focuses on enhancing both academic outcomes and classroom dynamics. The main findings of this study revealed that the implementation of this teaching approach significantly improved students' vocabulary acquisition. The data successfully accepted the alternative hypothesis (Ha), confirming that the blindfold game media could improve students' vocabulary mastery. Additionally, the study highlighted that this method not only enhanced their language skills but also made classroom activities more alive,

[16] Ayu Anggraeni, The Implementation of Blindfold Game to Improve Students Vocabulary Mastery, at the Second Grade of SMPN 2 Lembang Kab. Pinrang, (Unpublished Thesis, Tarbiyah Faculty: IAIN Parepare, 2019), p. 60.

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interactive, and action-oriented. Overall, this study provides strong evidence that the blindfold game media is an effective model to improve vocabulary mastery while fostering an engaging educational environment.[17]

Tabel 2.1
Similarities and Different Between Previous Research

No	Author and Title	Similarities	Differences
1.	Milda Biruhmah entitled "Using Blindfold Game to Teach Speaking of Descriptive Text for Seventh Grade Students."	Both Researchers Blindfold Game as a Teaching technique	a. The previous research used a Qualitative Reseacrh Design, while this research uses a different design (e.g, CAR/Experimental). b. The previous research was conducted for seventh grade students, while this research is conducted for eighth grade students.
2.	Harpia, Mujahidah, and Ahdar (2020) entitled "The Implementation Of Blindfold Game To Improve Students Vocabulary Mastery.	a. Both Researchers used Blindfold game b. Both Researcher conducted at the Islamic Junior High School (MTS) level.	a. The previous research focused on improving students vocabulary mastery, while this research focuses on speaking skills. b. The prvious research used a quantitative pre test and post test design, whilethis research design adapts to the researchers method. c. The research locations are different.
3.	Anita Rukmana Harahap entitled "The Implementation Of Blindfold Game To Improve Students	Both Researchers use Blindfold game	a. The Design of research used Classroom Action Research (CAR) while the researchers' used Qualitative

[17] 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.

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No	Author and Title	Similarities	Differences
	Vocabulary Mastery At Mts Percontohan Tebing Tinggi In Academic Year 2020/2021"		b. The Research Focussed on the vocabulary Mastery while the Researcher's focussed on the implementation of Blindfold game c. Conducted in Islamic Junior high School while the Researcher's conducted in Senior high school
4.	Ayu Anggraeni entitled, "The Implementation of Blindfold Game to Improve the Students Vocabulary Mastery ate the Second Grade of SMPN 2 Lembang Kab. Pinrang."	a. Both Researchers Blindfold game as a media I teaching language skills. b. Both researchers were conducted for the second grade (eighth grade students of junior high school).	a. The previous research focused on improving vocabulary mastery (nouns), while this research specifically targets speaking skills. b. The previous research utilized a pre experimental research design, while this research research utilizes a different approach. c. The research locations.
5.	Rini Andriyani entitled " The Implementation Of Blindfold Game Media To Improve Students Vocabulary Mastery At Mts Nurul Huda Tanjung Pura"	Both Researchers Blindfold game	a. The Design of research used Classroom Action Research (CAR) while the researchers' used Qualitative b. The Research Focussed on the vocabulary Mastery while the Researcher's focussed on the Implementation of Blindfold Game c. Conducted in Islamic Junior high School while the Researcher's conducted in Senior high school

Based on the previous studies reviewed in the table above, several similarities can be identified between those studies and the present research.

The first study shares a common focus on improving students' speaking skills, which aligns directly with the primary objective of this current research. Additionally, the first study is similar to the present research in terms of the research design, as both employ a qualitative approach. Furthermore, the first, second, and third studies all have similarities with the present study in their use of the Blindfold Game as a learning technique or media in the classroom. The second study also shares a specific similarity in the educational level, as both researches are conducted within an Islamic Junior High School (MTs) environment.

On the other hand, several differences can also be noted between the previous studies and the present research. In the first study, the difference lies in the target subject's grade, where the previous researcher focused on seventh-grade students, whereas the present researcher utilizes the game for eighth-grade students. Furthermore, the second and third studies differ from the present research in terms of the dependent variable. While those two studies focused on improving students' vocabulary mastery, the current study specifically focuses on enhancing students' speaking skills. Additionally, the research designs and locations across all three previous studies are different from the present research, as this study is specifically conducted at Madrasah Tsanawiyah Hasanuddin Semboro.

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B. Theoretical Framework

1. The Blindfold Game

a. Definition

The Blindfold Game is a freely moving, virtual space exploration activity that allows players to interact easily with key elements and resources, although it can become quite challenging. The game enables players to experience and understand a sound-based environment through the simulation of a realistic audio setting.

One instructional medium that can support students' speaking skills is the Blindfold Game. This game is an interactive verbal communication activity that involves participants wearing blindfolds. It is designed to teach directions, numbers, object description, and giving instructions. The use of blindfolds encourages students to work more closely in teams, enhances teamwork experiences, and makes the learning process more engaging and enjoyable.[18] As a result, students perceive English learning as more engaging and enjoyable.

b. Types of Blindfold Game

1) Blindfold Cat and Mouse

The Blindfold Cat and Mouse card game, which is fully accessible for both sighted and visually impaired players, is adapted from the Kipbo card game and designed for fast-paced audio gameplay. The objective of the game is to be the first player to deplete the stock pile in order to win. The game consists of four discard piles, a hand of five cards, and a stock pile of thirty cards, which are also used by the opponent. The deck contains cards numbered from 1 to 12.

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[18] Hanxiu Hazel Zhu and others, Surveyor: Facilitating Discovery Within Video Games for Blind and Low Vision Players.

2) Blindfold Blingo Blindfold

This fully accessible audio-based bingo game can be played individually or against computer-controlled players. In the game, players respond by marking the announced numbers on their cards. Users are also able to adjust the number of computer opponents and the number of cards they use. When a player achieves bingo, they receive 50% of the total money contributed by all players for purchasing cards.

Blindfold Bingo provides more than 16 different playing patterns, allowing players to study each pattern before starting the game. These patterns include shapes such as a clover leaf, letter X, and inner diamond. When a player achieves bingo, the game replays the recorded bingo, and it also allows interaction with other players if desired.

3) Blindfold Word Game

Blindfold Word Games is a word-based game designed for fast audio gameplay and is fully accessible to both sighted and visually impaired players. The collection includes several games such as 7 Little Words, Word Ladder, Word Flick, Hangman, and Unscramble.

4) Blindfold War

In Blindfold War, each player starts the game with a deck of 26 cards. During each round, both players reveal one card, and the player with the higher card value wins both cards. When both players reveal cards of the same rank, a “war” occurs, giving each player the opportunity to win multiple cards from the opponent. The game is

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played through audio cues rather than visual cards, and the computer reveals its next card when the player taps the screen to make a move.

5) Blindfold Wild Car

Blindfold Wildcard is an accessible adaptation of the card game UNO, designed for fast audio-based play and suitable for both blind and visually impaired players. The game assists players in determining whether a card can be played through audio cues. It also offers customization options, allowing users to adjust both the amount and speed of additional spoken information according to their preferences.

Blindfold Wildcard offers various gameplay modes, such as playing until a player can discard or choosing between discarding and drawing cards. The game provides flexible rule settings, allowing it to be adapted to different playing styles. Players compete against a computer opponent and rely on audio-based interaction rather than visual cues. Cards can be drawn or played through screen taps, while flicking up or down allows players to hear card information. The help section also provides a detailed guide to all available controls and gestures.

6) Blindfold Mystery Object

One of the games is the Blindfold Game, which is relatively easy to apply and provides an enjoyable learning experience. One variation of this activity involves identifying mystery objects. In this game, each player is required to wear a blindfold while certain objects

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are introduced. After the participants are familiar with the object, it is then removed from their sight. Once all objects have been presented, participants attempt to identify and describe them based on their understanding. Finally, the participants remove their blindfolds to check their answers.

Accordingly, the researcher applies Blindfold Word Games in this study based on the various forms of blindfold games described above. This game is considered effective in encouraging students to become more active, creative, and responsible, as well as improving their ability to communicate with one another. It is also intended to prevent students from feeling bored during the learning process.[19]

2. 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".[20] 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".[21] Games can help create a relaxed and enjoyable classroom environment, thereby increasing students' interest in participating in learning activities. However, games

[19] Fibri Indira Lisanty and others, BATARA DIDI., 1.2 (2022), PP. 90-100.
[20] Jill Hadfield, *Advanced Communication Games*, (Longman, 1987), iii, https://pdfslide.net/documents/hadfield-jill-advanced-communication-games-1pdf.html?page=3
[21] Julio Dobson, *Try One of My Games".* (USA: Washington. D.C, 2003), 295.

are not merely a form of entertainment or a break from regular classroom tasks. They also require learners to use language actively during the activities, which in turn contributes to the development of their language proficiency.

