

**THE EFFECTIVENESS OF THE BLINDFOLD GAME  
ON STUDENTS SPEAKING SKILL AT EIGHTH GRADE  
OF SMP NEGERI 2 KARANGPUCUNG CILACAP**



**AN UNDERGRADUATE THESIS**

**Submitted to the faculty of Tarbiya Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as Partial Fulfillment of Recruitment for Sarjana Pendidikan (S.Pd.) Degree**

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**KARANGPUCUNG CILACAP**

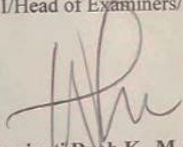
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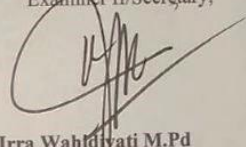
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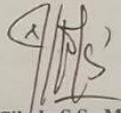
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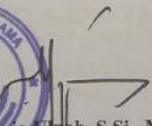
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Assalamu'alaikum Wr Wb

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Wassalamualaikum Wr Wb

Purwokerto, November 14<sup>th</sup>, 2024

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## MOTTO

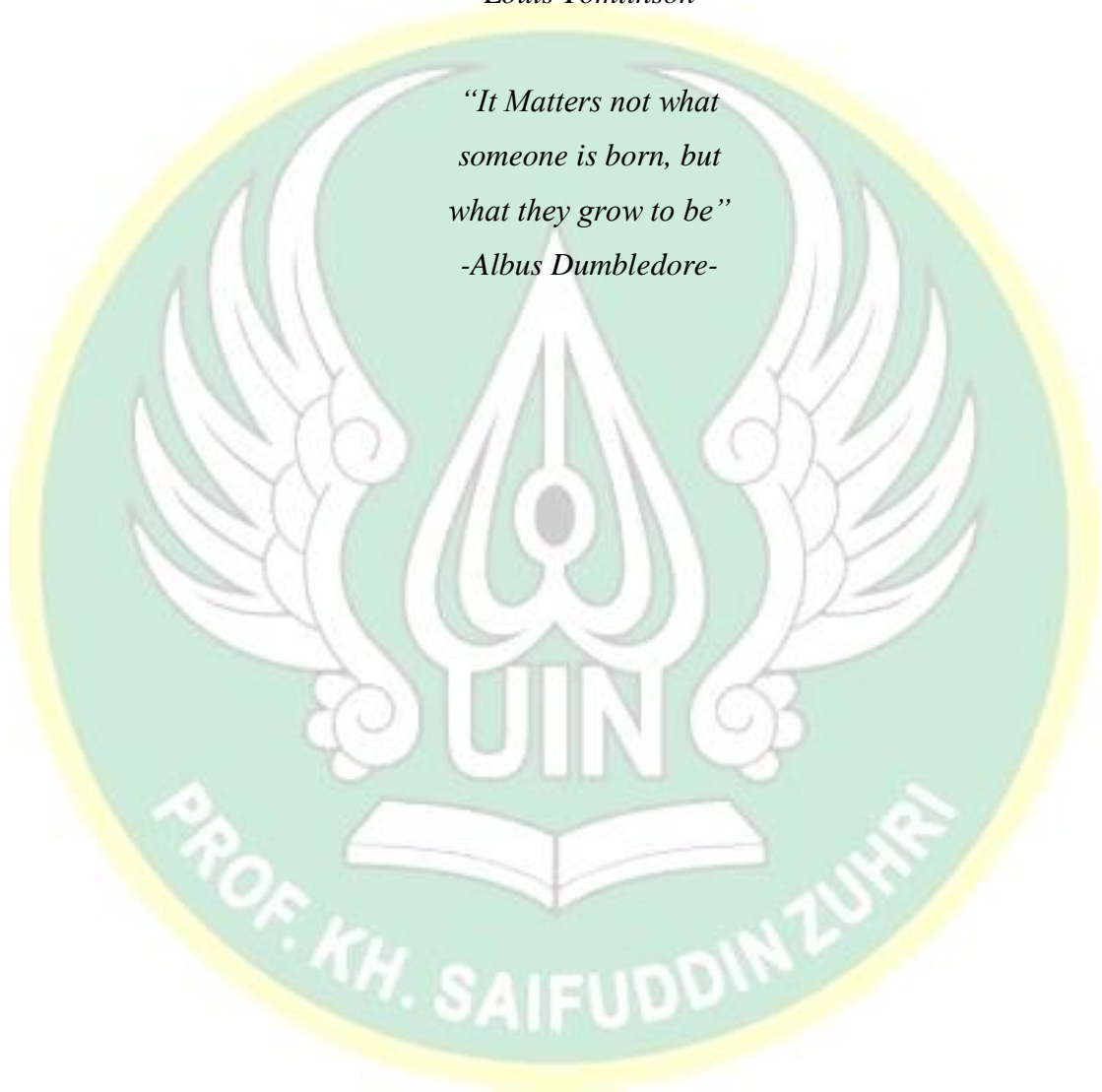
*“Dream it. Wish it. Do it”*

*“Even if there’s a chance,  
isn’t it worth going for it?”*

*-Louis Tomlinson-*

*“It Matters not what  
someone is born, but  
what they grow to be”*

*-Albus Dumbledore-*



## DEDICATION

*I dedicate this thesis to:*

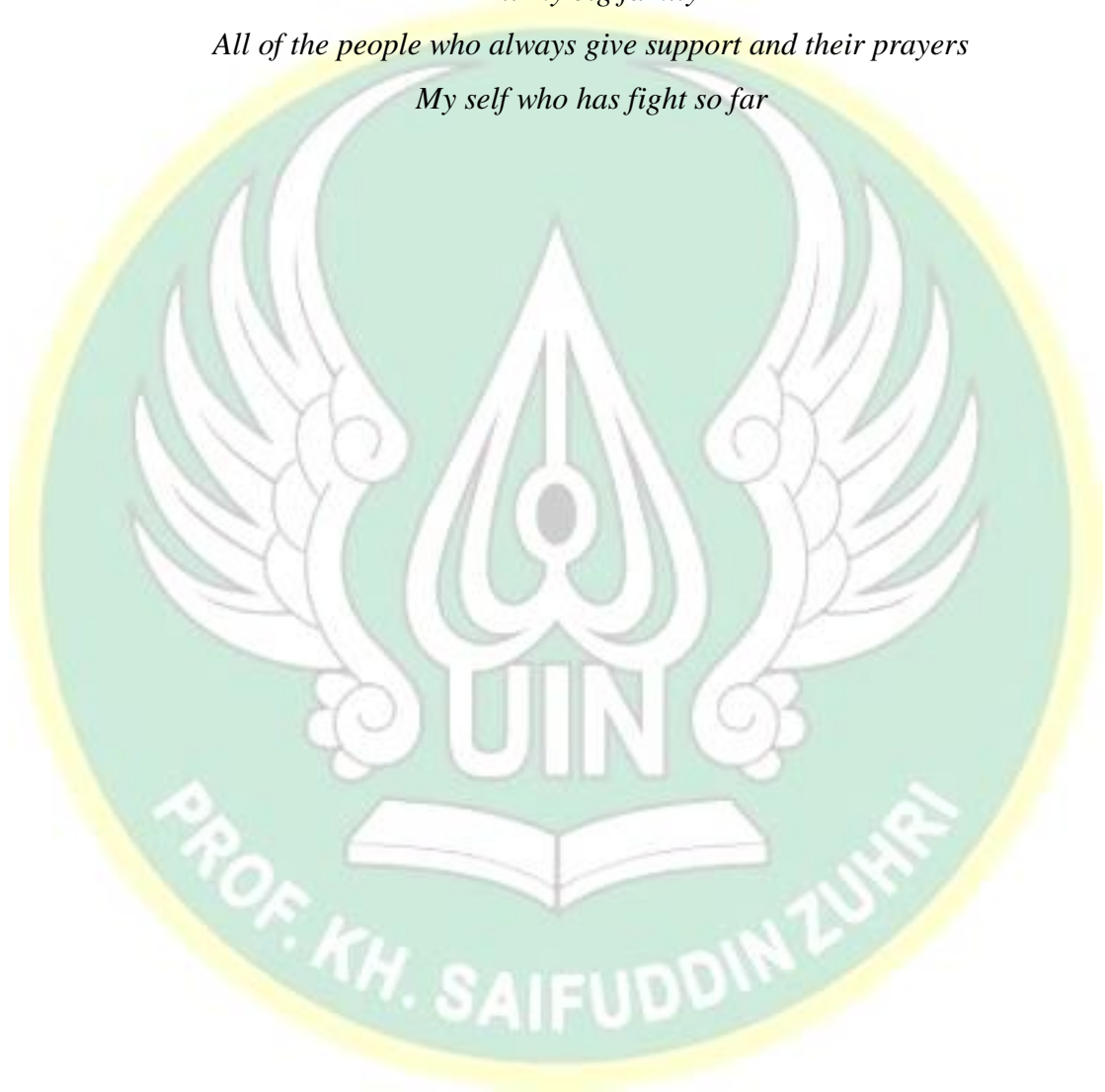
*My beloved father ( Mr Sobari) and my beloved mother (Mrs Mardiyah)*

*My beloved brothers (Adi Iriyanto & Irfan Nur Aziz)*

*All my big family*

*All of the people who always give support and their prayers*

*My self who has fight so far*





## PREFACE

Assalamu'alaikum Wr. Wb.

First, I thanks to Allah SWT, the almighty who has been giving mercy and blessings until I was able to complete the thesis entitled "The Effectiveness of the Blindfold Game on Students Speaking Skill at Eighth Grade of SMP Negeri 2 Karangpucung Cilacap"

This script is the thesis that has been proposed to State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto as a partial fulfillment of the requirement for obtaining a scholar degree in education (S. Pd). Throughout the development of this thesis and for as long as the writer has been studying at Prof. K.H. Saifudin Zuhri Purwokerto State Islamic University, the writer has received many directions, motivation, assistance, and guidance from a variety of sources. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honorable:

1. Dr. H. Ridwan, M.Ag., as the Dean of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
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4. Dr. Nurfuadi, M.Pd.I., the Vice Dean II of Tarbiya and Teacher Training Faculty.
5. Prof. Dr. H. Subur, M.Ag., the Vice Dean III of Tarbiya and Teacher Training Faculty.
6. Dr. Maria Ulpah, S.Si., M.Si., the Head of Education Department.
7. Desi Wijayanti Ma'rufah, M.Pd., the Study Program Coordinator of the English Education Department.
8. Maulana Mualim the Academic Counselor of TBI C.

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20. All of my dear friends that I cannot write the name one by one, who always give me support, motivation, and solutions when I am having difficulties organizing this thesis.