Based on the explanation above, the researcher concludes that games are activities designed to support the learning process, particularly in English learning, by enhancing students' understanding of the material and preventing boredom during the learning process.

2. The Types of Game

According to Jill Hadfield, games can be classified into two types: competitive games, where individuals or teams compete to reach a goal first, and cooperative games, where participants work together as a team to achieve a common objective.[22]

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

a) Competitive Games

These games are often adapted from formats commonly found in radio and television programs. It is reasonable to incorporate enjoyable and entertaining contexts that are familiar to students. Games involving two competing teams can effectively promote cooperation and mutual support among team members.

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[22] 53 Jill Hadfield, *Advanced Communication Games*, iv.

b) Cognitive Game

This game involves collaborative sentence construction, in which participants work together to form sentences. The task is generally open-ended, requiring students to expand a single sentence into two utterances by adding one or two words.

c) Feeling and Grammar

In this stage, students focus on communicating authentic information about themselves and their surroundings. They work within predetermined language structures to complete the task. This approach is considered more effective for certain types of learners than focusing solely and directly on grammar instruction.

d) Listening to people

In this game, students create a realistic situation within the language classroom. The practice of grammar is carried out in a context that emphasizes individual expression and meaning.

e) Movement and Grammar

Through this game, students are able to move around while practicing and internalizing grammatical structures. During this activity, they remain physically active, so no instructional time is wasted.

f) Meaning and Translation

This game can be used by intermediate to advanced level students to evaluate whether the given sentences are meaningful or irrelevant.

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g) Problem Solving

In this problem-solving game, students are required to generate various responses to complex social and cultural issues. They also apply appropriate language and grammatical structures to express their ideas.

3. Teaching Speaking Skill

a. Definition

To facilitate the learning process and promote students acquisition of knowledge, teachers are required to perform a variety of complex roles and responsibilities. These include organizing learning activities, utilizing both classroom and external environments as learning resources, and providing students with appropriate stimulation, guidance, direction, and motivation. Modern education aims to help learners develop socially valued knowledge, skills, and behaviors. Therefore, education can be viewed as a systematic process in which students, teachers, curricula, and other educational components are organized and integrated according to learners psychological needs in order to achieve predetermined educational objectives.

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According to Brown, teaching is the process of facilitating and supporting individuals in learning how to perform certain tasks. It involves providing guidance and instruction during the learning process, imparting knowledge, and helping learners develop understanding and mastery of a

particular subject.[23] Furthermore, teaching is intended not only to transmit knowledge but also to encourage learners to become active participants in the learning process. Although teachers cannot directly transform passive students into active learners, they can establish pedagogical, social, and ethical conditions that foster student engagement and motivate learners to take responsibility for their own learning.

Teaching speaking is an important aspect of second and foreign language learning. The ability to communicate accurately and fluently in the target language can help students succeed in their academic pursuits and effectively face future challenges in both educational and social contexts. Therefore, teachers should give considerable attention to the development of students speaking skills to improve their English communication proficiency.[24]

b. The Principle of Teaching

For students, speaking English is crucial. They may freely present their viewpoint. Students won't become bored easily and be engaged in the lesson this manner. The teacher is then expected to be familiar with five principles when teaching speaking skills. They are:[25]

1) A clear understanding of the distinctions between second language acquisition and foreign language learning is essential.

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[23] Henry Douglas Brown, *Principles of Language Learning and Teaching*, 5 th edition, (Francisco University: Pearson Education, 2007), 7.

[24] 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

[25] Bailey Samuel, 'Practical English Language Teaching : Speaking', 10.4 (2007), pp. 2005–8.

2) Language practice provides learners with opportunities to enhance both their fluency and accuracy in speaking.
3) Teachers can encourage students' speaking participation by employing pair and group work activities and minimizing their own speaking time during lessons.
4) Teachers are encouraged to develop speaking activities that involve the negotiation of meaning, enabling learners to communicate and clarify messages effectively.
5) Classroom speaking activities should be structured to encourage students to engage in and develop both transactional and interpersonal forms of communication.

To create a learning environment in which students feel comfortable and engaged, teachers need to consider the principles of teaching spoken language. In this context, teachers should provide students with sufficient opportunities to imitate and practice speaking English. Speaking is generally understood as a language skill that develops through social interaction and communication. According to Tarigan, speaking is a language ability that develops in children's lives and is closely related to listening. Through listening, children gradually acquire oral fluency and learn how to speak effectively.[26] Speaking ability plays a crucial role in effective communication, particularly in the context of English language learning. The primary objective of teaching

[26] Henry Guntur Tarigan, Prinsip-Prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa, (Bandung: Angkasa, 2009), 3-4.

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speaking is to enable students to interact effectively by utilizing their existing language abilities to convey messages clearly. To achieve successful communication, students should strive to use appropriate pronunciation, grammatical structures, and vocabulary while observing relevant social and cultural norms.[27] Therefore, teachers need to understand and apply the principles of English language teaching effectively so that learners can engage with new ideas and express their thoughts and feelings confidently.

c. Component of Teaching Speaking Skill

1. Teaching Planning

Goals refer to predetermined ideas or objectives that serve as a basis for planning activities and determining the outcomes to be achieved. By establishing clear goals, individuals, organizations, and institutions can direct their efforts toward accomplishing specific objectives.[28] In the context of English language teaching, the primary goal is to develop learners language skills and enable them to communicate effectively in an increasingly globalized world.

Every teaching strategy is designed to achieve specific educational objectives. Teaching involves guiding and directing the learning process, facilitating the acquisition of knowledge, and helping learners develop understanding and mastery of particular skills or concepts. In this regard, teaching serves as a means of

[27] "Challenges Encountered by EFL Teachers in Teaching Productive and Receptive Skills at SMP 2 Mattirobulu Pinrang" 1, no. 2 (2020): 133–58.

[28] Haidir, "*strategy pembelajaran*", (Medan: ikatan penerbit Indonesia (IKAPI), 2014), 52.

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assisting individuals in learning how to perform tasks and achieve desired learning outcomes.[29] The presence of teachers is essential in facilitating effective learning. Without appropriate instruction and support from teachers, students may face difficulties in achieving their maximum educational potential.

The primary objective of speaking instruction is to develop effective communication skills. Students are expected to understand their intended messages, determine what they wish to convey, and consider how their audience interpret the information being communicated. Therefore, speaking instruction aims to enhance students speaking proficiency, enabling them to communicate in English fluently and confidently. To achieve this objective, learners should acquire knowledge of several essential aspects of speaking:[30]

a) Employing appropriate vocabulary, proper grammatical patterns, and correct pronunciation when conveying messages.
b) An understanding of transactional and interactional communication enables learners to identify when effective information exchange requires precise communication and when mutual understanding can be achieved without complete linguistic accuracy.
c) Students should understand the social and cultural aspects of communication, including appropriate turn-taking, speaking tempo,

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[29] Muhammad Erfan Nugroho, *"Teaching English Vocabulary to seventh grade students of SMP Muhammadiyah 5, Surakarta"* (Thesis, English Departement Muhammadiyah University, Surakarta, 2015), 32

[30] Klayo Hasibuan, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 102.

pauses during conversation, and participant roles. They should also be able to consider the relationship between speakers, the context of the interaction, the topic being discussed, and the intended purpose of communication.

2. Teaching Implementation

The implementation of speaking skills instruction using the "Blindfold Game" focuses on creating an active, dynamic, and enjoyable classroom atmosphere to enhance students' fluency and confidence. The primary learning aids employed are blindfolds and various real-world objects found in the classroom—such as bottles, pens, pencils, and books. The use of these concrete objects allows students to explore items directly through the sense of touch and subsequently describe their physical characteristics orally, or use them as targets when practicing giving directional instructions.

The implementation of this method in the classroom begins with a preparation phase, during which the teacher arranges the room, prepares objects, and introduces target vocabulary and directional expressions such as "Go straight," "Turn left/right," "Stop," and "Move slowly." After the game rules are explained, the teacher conducts a warm-up activity—consisting of a simple question-and-answer session—to activate students' prior knowledge and prime their vocabulary readiness. This stage is followed by a live demonstration,

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with the teacher and a student modeling how to give and respond to oral instructions in English, before the entire class begins the game.

During the core phase of the lesson, the teacher divides students into pairs or small groups; one student acts as the blindfolded player, while their partner or group members provide verbal instructions to help them locate or guess a specific object. To ensure fairness and equitable participation, students are required to switch roles, giving everyone an equal opportunity to practice both speaking and listening skills. Throughout the activity, the teacher actively monitors students' pronunciation, grammar usage, and fluency, concluding the session by providing constructive feedback and directly addressing common errors before wrapping up with a collective reflection.

3. Teaching Evaluation

Evaluation serves as a means of measuring not only the achievement of learning objectives but also the effectiveness of the teaching and learning processes carried out by teachers and students.[31] Gronlund categorizes achievement tests into four main types, with each type developed to fulfill a specific evaluative objective.[32]

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[31] Asrul, Rusydi Ananda, and Rosnita, *Evaluasi Pembelajaran*, (Bandung: Citapustaka Media, 2014), 2.