21. Last but not least, I want to thank me for believing in me, I want to thank me for my doing all this work, I want to thank me for having no days off, I want to thank me for never quitting, and for just being me at me all the time.

Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore, the researcher openly accepts criticism and suggestions of this research for better results.

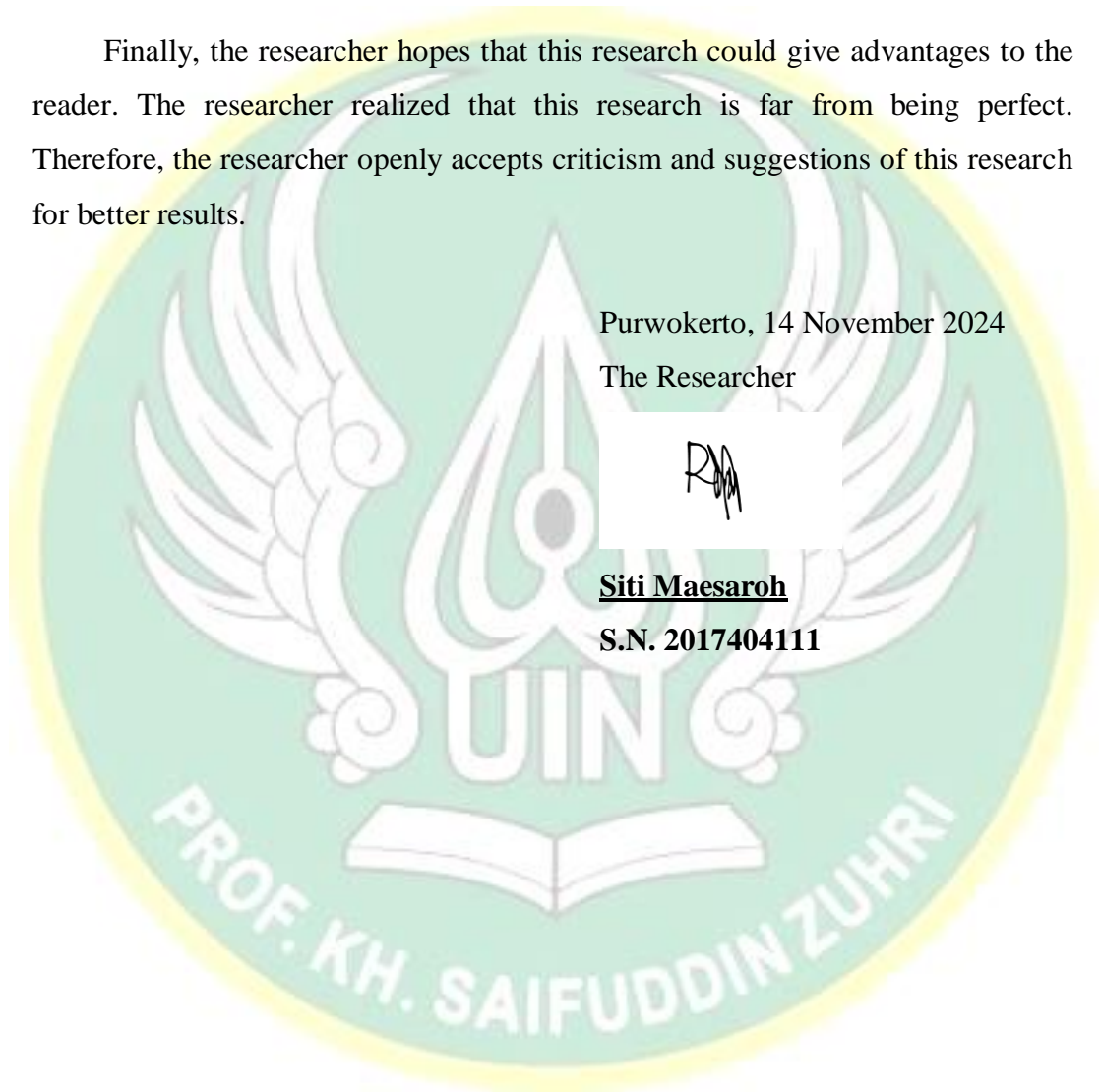
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**THE EFFECTIVENESS OF THE BLINDFOLD GAME  
ON STUDENTS SPEAKING SKILL AT EIGHTH GRADE  
OF SMP NEGERI 2 KARANGPUCUNG CILACAP**

**Siti Maesaroh**

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**ABSTRACT**

This research employed a quasi-experimental design and a quantitative approach. The research population consists of 252 students in class VIII from SMP N 2 Karangpucung, who were organized into eight classes. The research sample was chosen using random sampling. The experimental class chosen was VIII.1, while the control class selected was VIII.2. This research collected data using a pre-test and post-test in speaking direct practice. IBM SPSS V26 for Windows was used to analyze the data. Based on the average calculated N-gain for the control class, it was 09.12 in the effective enough category. Then, the average N-gain for the experimental class is higher than control class, it was 74.66, which in the effective enough category. The hypothesis test using a t-test on both experimental and control classes suggests that Sig (2-tailed)  $0,000 < 0,050$ , suggesting an effect between before and after the treatment of both classes (experimental and control). Even though both treatments are conventional methods and used the Blindfold game as the teaching technique, and it was indeed effective. But the level of effectiveness are different. Therefore, the use of the Blindfold game affects students' speaking skill in class VIII SMP N 2 Karangpucung effectively enough.

**Keywords:** *Blindfold game, Speaking Skill, Quasi-Experimental*

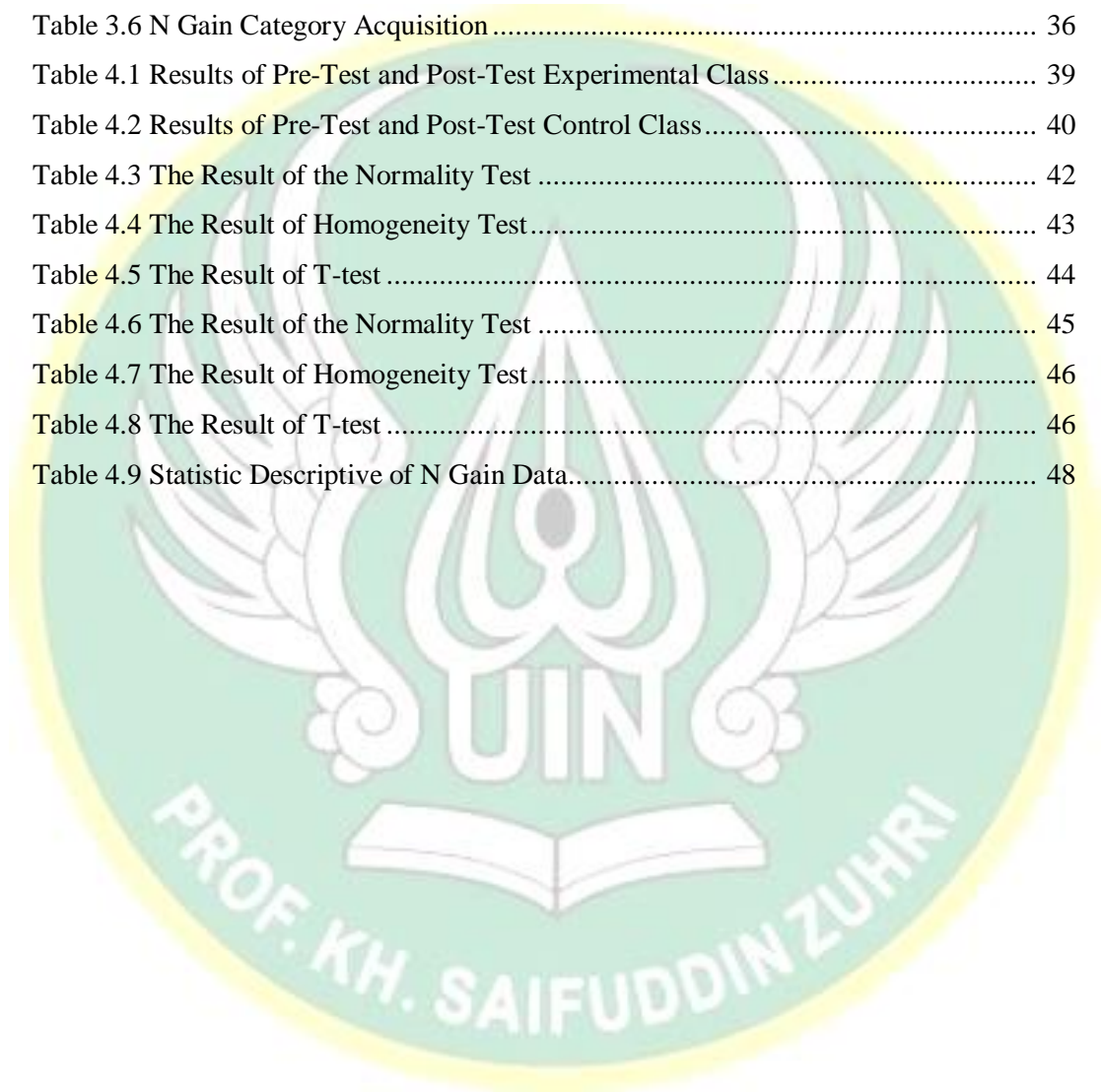
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## **CHAPTER 1**

### **INTRODUCTION**

This chapter explains the background of study, conceptual definition, research question, and objective and significance.

#### **A. Research Background**

English is a foreign language that is essential to acquire at all educational levels. Mastering English involves developing four key skills: listening, speaking, reading, and writing (Lie, 2007). Each of these skills relies on foundational elements such as phonology, vocabulary, grammar, and pronunciation. This study specifically focuses on speaking abilities, which are crucial for effective communication. As noted by Derakhshan et al. (2016), speaking is arguably the most vital aspect of language acquisition, as it serves as the primary means of interaction. Proficiency in speaking English is increasingly important (Rao, 2019), as it not only enhances learners' confidence and public speaking capabilities (Doqaruni, 2015) but also plays a significant role in career advancement and business success. For instance, Akram et al. (2022) highlight that strong speaking skills are critical during job interviews, where candidates' performance often influences hiring decisions (Harmer, 2010). Therefore, it is imperative for language teachers to prioritize speaking skills in their instruction and to motivate students to engage actively with the language (Nunan, 2003).