[32] Sari Agung Sucahyo, 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

a) Summative Assesment

A summative test refers to an evaluation carried out upon the completion of a particular subject matter or instructional program in order to assess students' overall learning achievement.

b) Formative Assesment

A formative test is an assessment conducted by the teacher to monitor and evaluate the effectiveness of the teaching and learning process in the classroom. Similarly, Gronlund states that formative assessments are used to track students' progress during instruction and provide feedback that can support improvements in learning.

c) Diagnostic Test

Diagnostic assessment is conducted at the start of a course or throughout its implementation to identify students' language abilities as well as the areas that require further improvement.

d) Placement Test

A placement test is administered to evaluate students' language proficiency and determine the most appropriate class level, program, or course placement based on their abilities. According to Gronlund a placement test serves as a preliminary assessment used to identify whether students possess the necessary skills to successfully participate in a particular course or

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instructional unit and to measure the extent to which they have achieved the required prerequisites.[33]

According to Suhendar, Cahyani, and Hodijah, the assessment of speaking ability should take into account at least six essential components. These components include pronunciation, grammatical structure, vocabulary, fluency, content of speech, and comprehension.[34]

Among the four language skills, speaking is one of the most frequently used in daily communication. Although it may seem relatively easy to assess, speaking is a productive skill that enables learners to produce language and convey meaning effectively.[35]

Based on the speaking assessment criteria discussed above, the evaluation of an individual's speaking ability should consider several important aspects. These include fluency, pronunciation, grammatical accuracy, vocabulary usage, appropriate word choice in conveying information, the content and quality of ideas expressed, comprehension, the effectiveness of communication, and overall communicative competence.

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[33] Deborah Hill, Abbie H Brown, and Timothy D Green, "Students Enrolled in Distance Learning Courses Are Not Assessed Any Additional Fees for Security or Identity Verification.," 2026.

[34] Cahyani, Isah, and Hodijah, *Kemampuan Berbahasa Indonesia di SD.* (Bandung: UPI Press, 2007).

[35] 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

d. Definition of Speaking Skill

The concept of speaking is rooted in the verb speak, which denotes the act of talking, delivering messages, expressing ideas and feelings, and using language as a means of oral communication.[36] Speaking is one of the four fundamental language skills that learners are expected to master in English learning. As a productive skill, speaking plays a vital role in human interaction and communication. Cameron states that speaking involves the active use of language to convey meaning, enabling others to understand the intended message. Therefore, speaking is categorized as a productive language skill because it requires learners to generate and express language in communicative situations.[37] Students often perceive speaking as more challenging than understanding spoken language. This is because speaking requires greater effort, including self-confidence, sufficient vocabulary knowledge, and accurate pronunciation. These elements are essential to ensure that the intended message can be clearly understood by the listener.

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In general, speaking is a means by which individuals communicate their thoughts, ideas, and feelings to others through spoken language. This process enables listeners to understand the speaker's intended message. According to Bailey and Nunan, speaking is an interactive

[36] Victoria Bull, "*Oxford learner's Pocket Dictionary Forth Edition",* (New York: Oxford University Press, 2008), 426.

[37] Lynne Cameron, *Teaching Language to Young Learners,* (UK: Cambridge University Press, 2001), 40.

process of constructing meaning that involves the production, reception, and processing of information. Although speaking is often spontaneous, dynamic, and interactive, it is not entirely unpredictable, as it follows certain communicative patterns and purposes.[38] Oral communication can be utilized for two major purposes: transactional purposes, which involve the transfer of information, and interactional purposes, which are concerned with maintaining positive social interactions and relationships.

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 several components of speaking proficiency that should be mastered by English language learners. At a minimum, these components include fluency, vocabulary, grammar, pronunciation, and comprehension, all of which contribute to effective oral communication.[39] These components plays important role for Blindfold game in teaching english speaking at eighth grade of Madrasah Tsanawiyah Hasanuddin Semboro. They are:

1) Vocabulary

Vocabulary plays a crucial role in the development of English-speaking proficiency. Mastery of vocabulary is necessary for learners

[38] Kathleen. M. Bailey, and David Nunan, *Practical English Language Teaching Speaking*,(New York: Mc Graw Hill, 2005), 2.

[39] Henry Douglas Brown, *Principle of Language Learning and Teaching*, 178.

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to express their ideas clearly, fluently, and correctly in oral communication.[40] Vocabulary refers to the collection of words known and used by an individual within a particular language. For language learners, vocabulary knowledge involves not only recognizing words but also understanding their meanings and appropriate usage in communication. Vocabulary mastery plays a significant role in language learning, as it supports both language comprehension and production. Research suggests that knowledge of approximately 3,000 high-frequency and academic words is essential for effective communication and facilitates learners' ability to use language more fluently. Furthermore, Richards argues that effective speaking requires a vocabulary repertoire of at least 3,000 words, while a vocabulary size of around 5,000 words is often associated with academic success at the university level.[41]

2) Grammar

Grammar is another essential component of language teaching and learning. Every language possesses its own grammatical system, which consists of rules governing the arrangement and use of words and sentences. Grammar provides the framework that enables speakers to communicate meaning accurately and effectively. According to Richards, grammar is closely related to grammatical competence, a broad concept that encompasses knowledge of

[40] Charlotte Buxton, *English Mini Dictionary, (UK: Oxford University Press)*, 55. Accessed December 10, 2022.

[41] Jack C Richards, *Curriculum Development in Language Teaching*, n.d.

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morphology and syntax, as well as vocabulary and language mechanics, including sounds, syllables, pronunciation, stress, and intonation.[42]

It can be inferred that grammar is an essential aspect of English learning, particularly in speaking activities. Mastery of grammar enables students to produce meaningful and grammatically accurate utterances during oral communication.

3) Pronounciation

Accurate and intelligible pronunciation is an essential aspect of effective communication. When individuals communicate, they need to articulate words clearly and correctly to ensure that listeners can understand the intended message. Clear pronunciation facilitates successful interaction and encourages active participation from interlocutors during communication. Furthermore, pronunciation plays a significant role in shaping the quality of spoken interaction. It encompasses various features of speech production, including clarity, accent, vowel sounds, stress, and intonation patterns.[43] The concept of pronunciation or speech sound includes the following elements:

a) Pitch, 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

[42] Richards., 263.
[43] Mauloeddin Afna, "Mauloeddin Afna" IV, no. 1 (n.d.): 43–71.

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speak at a higher pitch. However, when we are tired, bored, or depressed, our pitch falls lower than usual.

b) **Intonation**, Intonation refers to the variation of pitch patterns in spoken language. It plays a crucial role in communication because it helps listeners interpret the speaker's intended meaning and emotional state. Through intonation, listeners can gain a better understanding not only of what is being said but also of the speaker's attitudes, feelings, and intentions.

c) **Sound and Spelling**, Certain language skills, particularly pronunciation and spelling, are crucial in speaking. Their proper use facilitates communication and assists listeners in comprehending the speaker's message more effectively.

d) **Stress**, Stress is an important feature of spoken language that involves giving emphasis to specific parts of words or sentences. Its proper use can enhance the effectiveness of communication and assist listeners in understanding the speaker's intended meaning.

4) Comprehension

Brown defines learning comprehension as the ability to look at and process the extent of discourse, in formulating representations of sentence meaning.[44]

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[44] Henry Douglas Brown, *Principle of Language Learning and Teaching* ,226.

5) Fluency

Fluency, according to Nunan, reflects a learner's competence in using a language effectively. It is characterized by the ability to speak smoothly and confidently, with limited hesitation and only natural pauses that do not significantly disrupt communication.[45] Many language learners strive to improve their speaking proficiency, particularly their fluency. Fluency is generally characterized by a smooth and relatively rapid flow of speech with minimal interruptions. A fluent speaker produces only a few pauses and hesitation markers, such as "um" or "uh," indicating that little time is needed to retrieve the linguistic elements required to express ideas effectively.[46]

f. Characteristic of a Successful Speaking Actvity

To ensure the effectiveness of speaking activities in the classroom, teachers need to understand both the characteristics of successful speaking and the individual characteristics of their students. Such understanding can support the teaching and learning process and enhance students speaking development. When teachers are familiar with their students' characteristics, they can deliver instructional materials more effectively. Conversely, a lack of understanding of students characteristics may create challenges in facilitating the learning process and achieving instructional objectives.

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[45] David Nunan, David Nunan, *Practical English Language Teaching Speaking* ,55.

[46] Cucum Rohmawati, "Teacher ' s Speaking Strategies at Vocational High" 02, no. 01 (2017): 66–83.

According to Unny the following is the characteristic of successful speaking skill:[47]

1) Students talk a lot

Student talk should constitute the largest proportion of time during speaking activities. Despite this principle, classroom practice often shows that teachers dominate the interaction by speaking for most of the lesson or by limiting students' opportunities to express themselves.