Despite the importance of speaking skills, students encounter numerous challenges when attempting to communicate in English. Pronunciation is often cited as one of the most significant hurdles (Richards, 2006). Additionally, many students become overly focused on grammatical accuracy, leading to hesitation and reluctance to speak due to fear of making mistakes. This fear can prevent them from practicing English altogether, particularly if they feel their grammar and vocabulary are insufficient. Even when students possess some knowledge of grammar, many struggle to express their thoughts clearly in spoken English (Nunan, 1992; Nazara, 2011).

Another critical issue is a lack of self-confidence among students (Richards, 2009), which further hinders their willingness to participate in conversations. Additionally, low motivation to practice English, especially in conversational settings, exacerbates these challenges (Doqaruni, 2015). To address these issues, Fitria (2017) emphasizes the necessity for teachers to employ innovative techniques and create engaging learning materials that can enhance students' speaking skills and stimulate their interest in learning English.

Many students continue to struggle with speaking the language, underscoring the urgent need for effective instructional strategies. Many students are unable to speak English. Some of them understood but they were not willing to speak because they felt unable to do so (Emery, 2013). Some issues occur when teaching Speaking. The lack of teachers, Binod (2015) states that these challenges are due to untrained teachers, poor language skills, and hiring teachers outside their subject area for English teaching. For this, English teachers should be professionals in their field of study.

Based on preliminary research, this study was carried out at SMP Negeri 2 Karangpucung, identified as a junior high school facing challenges in English language teaching, as observed by the researcher on January 26, 2023. One of the obstacles when learning English at SMP Negeri 2 Karangpucung was that the teacher still used ordinary techniques in teaching English. That is, the teacher still used common techniques. This made students bored and hesitant when speaking English. In addition, the drawback was that there was no encouragement in the students to use English in daily conversations at school.

Some students in this school had understood English even reading texts in English. They learned a lot in English but were not able to use it for speaking. In teaching speaking skill, especially in SMP Negeri 2 Karangpucung, the teacher had to be creative in organizing communication activities in class to motivate and encourage students. According to Binod (2015), the language should be used appropriately and effectively. For example, speaking in class should provide students with guided learning. Then they will be able to practice English as best they can. However, students at this school had difficulty learning to speak due to various factors, such as fear of

speaking in front of the class, lack of motivation to study, and lack of confidence when speaking in front of the class (Shen, 2013).

In previous research, studies on Blindfold games have been conducted. However, there are differences in the results shown by previous studies. Sinaga's research (2021) concluded that using the Blindfold game had no significant effect because the researcher limited his research where the researcher only focuses on speaking fluency. Meanwhile, Batara Didi's (2022) results Batara Didi's research (2022) show that the Blindfold game affects students' speaking ability. This research focused on the students' speaking skills using Blindfold games. The selection of the Blindfold game as a teaching tool stems from its attractiveness and effectiveness in facilitating a deeper understanding of the English language, which is proven to be fun for everyone, including children (Ramasari, 2018). The decision to use the Blindfold game was further justified by an analysis of the English learning needs of eighth-grade students at SMP Negeri 2 Karangpucung. Blindfold activities also stimulate teamwork which can improve team cohesion, making it a memorable component of team-building activities (Astiyandha & Muchlisoh, 2019).

Considering the importance of students' speaking skill and the problems faced by students in speaking, this study aims to find out "**The Effectiveness of Blindfold Game on Students' Speaking at Eighth Grade of SMP Negeri 2 Karangpucung Cilacap**".

## **B. Conceptual Definition**

Related to this research, there are key terms to guide this research. Those are:

### **1. Speaking Skill**

Speaking skill is a way to help students express their emotions interact communicate with others and develop student's creativity in speaking (Sinaga, 2020). Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. This vocalized form of language usually requires at least one listener. The ability to speak can be described as the ability of a person to express thoughts and feelings in spoken language (Apriyanti & Ayu, 2020). That



is why students must have good speaking because it is very important and much needed. So, teaching speaking is very important to be carried out at school to prepare students for their future lives.

## 2. Blindfold Game

The Blindfold game involves navigating a virtual space with unrestricted movement and exploration. While it provides straightforward interaction with essential elements and resources, it becomes notably challenging over time (Pires, Lucas, & Craveirinha, 2013). The match helps students understand the sound-driven experience by simulating a real acoustic environment. This game, as suggested by Mistiani *et al.* (2016), effectively develops communication skills.

### C. Research Question

Based on the background of the study above, the research question is formulated as follows:

Is the use of the Blindfold game effective for students' speaking skill at eighth grade of SMP Negeri 2 Karangpucung Cilacap?

### D. Objective and Significance of The Research

#### 1. Objective of The Research

Based on the research problem, the purpose of this study is to measure the effect of the Blindfold game on the speaking ability of eighth grade students of SMP Negeri 2 Karangpucung Cilacap.

#### 2. Significance of the Research

The significance of the research is expected to give advantages and knowledge. Several potential methods can be used:

##### a. Theoretical Significance



This study contains an innovative teaching technique which is a Blindfold game which can provide insights or knowledge to readers and teachers regarding students' speaking skills.

b. Practical Significance

1) Teachers

The results of this study should provide alternative techniques for teaching speaking in the classroom. This is also expected to motivate teachers to become more creative so that students can learn English more enthusiastically.

2) Further research:

The result of this study is expected to be used as a reference for the researchers and the research can be used to teach speaking.

**E. Organization of the Paper**

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research will be explained as follows:

Chapter I contains an introduction that consists of the background of the study, conceptual definition, research question, objectives, and significance of the research.

Chapter II explains the theories including the theory about speaking skill, and the blindfold game.