2) Participation is even

In a successful speaking activity, participation is distributed evenly among students rather than being controlled by a small number of highly talkative individuals. Every learner is encouraged to express ideas and actively engage in the discussion.

3) High Motivation

Students show ingness to speak as a result of their engagement with the topic, their readiness to contribute fresh ideas, or their commitment to accomplishing the assigned learning goals.

4) Language is at an acceptable level

Students are able to communicate meaningfully in ways that are easily understood by others, while maintaining an acceptable level of language accuracy. These aspects represent the characteristics of

[47] Penny Ur, *A Course in Language Teaching*, (UK: Cambridge University Press, 2009), 120 .

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successful speaking that can be used by teachers as criteria in teaching speaking skills. Therefore, it is important to discuss these characteristics in this chapter, as they enable researchers to evaluate whether the required criteria have been achieved and to determine the extent to which students speaking skills have improved after the learning process.[48]

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[48] 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.

CHAPTER III

RESEARCH METHOD

This chapter thoroughly discusses the research method of the researcher used to conduct the research that consists of research design, research location, research subject, data collecting technique, data analysis, data validity, and the procedure followed during the research.

A. Research Design

A research approach is fundamentally a scientific method used to collect data for specific purposes and applications. It is based on systematic procedures that emphasize the use of scientific data, clear objectives, and practical implementation.

This study is categorized as a case study, and it employs a qualitative research method. Qualitative research is intended to explore and understand phenomena experienced by research subjects, including behavior, perceptions, motivation, actions, and other related aspects.

B. Research Setting

Research location is a place that indicates where the research was carried out. This research conducted in Madrasah Tsanawiyah Hasanuddin Semboro 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

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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 about what the researcher expects and is relevant to the research title, namely the implementation of blindfold game in teaching speaking skill for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro.

1. English Teacher

   Furthermore, Madrasah Tsanawiyah Hasanuddin Semboro was chosen by the researcher. English Teacher was chosen as the key informant to provide information about the concept of teaching speaking skills through the Blindfold Game. Key informants should be prepared to share their concepts and knowledge with the researcher, who frequently ask for a detailed description of the research problem.

2. Student of Madrasah Tsanawiyah Hasanuddin Semboro

   The researcher chose three of thirty eighth grade Madrasah Tsanawiyah Hasanuddin Semboro. As the complete qualitative analysis, the students as support informants were able to provide additional information.

D. Data Collection Technique

The data collection techniques use in this study werer observation, interviews, and document review. The following is the description:

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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, ect. Researchers do not need consider all information, only pertinent facts. You can manage observational technologies in some way. [49] 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 Madrasah Tsanawiyah Hasanuddin Semboro. 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.

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[49] Nana Syaodih Sukmadinata, *Metodologi Penelitian Pendidikan,* (Bandung: PT Remaja Rosdakarya, 2010), 220.

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. 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:

Overall, eighth-grade students' speaking skills are still considered passive due to limited vocabulary, pronunciation problems, and fear of making mistakes. Therefore, the use of the blindfold game is considered very appropriate and enthusiastically welcomed by students because it can reduce anxiety and encourage their active involvement through challenging physical activities. Although teachers usually teach using dialogue modeling methods and word guessing games, this blindfold technique offers special advantages in training listening focus, cooperation, and the ability to respond to verbal instructions spontaneously. However, implementing this game in the classroom requires careful management from the teacher to anticipate overly crowded classrooms and limited student movement to ensure safety during the activity.

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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.[50] The following are the data the researcher gleaned from this Research:

a) Vision and mission of Madrasah Tsanawiyah Hasanuddin Semboro.
b) The Lesson Plan (RPP) of Eighth grade Madrasah Tsanawiyah Hasanuddin Semboro.
c) Photos of teaching and learning process.

E. Data Analysis

Data analysis from data collection results is an important stage in a scientific activity. The data analysis method used is interactive analysis. According to Milles, Huberman, and Saldana, qualitative data analysis consists of three steps:

1. Data Condensation

Data condensation is an analytical process used to refine, classify, and organize data by removing irrelevant information and focusing on essential elements. This process aims to produce a concise core summary that represents the main findings. It involves selecting, focusing, simplifying, abstracting, and transforming data obtained from field notes, interview

[50] Sudarwan Danim, Menjadi Peneliti Kualitatif, (Bandung: Pustaka Setia, 2013), 22.

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transcripts, documents, and other empirical materials.[51] We can see that the condensation process is possible after the researcher collected interview and written data in the field. The interviewed transcripts then be sorted and the researcher's research focus be determined.

2. Data Display

Data presentation consists of information organization, concept, and collection.[52] Presentation of data can help to understand the research context because a deeper analysis is carried out.

3. Drawing and Verifying Conclusion

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.

F. Data Validity

Data veracity 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:[53]

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[51] Miles, Huberman, and Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (Sage, London 2014) 31.
[52] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, 224.
[53] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, 206.

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.

G. Research Procedure

This section outlines the researcher's research implementation plan, beginning with preliminary research, design development, actual research, and report writing.[54] The pre-field stage is completed prior to conducting the research. The following activities take place in the pre-field stage:

1. Pre-field Preparation

The pre-field stage was executed before conducting the fieldwork.

a. Developing the research design

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.

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[54] Tim Penyusun, *Pedoman penulisan karya ilmiah*, (Jember: UIN KHAS Jember, 2021), 96.

b. Selecting research field

Before beginning research, the researcher must first select a research field. Madrasah Tsanawiyah Hasanuddin Semboro has been chosen as the research field.

c. 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 Madrasah Tsanawiyah Hasanuddin Semboro.

d. Assessing the state of the field

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.

e. Make a research instrument

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

2. Field Work Stage

At this stage, researchers collected data through several techniques. Researchers use three techniques to collect research data: Observation, interviews, and document review.

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3. Data Analysis Stage

After all data collected through observations, interviews, and document reviews were completed, the researcher used the Miles, Huberman, and Saldana model for data analysis. Subsequently, the findings were compiled in a report format and discussed with the supervisor. The research underwent final round of testing and revision after checks were made.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is intended to convey the results of research that has been conducted at Madrasah Tsanawiyah Hasanuddin Semboro. This chapter also explains the data presentation, data analysis, and the last is a discussion of the findings.

A. Research Findings and Analysis

On this page, the researcher convey the information obtained from the research that has been completed. These data 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 describe the original events that occurred during the blindfold game used to teach speaking skills to the tenth graders of Madrasah Tsanwiyah Hasanuddin Semboro in this discussion. The researcher's data collection resulted in the following findings:

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1. The planning of blindfold game use in teaching speaking skills for eighth grade student at Madrasah Tsanawiyah Hasanuddin Semboro.

The goals of Blindfold Game Implementation in Teaching Speaking Skills for Eighth Grade Student at Madrasah Tsanawiyah Hasanuddin Semboro, According to Mrs. Riska Herlis Susanti as a English Teacher of Madrasah Tsanwiyah Hasanuddin Semboro:

> ''The implementation of the Blindfold Game in teaching speaking skills is intended to encourage students to become

> more active in speaking activities. Through this game, students can expand their vocabulary knowledge, which is an essential component of speaking proficiency. In addition, the activity helps students develop greater confidence in speaking English, enabling them to communicate more fluently and effectively. Furthermore, students are trained to describe objects orally and understand their general characteristics or structures.''[55]



Figure 1
Interview with the English Teacher of MTs Hasanuddin Semboro

Based on the interview results, it can be concluded that the implementation of the Blindfold Game in speaking instruction has several objectives and benefits. The game helps students memorize vocabulary more easily, which supports the development of their English-speaking fluency and confidence. It also encourages students to become more active during the learning process and provides opportunities for them to describe objects orally using appropriate descriptive structures. According to Mrs. Riska Herlis Susanti, the use of the Blindfold Game creates a more relaxed classroom atmosphere, facilitates vocabulary acquisition, increases students confidence in speaking English, and enables them to construct descriptive

[55] Mrs. Riska Herlis Susanti, interviewed by Rovinia Za'imatul Azizah, 9th January 2026

utterances orally. As a result, students are able to improve their speaking fluency more effectively.

This is also supported by the statements of student grade VIII (Kenzo) he said:

> "The student stated that the Blindfold Game was an enjoyable and engaging learning activity. According to the student, the game helped improve understanding of English materials, particularly descriptive texts, because students could directly observe or touch an object and then describe it orally. The student also explained that learning through this activity was easier to understand than learning through writing alone. In addition, the competitive nature of the game increased motivation to participate actively, practice speaking English, and expand vocabulary mastery."[56]



Figure 2
Interview with the Student of MTs Hasanuddin Semboro

Based on the interview results, it can be concluded that the Blindfold Game helps students understand descriptive texts more easily. The game also increases students' enthusiasm and engagement in the learning process because it incorporates enjoyable activities and group-based competition. In addition, the game contributes to vocabulary development, which supports students in improving their speaking fluency.