Chapter III consists of a research method that deals with the research design, time and place of the research, population and sample, instruments for obtaining data, techniques for collecting data, and analyzing data.

Chapter IV presents the results of the research which consists of findings and discussion of the effectiveness of the blindfold game in teaching.

Chapter V presents the conclusion and suggestions of the research. In this chapter, the data will be concluded, and suggestions given regarding the research.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher explains the theoretical framework, previous studies, and hypothesis.

#### **A. Theoretical Framework**

The theoretical framework explains speaking skill, and blindfold game. The speaking section explains about definition of speaking skill, the function of speaking, the purpose of speaking, the indicator of speaking, and assessing speaking skill. In addition, the Blindfold game section is about the definition of blindfold game, types of blindfold game, how to use the blindfold game, the strength of the blindfold game, and weaknesses of blindfold game.

##### **1. Speaking Skill**

###### **a. Definition of Speaking Skill**

Skill is a type of planned and coordinated mental or physical action that pertains to the appearance of information about an item and involves the process of receiving and providing (Grasha, 2010). Watson and Tharp define skills as the ability to do tasks, perception, mobility, handicraft, intellectual, social, and other skills depending on the element and context of the talent.

In this sense, information and training are used to develop abilities. Someone is considered to be gifted in a certain course if he can learn it easily. So, skills explain behavior that is adapted to a certain event or context. When people's actions are tailored to the circumstances, they are considered to be skillful. It is possible to interpret abilities.

Speaking is an important skill that most students have in learning (Goodal, 2023). Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts

of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves. Some English learners practice speaking standing alone in front of a mirror.

Speaking, on the other hand, as a participatory activity in meaning construction entails creating, receiving, and processing information. In this example, it refers to created forms and meanings that vary according to the context of the discussion, such as the persons participating in speaking, experience, the physical surroundings, and the goal of speaking. A person is considered to be able to talk if he can foresee and develop patterns that are expected by a certain discourse context.

According to research conducted by Grognet (1997), speaking skill are one of the aptitudes that need to be ached by understudies in learning English. This was also mentioned by Iman (2016) in his journal. Speaking is a basic apparatus for communicating. There are four abilities instructed in instructing English. One of them is talking. Talking is so much a portion of daily life that individuals take it for granted. The normal individual produces tens of thousands of a day, words, even though a few people groups, like salespeople or politicians, create more than that.

From the definition above, the writer defines speaking skill as meaningful which are to deliver a speech, express ideas, describe things or people, and social contact. So, in the learning process, the

teacher should give a good speech to the students to make clear explanations to avoid misunderstanding.

#### b. The Function of Speaking

Many foreign language learners prioritize mastery of English speaking abilities. According to (Goodall, 2023), several linguists have sought to classify the purposes of speech in human interaction. Speaking has three functions. Three-part version, talking as engagement, transaction, and performance (Brown & Yule, 1983). According to Richards (2009), each of these speech acts is diverse in terms of form and purpose, necessitating separate training techniques.

##### 1) Talk as Performance

Speaking as performance refers to public speaking; it is a conversation that conveys information in front of an audience, such as public announcements and speeches. Speaking as a performance is usually in form. Monologues, as opposed to dialogues, frequently follow a recognized framework and are closer to written language than conversational language.

##### 2) Speaking as a Transaction

Speaking as transaction refers to a circumstance in which the emphasis is on the message of what is said or accomplished to ensure that individuals are understood properly and accurately (Richards, 2006). Speaking English may be defined as the ability to convey ideas, concepts, thoughts, and sentiments through oral communication while paying attention to English functions such as pronunciation, vocabulary, syntax, fluency, and understanding.

##### 3) Talk as Interaction

When people meet, they exchange pleasantries, engage in small talk and chit-chat, and recall recent events to be cordial and create a comfortable zone of contact. In



collaboration with others, the emphasis is on the speaker and how they want to express themselves to one another.

#### c. Purpose of Speaking

The main reason for speaking is to communicate. To be able to communicate considerations viably, the speaker must get meaning of everything that needs to be communicated. Agreeing to Tarigan (2018), fundamentally talking has three common objectives to be specific: notify and report, engage and entertain, convince, invite, encourage, and persuade.

#### d. The indicators of Speaking

In speaking, speakers not only to be able to talk and communicate with others but also to grasp the aspects involved in English speaking competence. According to Andi & Arafah (in (Richards, 2009), the following is true:

##### 1) Pronunciation

According to Harmer (2001), speakers are concerned with pronunciation since it consists of guidelines for correctly uttering words (Nurani & Rosyada, 2015).

##### 2) Vocabulary

According to Hornby (1995) as cited in Asyiah (2017), vocabulary is defined in three senses: the total amount of words that make up a language, all the words known to a person or used in a given book, subject, and so on. A list of terms and their definitions.

##### 3) Grammar

The grammar of a language is the set of rules that govern the structure of the language itself (Jeffrey, 2003). Grammar controls the arrangement of words to create grammatical structures that have meaning. Grammar is defined quite precisely as a set of principles that help to shape language so that it has meaning or can be understood.



#### e. Assessing Speaking Skill

Assessment is a continuous process that covers a much broader range of topics. Every time a student answers a question makes a comment, or tries out a new term or structure, the instructor unconsciously evaluates their performance.

As stated by Brown (2004), in effective tests, the formulation of objectives or criteria is the first step in constructing effective assessment tasks in speaking. These goals may be categorized into different sorts of speaking performance:

##### 1) Imitative

The capacity to just parrot back (imitate) a word, phrase, or maybe a sentence is at one extreme of a spectrum of sorts of speaking performance. While the criteria performance is merely phonetic, a variety of prosody, lexical, and grammatical aspects of language may be concluded.

##### 2) Intensive

The second form of speech commonly used in evaluation context is the creation of short bursts of vocal discourse intended to demonstrate proficiency in a variety of grammatical, phraseology, and lexical skills and specific phonological linkages (intonation of prosody elements, stress, rhythm, crossing). Extensive evaluation tasks include the following directed response activities, reading aloud, completion of phrases and conversations, illustrated tasks with simple sequences, and relationship maintenance at the basic sentence level.

##### 3) Responsive

Interaction and test understanding were incorporated in responsive assessment activities, albeit at a rather limited level of very brief discussions,

conventional greetings, small chats, simple requests and remarks, and the like. Speaking can be formal or informal. Informal speaking is typically used with family and friends, or people you know well. On another hand formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to.

## **2. Blindfold Game**

### **a. Definition of Blindfold Game**

According to the Cambridge Dictionary, a game is a fun activity, sport, or something played by children. Blindfold is a game of unlimited motion and exploration of a virtual area that offers easy interaction with key components and assets, but ultimately proves to be extremely difficult (Pires, Lucas, & Craveirinha, 2013). The match helps students understand the sound-driven experience by simulating a real acoustic environment. According to the definition given above, the Blindfold game is one of the engaging games that can provide players with a better understanding of English. The blindfold game is enjoyable for everyone, including kids.

The blindfold game has the function of expressing something; the degree of difficulty varies according to the player's skill. Squiline (2017) goes on to say that it is similar to other games in that it is really simple to play. As a result, the teacher requests that the player close their eyes before presenting them with a variety of

ready-made things for them to recognize. For example, if the player is given a pencil, they can say something like: "I guess it's a pencil since it's long, heavy, and made of wood." The player will be awarded and become a winner if they can describe and make the right guess. Great for developing communication skill. Based on As Sabiq (2017), by learning, it will gain knowledge and skills. The blindfold game is enjoyable and encourages team members to collaborate more (Harpia, 2020). It can also make some team-building exercises more memorable. so that the kids would be more enthusiastic about and enjoy the process of learning English.

#### b. Types of Blindfold Technique

##### 1) Blindfold Cat and Mouse

Blindfold Cat and Mouse is a completely accessible card game that was inspired by the Kipbo card game and created for quick audio play. Being the first to exhaust your stockpile is the goal of the game. Players have a hand of five cards, a stockpile of thirty cards, four discard heaps, and a stockpile (Squiline, 2017).

The same is true for the player's rival. The cards range in size from 1 to 12. Playing one card from the player's hand onto a build pile begins the game. When the player has a 2 card, then play it, followed by a 3 card, then a 12 card, and so on. Players discard a card and the opponent goes if the players are unable to play a card. That's a brief overview of the game's rules; there are more.

##### 2) Blindfold Word Game

Blindfold Word Games is an audio-only word game that is entirely accessible to both sighted and visually challenged players. The word games Word Ladder, Word Flick, Hangman, Unscramble, and 7 small words.

##### 3) Blindfold Bingo

Blindfold Bingo is an audio game that is completely accessible. The game can be played alone or with other players. When a number is called in bingo, players push to daub cards on that number. Players can determine how many players are in the squad and how many cards can be purchased (Harpia, 2020). If a player gets a bingo, it will receive 50% of the coins earned and other players use it to buy cards.

#### 4) Blindfold mystery object

Although mystery object is one of the best blindfolds for everybody, it is additionally one of the most enjoyable (Durval *et al.* 2017). To play secret object we require:

A few different objects including a few unusual ones, blindfolds for each player, and a sleep mask. To play a mystery object assemble all players into a circle and have them put their blindfolds on, take the first object, and have players pass it around, once everybody has touched, felt, smelled, indeed tasted the object, remove it from the line of locate. After all the objects pass around, they try to guess the object and describe the object. After that, the players take off their blindfolds.

#### c. The steps of the Blindfold Game

Based on Durval *et al.* (2017) explain that Blindfold games can be fun and engaging activities that challenge participants' senses and communication skills. In this case, the researcher applied the Blindfold game to teach speaking. According to Campitelli & Gobet (2010), the activities using the blindfold game technique can be seen as follows:

##### 1) The teacher explains the activities of the Blindfold game.

The teacher explains the objective and rules of the Blindfold game. The teacher emphasizes that the purpose of the game is to improve speaking skills by telling a story in English (Harpia, 2020). The teacher prepares the necessary materials, such as



clothes to cover the eyes and various stories to be told by the students. This preparation is essential to create an engaging and effective learning experience.

- 2) The teacher prepares the cloth and other objects used in the game.

The teacher should collect and organize the clothing and objects required for the game. Each student will need a blindfold and choose a story. The teacher ensures that the stories are interesting and diverse to make the game more stimulating (Bendo, 2019). Proper preparation will help the game run smoothly and ensure that every student has the opportunity to participate effectively.

- 3) In this game, students are asked to cover their eyes with a cloth.

During the game, each student will be blindfolded with a cloth so that they cannot see the story that will be selected. After being blindfolded, students will tell a story in English to their friends. The challenge is for the students to convey the details of the story correctly (Astiyanda & Muchlisoh, 2019). Each student will have a turn to tell the story while the others listen.