[56] Kenzo Hafidullah, Interviewed by Rovinia Za'imatul Azizah, 18th February 2026

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The other was supported by the student of grade VIII class (Azzaky) he said that:

> "In my opinion, this blindfold game is very helpful in speaking students because I, who was initially shy to speak, became more confident because I saw many of my friends who dared to speak English, I, who 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"[57]

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, about learning objectives, it is written that the following:

> "The learning process can be enhanced by encouraging greater student participation in classroom activities. In addition, students can engage in English learning tasks with increased enthusiasm and commitment. The activities also support vocabulary development, which contributes to improving students' speaking fluency. Furthermore, students gain greater confidence in speaking English. Another benefit is that students develop the ability to describe objects or individuals orally while understanding their basic characteristics and structures."[58]

Therefore, the researcher concluded from the results of the interview with Mrs. Riska Herlis Susanti and others interviewer and supported by documentation in the of RPP that the goals set by Mrs. Riska Herlis Susanti have goals are (1) The learning process can be made more active and

[57] Azzaky Hidayatullah, Interviewed by Rovinia Za'imatul Azizah, 18th February 2026
[58] Document Review, Lesson plan Class VIII Madrasah Tsanawiyah Hasanuddin Semboro.

enthusiastic (2) student can add new vocabulary (3) student can speaking English fluently (4) students become more confident in speaking English (5) students understand about descriptive text and are able to assemble it through speaking.

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 (2) student can add new vocabulary (3) student can speaking English fluently (4) students become more confident in speaking English (5) students understand about descriptive text and are able to assemble it through speaking.[59]

Based on interviews, observations and document reviews 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.

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Regarding the information provided by the Blindfold Game regarding speaking abilities, Kenzo as a class VIII Grade Madrasah Tsanawiyah Hasanuddin Semboro, stated that:

> "In teaching English, especially speaking skills, Mrs. Riska Herlis Susanti 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

[59] Observasi, 5th January 2026

> understanding about describing an object or person and also about the structures in it."[60]

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 or person, language characteristics and textual organization are also discussed.

It was also supported by student grade VIII students at Madrasah Tsanawiyah Hasanuddin Semboro (Dinda) she said:

> "We describe things that we can feel, not with the color of things because we can't see them. We usually immediately describe it by guessing the object, if we have difficulty in vocabulary or speaking, Mrs. Riska 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".[61]

Based on interviews, observations and document reviews 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.

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[60] Kenzo Hafidullah, Interviewed by Rovinia Za'imatul Azizah, 18th February 2026.
[61] Dinda Ayu Fitria Nengrum, Interviewed by Rovinia Za'imatulAzizah, 18th February 2026.

2. The implementation of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro

The steps for Teaching speaking skills based on observations of the Blindfold Game were applied in class VIII Madrasah Tsanawiyah Hasanuddin Semboro. Regarding the process of teaching speaking skills through Blindfold Game, Mrs. Riska Herlis Susanti said that:

> "The implementation of teaching speaking skills through the Blindfold Game is conducted in accordance with the lesson plan prepared by the teacher. The activity begins with a comprehensive explanation of the learning material. Afterward, the Blindfold Game is used to assess students' understanding of the material. The teacher then explains the game procedures and divides the 32 students in the tenth grade into eight groups, with each group consisting of four members and provided with a blindfold. Each group selects one representative to participate in the game, while members of the opposing group assist in placing the blindfold on the participant to ensure fairness and prevent cheating."[62]



Figure 3
The Teacher Explains the Material about Blindfold Game

It can be inferred from the interview,that the following steps of teaching speaking abilities through a blindfold game were:

[62] Mrs. Riska Herlis Susanti, Interviewed by Rovinia Za'imatul Azizah, 9th February 2026

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

The Statement above the steps of Teaching Speaking skills through Blindfold Game strengthened by Dinda a student of VIII grade stated that:

> "First, Mrs. Riska 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 then begin the game with the teacher and students, and everyone have a chance to describe objects".[63]



Figure 4
Students are Describing Object

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. Riska The teacher next went over the criteria for evaluation. The game was then started by the teacher until it was finished. Each kid have a chance to explain the item they just touched.

[63] Dinda Ayu Fitria Ningrum, Interviewed by Rovinia Za'imatul Azizah, 18th February 2026.

This statement is also reinforced by student VIII grade of Madrasah Tsanawiyah Hasanuddin Semboro (Azzaky) he said:

> "Usually Mrs. Riska when teaching explain in advance about the material to be presented such as Descriptive material, we explain how it is used, how the text is structured etc., then the following week Mrs. Riska explain about Blindfold game, about how to play it. we be asked to make groups into 8 groups there we appoint 1 of our friends who be blindfolded for the first time, after that he be given several objects in front of him and choose these objects as well as the other groups. For 5 seconds they hold and kiss the object, then they have to change the object and describe it according to the structure of the descriptive text".[64]

The following was highlighted in the lesson plan's addressing the teaching activity, which read:

"(1) The teacher prepares the teaching objects, target vocabulary, and the classroom area, then introduces directional expressions such as 'Go straight,' 'Turn left/right,' 'Stop,' and 'Move slowly' while explaining the rules of the game. (2) The teacher conducts a warm-up activity by asking simple speaking questions to prompt the students to practice the target vocabulary and expressions. (3) The teacher gives a clear demonstration and example of the game, where one student wears a blindfold and another student practice giving instructions in English. (4) The teacher instructs the students to work in pairs or groups, where one student becomes the blindfolded player and the other student guides them using English instructions to find a specific object. (5) The students change roles to ensure that each student gets equal practice in speaking and listening, while the

[64] Mrs. Riska Herlis Susanti, Interviewed by Rovinia Za'imatul Azizah, 9th February 2026.

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teacher monitors their pronunciation, vocabulary, and fluency. (6) The teacher provides constructive feedback and direct correction regarding the students' speaking performance to fix common mistakes. (7) The teacher evaluates and assesses the students' performance using a formal speaking rubric that covers fluency, pronunciation, vocabulary, grammar, and confidence. (8) The teacher and the students conduct a reflection session where students share what they have learned and how they felt during the speaking activity."[65]

The study discovered that the instructor instructed students on how to play the Blindfold Game in class and provided information about the game. Second, the teacher conducted a warm-up activity by actively engaging the students with simple speaking questions. This initial stage was aimed to prompt the students and stimulate their background knowledge, allowing them to directly practice the target vocabulary and expressions related to giving directions. By doing so, the students could build their confidence and vocabulary readiness before moving on to the main game activity."[66]

Based on the findings of the document reviews, observations, and interviews, the researcher found that the implementation of teaching speaking using the Blindfold Game involved the following steps:

a) The teacher prepared the materials, target vocabulary, and classroom, then explained the game rules and directional expressions. b) The teacher conducted a warm-up activity to encourage students to

[65] Document Review, Lesson Plan VIII Madrasah Tsanawiyah Hasanuddin Semboro.
[66] Observasi, English Class, Monday 16th February 2026.

practice the target vocabulary and expressions. c) The teacher demonstrated how to play the Blindfold Game by giving an example. d) The students worked in pairs or groups, with one student giving English instructions and the other following them while blindfolded. e) The students switched roles, while the teacher monitored their speaking performance. f) The teacher provided feedback and corrected students' speaking mistakes. g) The teacher assessed students' speaking performance using a speaking rubric covering fluency, pronunciation, vocabulary, grammar, and confidence. h) The teacher and students concluded the lesson through a reflection on the learning experience.

3. The evaluation of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro

According to Mrs. Riska, the English teacher, the evaluation of Teaching Speaking abilities using Blindfold Game at the eighth grade of Madrasah Tsanawiyah Hasanuddin Semboro revealed that:

> "The teacher conducted a formative assessment to gauge my progress in developing my speaking abilities utilizing the Blindfold Game, specifically by showing my knowledge competence. First, the teacher used an observation checklist during the game to monitor students' pronunciation, active participation, and accuracy in giving directional expressions. Second, the teacher conducted a performance assessment after the game by asking us to perform a short speaking task to practice giving directions and describing objects, which was evaluated using a speaking rubric. Finally, the teacher gave feedback and a reflection session to evaluate our learning outcomes and recall of vocabulary."[67]

[67] Mrs. Riska Herlis Susanti, Interviewed by Rovinia Za'imatul Azizah, 9th February 2026.

"It can be inferred from the interview above that the evaluation of teaching speaking skills through a blindfold game was conducted in three integrated phases. First, the teacher implemented a formative evaluation during the game using an observation checklist to monitor students' active participation, pronunciation, and accuracy in using directional expressions. Second, a performance assessment was carried out after the game, where students performed a short speaking task to practice giving directions and describing objects, which was assessed using a speaking rubric covering fluency, pronunciation, vocabulary, grammar, and interaction. Third, a reflection and feedback session was held to evaluate students' learning outcomes and recall of vocabulary. Through this comprehensive assessment method, the teacher could effectively measure not only the eighth-grade students' speaking performance but also their confidence and active interaction in class."

In an interview with a student by the name of Azzaky Hidayatullah he added the following:

> "When the student describe about something, Mrs. Riska Herlis Susanti look at the student Fluency, vocabulary and Accurancy, and she provide an assessment and constructive suggestions and criticism into a student."[68]

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[68] Azzaky Hidayatullah, Interviewed by Rovinia Za'imatul Azizah, 18th February 2026.



Figure 5
The Researcher are Conducting Interviews Regarding Learning Evaluation

According to the interview mentioned above, evaluations of teaching speaking abilities using the blindfold game were: Mrs. Riska paid attention to students' fluency, pronunciation, vocabulary, grammar, and interaction. The teacher employed formative evaluation using an observation checklist as the students practiced giving directions as part of the teaching process."

The Lesson Plan addressing assessment highlighted the aforementioned remark by stating that: oral exam (vocabulary, fluency, pronunciation, grammar, and interaction), formative observation checklist, and reflection session were implemented to evaluate the students' speaking outcomes.[69]

The result of the document review above are supported by the result of observation that the teacher gave an opportunity for the students to practice speaking. After that, students actively performed the blindfold game in pairs where one student guided their blindfolded partner using English directional expressions. Beside that, the teacher evaluated the student fluency,

[69] Document Review, English Class, 9th February 2026.

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pronunciation, vocabulary, grammar, and interaction based on the speaking rubric and conducted a reflection session at the end of the lesson.

Based on the results of interviews, observations and document reviews, Researchers draw the conclusion that the evaluations of Teaching Speaking skills through Blindfold Game used Formative assessment during the process, followed by a performance assessment and a reflection session. The summative assessment included an oral test to measure the eighth-grade students' speaking outcomes based on a rubric (Fluency, pronunciation, vocabulary, grammar, and interaction).

Table 4.1
The Result of Research Findings

No	Research Focus	Research Findings
1	2	3
1.	How is the planning of Blindfold Game In Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?	The planning Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro, was: a. Students are capable of participating actively and dynamically within the classroom environment. b. Students demonstrate high enthusiasm and genuine focus in completing every instructional activity. c. Students expand their vocabulary bank, which directly supports their fluency in spoken English. d. Students show a significant improvement in their confidence when speaking English. e. Students successfully describe specific people or objects orally, showing a clear understanding of its generic structure.
2.	How is the implementation of Blindfold Game In Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin	The implementation of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro, were: a. The teacher prepares the teaching objects, target vocabulary, and the classroom area, then

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No	Research Focus	Research Findings
1	2	3
	Semboro?	introduces directional expressions such as 'Go straight,' 'Turn left/right,' 'Stop,' and 'Move slowly' while explaining the rules of the game. b. The teacher conducts a warm-up activity by asking simple speaking questions to prompt the students to practice the target vocabulary and expressions. c. The teacher gives a clear demonstration and example of the game, where one student wears a blindfold and another student practice giving instructions in English. d. The teacher instructs the students to work in pairs or groups, where one student becomes the blindfolded player and the other student guides them using English instructions to find a specific object. e. The students change roles to ensure that each student gets equal practice in speaking and listening, while the teacher monitors their pronunciation, vocabulary, and fluency. f. The teacher provides constructive feedback and direct correction regarding the students' speaking performance to fix common mistakes. g. The teacher evaluates and assesses the students' performance using a formal speaking rubric that covers fluency, pronunciation, vocabulary, grammar, and confidence. h. The teacher and the students conduct a reflection session where students share what they have learned and how they felt during the speaking activity.
3.	How is the evaluation of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?	The evaluation of Blindfold Game in Teaching Speaking Skills for the Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro, was: a. The teacher conducts a formative evaluation during the activity using an observation checklist to monitor students' active participation, clarity of pronunciation, ability to give instructions in English, and proper use of targeted vocabulary and expressions.

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No	Research Focus	Research Findings
1	2	3
		b. The teacher performs a performance assessment after the game by asking students to complete a short speaking task, such as giving directions or describing an object, which is assessed using a structured speaking rubric covering fluency, pronunciation, vocabulary, grammar, and interaction. c. The teacher and the students engage in a reflection and feedback session where students answer specific prompts regarding what they have learned, their ease of speaking English during the game, and the vocabulary they can recall.

B. 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 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 planning of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro

Goal is very important component in the learning process, because with the Purpose the learning process be directed so as to achieve the Purpose 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 somehing, to give

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direction, to guide the learning of something, to impart knowledge, to encourage knowledge or understanding.[70]

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 not be able to arrive at the expected results.

The goal of Teaching Speaking skills through Blindfold Game, the teacher carries out the desired purpose, 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 their vocabulary

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[70] Brown, Principle of Language and Learning in Teaching,8.

without them realizing it. They also get used to speaking English confidently.

2. The implementation of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro

The Blindfold Game is a learning activity that combines the use of blindfolds with speaking practice in an enjoyable manner. In this activity, students are divided into pairs or several groups, and selected participants are required to wear blindfolds. They are then tasked with following directional expressions such as going straight, turning left or right, and moving slowly given by their partners to locate a specific object. Through this process, students change roles to ensure everyone gets an equal opportunity to practice both speaking and listening skills before concluding with feedback and a reflection session.[71]

The implementation of introduced the Blindfold Game as a learning activity. After explaining the rules, the teacher divided the eighth-grade students into pairs or small groups, with each group provided with a blindfold. Each group selected one representative to participate as the blindfolded player, while other members of the group were responsible for giving clear instructions and directions in English to guide their partner.

The teacher's role here is to provide an example of the Blindfold Game in promoting speaking skills in class and then allowing students to actively participate in carrying out all activities. Every student is encouraged

[71] Jack Croft Richard, Curriculum Development in Language Teaching, 262.

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to speak English spontaneously based on their thoughts while guiding their partners. Furthermore, the teacher gives suggestions and corrections to each student after the game to address common mistakes and improve their speaking performance.

Based on the explanation above, the application of the Blindfold Game in Teaching speaking skills is in a good category because it meets the standards for implementing learning steps, that is: a) The teacher introduced key directional expressions and explained the rules of the Blindfold Game. b) The teacher conducted a warm-up activity to practice the target vocabulary. c) Then, the teacher explained to the students what aspects be assessed by the teacher on student performance. Furthermore, the teacher focused on assessing the fluency, pronunciation, vocabulary, grammar, and interaction. d) After that, the teacher and students started the game in pairs where one student became the blindfolded player and the other student guided them using English instructions to locate an object.

3. The evaluation of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro

Evaluation is a process of obtaining information regarding the extent to which an activity or program has achieved its objectives, the manner in which it has been implemented, the differences and problems encountered during its implementation, and the benefits gained from it. In a broader sense, evaluation can also be defined as a systematic process used to determine the level of achievement of a program's goals. In this study, the

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evaluation process is systematically designed to measure the eighth-grade students' speaking outcomes through three comprehensive methods: formative assessment using an observation checklist, performance assessment based on a structured speaking rubric, and a final student reflection session.

The evaluation of teaching speaking skills through the Blindfold Game was conducted using formative assessment administered by the teacher, while students were assessed through oral performance tests. In the formative phase, the teacher utilized a detailed observation checklist to monitor active participation and student fluency during the activity. Following the game, a structured oral performance test was deployed using a speaking rubric that covers fluency, pronunciation, vocabulary, grammar, and interaction. Additionally, a final student reflection was included to gather feedback and evaluate the students' overall learning experience.

Formative assessment is a type of evaluation conducted by teachers on a regular basis to measure the effectiveness of the teaching and learning process in the classroom. In line with this, Gronlund stated that formative assessments are administered during instruction to monitor students' learning progress. In this study, the teacher implemented formative assessment during the Blindfold Game activity to observe and monitor whether eighth-grade students could actively participate, pronounce words

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clearly, respond to friends' questions, and use accurate English expressions for giving directions.[72]

According to Suhendar, as cited in Cahyani and Hodijah, there are several important aspects that should be considered when assessing an individual's speaking ability. These aspects include pronunciation, grammar or language structure, vocabulary mastery, fluency, and classroom interaction or confidence. By focusing on these specific criteria, the teacher can objectively evaluate how well the eighth-grade students communicate and deliver directions during the Blindfold Game activity.[73]

Based on the description above, the evaluation of students' speaking skills speaking skills through the implementation of the Blindfold Game employed formative assessment. The evaluation was conducted by the teacher at the end of the learning process. To assess students' speaking performance, the teacher administered oral tests focusing on aspects such as fluency, pronunciation, vocabulary, grammar, and interaction.

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[72] Norman E. Gronlund, Assessment of Student Achievement, 126.
[73] Cahyani, Isah, dan Hodijah, Kemampuan Berbahasa Indonesia di SD , 64.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Followed completion of data analysis at Madrasah Tsanawiyah Hasanuddin Semboro regarding the development of speaking skill through games involving blindfolds, it can be said that:

1. The planning of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro

   Based on the data analysis and discussion, it can be concluded that the goals of the Blindfold Game in teaching speaking skills for the eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro were achieved, as demonstrated by the following points:

   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 implementation of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro

   Based on the data analysis and discussion, it can be concluded that the steps of the Blindfold Game in teaching speaking skills for eighth-grade students at Madrasah Tsanawiyah Hasanuddin were achieved, as demonstrated by the following points:

   a) The teacher prepares the teaching objects, target vocabulary, and the classroom area, then introduces directional expressions while

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explaining the rules of the game. b) The teacher conducts a warm-up activity by asking simple speaking questions to prompt the students to practice the target vocabulary and expressions. c) The teacher gives a clear demonstration and example of the game, where one student wears a blindfold and another student practices giving instructions in English. d) The teacher instructs the students to work in pairs or groups, where one student becomes the blindfolded player and the other student guides them using English instructions to find a specific object. e) The students change roles to ensure that each student gets equal practice in speaking and listening, while the teacher monitors their pronunciation, vocabulary, and fluency. f) The teacher provides constructive feedback and direct correction regarding the students' speaking performance to fix common mistakes. g) The teacher evaluates and assesses the students' performance using a formal speaking rubric that covers fluency, pronunciation, vocabulary, grammar, and confidence. h) The teacher and the students conduct a reflection session where students share what they have learned and how they felt during the speaking activity.

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3. The evaluation of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro

Based on the data analysis and discussion, it can be concluded that the evaluation of the Blindfold Game in teaching speaking skills for eighth-grade students at Madrasah Tsanawiyah Hasanuddin were achieved, as demonstrated by the following points:

a) The evaluation is conducted during the learning process using an observation checklist to monitor students' active participation, clarity of pronunciation, and their ability to use appropriate vocabulary and directional expressions in English. b) The summative evaluation is carried out after the activity through oral tests, which objectively measure the eighth-grade students' speaking outcomes using a structured rubric covering five core aspects: fluency, pronunciation, vocabulary, grammar, and interaction. c) The evaluation concludes with a reflection session where students answer feedback questions to evaluate their learning experience, ensure vocabulary retrieval, and highlight their communicative confidence.

B. Suggestion

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

1. For English Teacher

Teachers, particularly at Madrasah Tsanwiyah Hasanuddin Semboro, are expected to continuously improve their professionalism and pedagogical skills. This can be achieved by participating in teaching workshops and building good collaboration with school principals and fellow educators. By fostering cooperative networks and remaining adaptive to innovative teaching methods, teachers can significantly enhance the quality of classroom instruction.

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2. For Future Researcher

Future researchers are recommended to review, complement, and extend the findings of this study. It is highly suggested to broaden the research by fully integrating the components of Albert Bandura's Observational Learning Theory. Additionally, future studies could implement a wider methodology or larger sample sizes to provide deeper and more generalized insights into this field.

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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Rovinia Za'imatul Azizah

Place, date of birth : Jember, 20th of September 2003

Address : Dusun Krajan, RT/RW: 014/007, Desa Umbulrejo, Kecamatan Umbulsari, Kabupaten Jember.

Faculty : Education And Teacher Training

Program : English Education

State that the thesis entitled **"The Use of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro"** is truly my own work, except for those cited in the quotation and bibliography.

Jember, 9th June 2026
Author

Rovinia Za'imatul Azizah
NIM: 212101060028

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***Appendix 2*: Matrix of The Research**

Title	Variable	Indicator	Source of Data	Research Method	Research Focus
The Use of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro	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. Primary Data** Interview informant: a. English teacher of Madrasah Tsanawiyah Hasanuddin Semboro b. Students of Eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro **2. Secondary Data** Observation and document review	**1. Approach ofresearch:** Qualitative research **2. Type of research:** Case study **3. Data collection technique:** a. Observation b. Interview c. Document review **4. Data analysis:** a. Data condensation b. Presentation of data c. Conclusion **5. Validity of data:** a. Source triangulation b. Technical Triangulation **6. Research steps** Pre-field stage	1. How is the planning for blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro? 2. How is the implementation of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro? 3. How is the evaluation of blindfold game in teaching speaking skills for eighth grade students at Madrasah Tsanawiyah Hasanuddin Semboro?

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Appendix 3

RESEARCH JOURNAL

Nama : Rovinia Za'imatul Azizah
Nim : 212101060028
Tittle : The Use of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro
Lokasi : Madrasah Tsanawiyah Hasanuddin Semboro

No	Day/date	Activity	Signature
01.	Monday, 05 January 2026	The researcher confirm the research permission	
02.	Thursday, 5 February 2026	Data collection in the form of school profiles, vision and mission of Madrasah Tsanawiyah Hasanuddin Semboro	
03.	Monday, 9 February 2026	The Researcher interview with English Teacher	
04.	Wedenesday, 11 February 2026	The Researcher interview with eighth grade student Madrasah Tsanawiyah Hasanuddin Semboro	
05.	Monday, 16 February 2026	Observe the classroom activity in teaching speaking skill through Blindfold game at eighth grade students Madrasah Tsanawiyah Hasanuddin Semboro	
06.	Wednesday, 18 February 2026	Complete the research data and Document Review	
07	Monday, 11 May 2026	The Researchers asking letter of Research finishing	

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Appendix 4

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

The Interview's guide to English Teacher

1. What is the planning of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students of Madrasah Tsanawiyah Hasanuddin Semboro?
2. What is the implementation of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?
3. What is the evaluation of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students of Madrasah Tsanawiyah Hasanuddin Semboro?

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School	
Address	
Student's Name	
Nis	
Day/date	

The Interview's guide to English Students

1. What do you think about Blindfold Game?

2. What is the planning of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at Madrasah Tsanawiyah Hasanuddin Semboro?
3. What is the evaluation of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students of Madrasah Tsanawiyah Hasanuddin Semboro?

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Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**:Madrasah Tsanawiyah Hasanuddin Semboro**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VIII (satu)**
Materi Pokok	**: Speaking skills**
Alokasi Waktu	**: 2 JP (2 x 40 mnt)**

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 danalam 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.

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B. KOMPETENSI DASAR dan INDIKATOR

Kompetensi Dasar Pengetahuan	Indikator
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.	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.
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.	Siswa mampu Menyusun teks deskripsi tempat bersejarah dan destinasi wisata dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

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. METODE PEMBELAJARAN

Blindfold Game

F. MEDIA PEMBELAJARAN

1. Media
2. Alat dan Bahan:
   a. Penutup Mata

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b. Benda-benda untuk di deskripsikan (Spidol, buku, permen dll)

3. Sumber Pengajaran:

a. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas VIII, Kemendikbud, Revisi Tahun 2016

b. Buku yang relevan

c. Internet

KEGIATAN PEMBELAJARAN

Pendahuluan (10 Menit)	• Guru memberi salam (*greeting*); • Guru memeriksa kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • Guru memberi salam (*greeting*); • Guru memeriksa kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai
Kegiatan Inti	• Guru menjelaskan tentang Descriptive Text • Siswa mengamati materi yang dijelaskan oleh guru • Siswa mengidentifikasi fungsi social, struktur text dalam descriptive text • Siswa diajak untuk bertanya tentang Descriptive text

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	• Melakukan diskusi tentang Descriptive text • Guru memberikan kesempatan pada siswa untuk mencoba mendeskripsikan suatu benda yang dia lihat.
Penutup	• Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya. • Guru menjelaskan tentang kegiatan yang akan dilakukan pertemuan berikutnya • Peserta didik membaca doa • Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan ke II : 1 x 2 JP

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Pendahuluan (10 Menit)	• Guru memberi salam (*greeting*); • Guru memeriksa kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • 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; • Guru melakukan Apersepsi kepada guru
Kegiatan Inti	• Guru menjelaskan tentang Blindfold

	Game • Guru menjelaskan tentang tata cara Blindfold game • Guru menjelaskan tentan aspek apa saja yang akan dinilai dari kinerja siswa • Guru focus kepada kelancaran berbicara siswa, vocabulary siswa dan pemahaman tentang descriptive • Guru menyuruh siswa untuk berkelompok menjadi 8 kelompok, kemudian akan dipilih 1 orang untuk menggunakan penutup mata • Guru akan memberikan beberapa benda kepada siswa yang telah menggunakan penutup mata • Siswa mendeskripsikan benda tersebut secara bergiliran
Penutup	• Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya. • Guru menjelaskan tentang kegiatan yang akan dilakukan pertemuan berikutnya • Peserta didik membaca doa • Peserta didik dan guru mengucapkan salam perpisahan.

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G. 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							

2. Aspek Penilaian Pengetahuan

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

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3. Instrumen penilaian ketrampilan

Speaking

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

Aspect Score:

Fluency dengan skor, 4 jika berbicara dengan lancar
3 jika beberapa jeda
2 jika banyak jeda
1 jika tidak dapat berbicara

Pronounciation dengan skor, 4 jika pengucapana jelas
3 jika sedikit kesalahan
2 jika banyak kesalahan
1 jika sulit dipahami

Vocabulary dengan skor, 4 jika menggunakan beragam kosakata
3 jika cukup banyak kosakata
2 jika kosakata terbatas
1 jika sangat terbatas

Grammar dengan skor, 4 jika sebagian besar benar
3 jika beberapa kesalahan
2 jika banyak kesalahan
1 jika tidak dapat menggunakan kalimat

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Mengetahui	Jember, 26 January 2026
Kepala Sekolah,	Guru Mata Pelajaran,
Luluk Munfarida	**Riska Herlis Susanti**

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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 Email: tarbiyah.iainjember@gmail.com

Appendix 6

Nomor:B-5610/In.20/3.a/PP.003/10/2022
Sifat: Biasa
Perihal: **Permohonan Ijin Penelitian**

Yth. Kepala MTsS Hasanuddin Semboro
JL. Pelita (tepat di depan Kantor Kepala Desa Sidomekar),
Kecamatan Semboro, Kabupaten Jember, Jawa Timur.

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

NIM : 212101060028
Nama : ROVINIA ZA'IMATUL AZIZAH
Semester : Semester sepuluh
Program Studi : TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset mengenai & quot;
The Use of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at MTsS Hasanuddin selama 1 bulan hari di lingkungan lembaga wewenang Bapak/Ibu Luluk Munfarida, S. Pd.
Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 12 April 2026

An. Dekan,
Wkil Dekan Bidang

YAYASAN PENDIDIKAN HASANUDDIN
MADRASAH TSANAWIYAH HASANUDDIN
Jalan Pelita (Depan Kantor Kepala Desa) Sidomekar Semboro Jember 68157
Nomor HP 0813 3663 1371
Email: mtshasanuddin999@gmail.com
NSM :121235090111 / NPSN : 20581557

Appendix 7

SURAT KETERANGAN

NOMOR: 57 /Mtss. 13.32.111/05/2026

Yang bertanda tangan di bawah ini,

Nama	: LULUK MUNFARIDAH, S.Pd
Nip	: -
Unit Kerja	: MTsS Hasanuddin
Jabatan	: Kepala Madrasah

Dengan ini menerangkan bahwa

Nama	: Rovinia Za'imatul Azizah / 212101060028
Program studi	: Tadris Bahasa Inggris
Semester	: X (sepuluh)
Universitas	: UIN Kiai Achmad Siddiq Jember
Judul Penelitian	: The Use of Blindfold Game in Teaching Speaking Skills for The Eighth Grade Students At Madrasah Tsanawiyah Hasanuddin Semboro.

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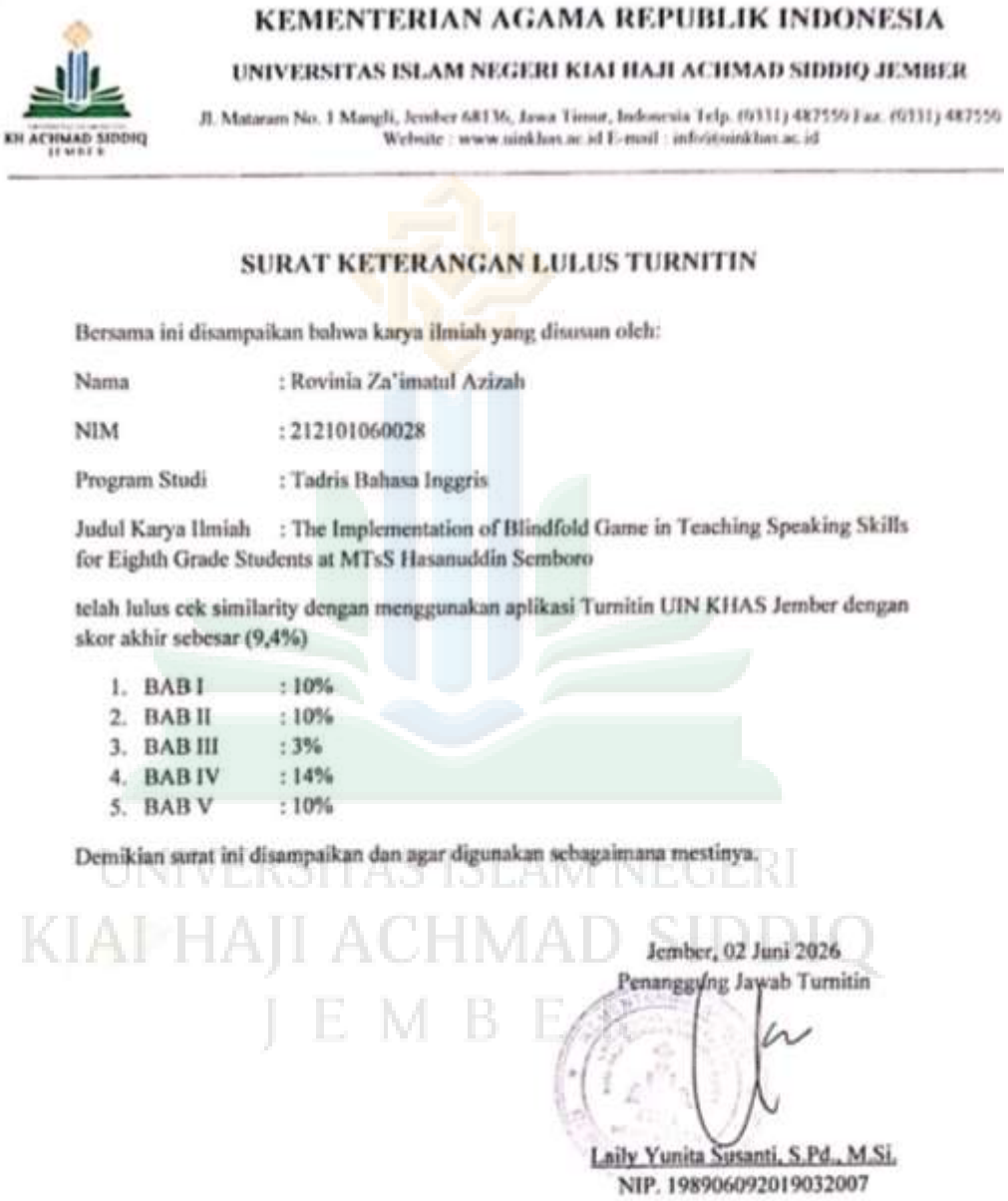
benar-benar telah menyelesaikan penelitian mulai 05 Januari 2026 – 16 Mei 2026 di sekolah Mts Hasanuddin Semboro Jember.

Demikian surat keterangan ini di buat untuk di pergunakan sebagaimana

Jember, 16 Mei 2026
Kepala Madrasah

Luluk Munfaridah

mestinya.



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Jl. Mataram No. 1 Mangli, Jember 68136, Jawa Timur, Indonesia Telp. (0331) 487550 Fax. (0331) 487550
Website : www.uinkhas.ac.id E-mail : info@uinkhas.ac.id

SURAT KETERANGAN LULUS TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

Nama : Rovinia Za'imatul Azizah

NIM : 212101060028

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Implementation of Blindfold Game in Teaching Speaking Skills for Eighth Grade Students at MTsS Hasanuddin Semboro

telah lulus cek similarity dengan menggunakan aplikasi Turnitin UIN KHAS Jember dengan skor akhir sebesar (9,4%)

1. BAB I : 10%
2. BAB II : 10%
3. BAB III : 3%
4. BAB IV : 14%
5. BAB V : 10%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 02 Juni 2026
Penanggung Jawab Turnitin

Laily Yunita Susanti, S.Pd., M.Si.
NIP. 198906092019032007

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir Adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 8

Appendix 9

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 managemen 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

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Appendix 10

DOCUMENTATIONS



Interview with the English Teacher of Mts Hasanuddin Semboro



Interview with the Student of Mts Hasanuddin Semboro



The Teacher Explains the Material about Blindfold Game



Students are Describing Object



The Researcher are Conducting Interviews Regarding Learning Evaluation



Research Location of MTs Hasanuddin Semboro

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Appendix 11

CURICULUM VITAE



Nama	: Rovinia Za'imatul Azizah
Students Number	: 212101060028
Date of Birth	: Jember, 20 September 2003
Age	: 23
Gender	: Female
Address	: Krajan, Ds. Umbulrejo, Kec. Umbulsari, Kab. Jember
Study Program	: Tadris Bahasa Inggris
Email	: rzaimatulazizah@mail.com

Kindergarten	: TK Dharma Wanita 01, Jember
Elementary School	: SDN Umbulrejo 01, Jember
Junior School	: Madrasah Tsanawiyah Raudhatul Ulum, Malang
Senior School	: SMAI Al-Qodir, Nganjuk

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