- 4) This game takes 3 to 5 minutes.

The game is designed to last between 3 to 5 minutes. This time frame ensures that the activity remains interesting and manageable (Eralisa & Mujahidah, 2019). The objective is for students to practice their pronunciation and vocabulary within this short period. During the game, the teacher observes the students to ensure they are speaking clearly and using new vocabulary effectively.

- 5) Students have to guess the objects that have been determined.

Once a student has performed a story, the other students must understand the content of the story. This part of the game



encourages listening skills and helps reinforce the vocabulary used in the story text. It also adds an element of fun making it more interactive and interesting (Nisra & Mujahidah, 2019).

#### 6) Reflection

After the game, the teacher takes some time for reflection and discussion. The teacher asked students about their experiences and gathered feedback on what they enjoyed and what could be improved. The teacher considers their suggestions to refine the game for future sessions. The teacher reflects on the game's effectiveness in achieving its objectives and think about how it can be adapted to better meet the student's needs (Jeremic *et al.* 2010). This process of reflection helps in continuously improving the learning experience and making the activity more enjoyable and educational.

Remember to adapt the procedure based on your chosen blindfold game and the needs of the participants. Safety should always be the top priority, so be vigilant during the activity.

#### d. Advantages and Disadvantages of Blindfold Game

The Blindfold game has its advantages and disadvantages. According to David (2008) using a blindfold game for learning speaking has its advantages and disadvantages. The advantages of using the Blindfold game in learning to speak, such as:

- 1) The students can be more active and sporty.

In addition to improving the pronunciation of a word, students can also improve their vocabulary. This game also can make students more active and learn sportsmanship (Watson, 2015). Students will be more active if using a method that is comfortable and fun for them. They also learn to compete with more sportsmanship in the game.

- 2) They can get something done completely with the consequences.

This game teaches them to complete something completely. Students can understand if finish something completely or not students will get the consequences according to what is done Durval *et al.* 2017).

- 3) They can be either coordinators or participants in the game.

This game teaches them to be able to participate as participants or coordinators in activities (David, 2008). As participants, they will certainly do their best in the activity. As well as a coordinator, they can feel how to be a good coordinator.

Meanwhile, according to Squiline (2017), the use of blindfold games also has some disadvantages in learning to speak, such as:

- 1) These games need both physical and mental activity, so the students must be fully focused.

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

- 2) If the player is not fair, the participant will fight or cheat.

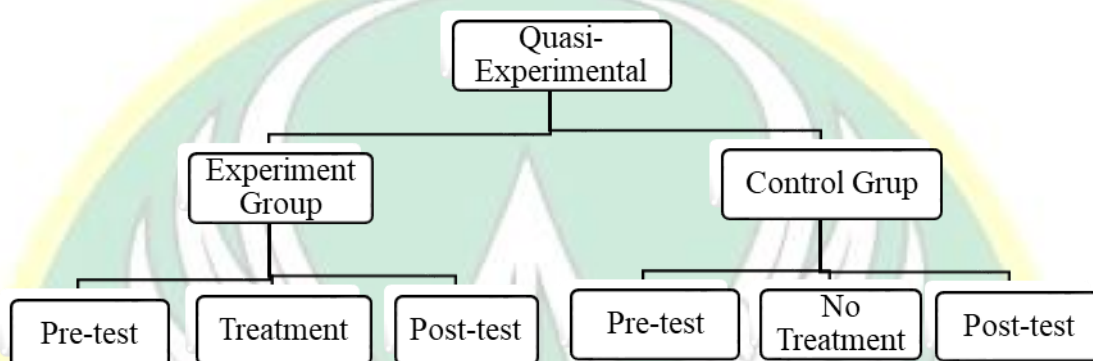
If there are participants who cheat or are unfair, this is common sense to cause other participants to cheat as well. It is also possible that other participants will fight because they do not accept that they are cheating.

### 3. Conceptual Framework

A conceptual framework is a theoretical structure or a set of concepts that provides a foundation for understanding and analyzing a specific phenomenon (Adom et al., 2018). It serves as a guiding framework for research, helping researchers organize their thoughts,

define key terms, and establish the relationships between different variables or elements.

**Figure 1 Conceptual Framework**



This research focuses on classroom speaking skill and uses the blindfold technique to assess student ability.

a. Experiment Group

The experimental group is the test sample or group that receives the experimental procedure (Watson, 2015). This group is exposed to changes in the independent variable being tested. The values of the independent variable and its impact on the dependent variable are recorded. An experiment may include several experimental groups at once. In this research, the experimental group was class VIII.1 which totaled 32 students.

b. Control Group

According to Hunter *et al.* (2014), a control group is a group separated from the rest of the experiment, in which the independent variable being tested is held constant by isolating the

effects of the independent variable. In this research, the experimental group was class VIII.2 which totaled 32 students.

c. Pre-test

The pre-test will be administered before giving the treatment in the experimental research (Dimitrov & Rumrill, 2003). Experimental research or before teaching using the Blindfold technique. In this research, the pre-test activity was carried out for 60 minutes where each student was given 1-2 minutes to speak their story.

d. Treatment

Treatment is when applying some form of statistical method to a data set to transform it from a bunch of meaningless numbers into a meaningful output (Peters, 2015). In this research, the treatment was applied by referring to the blindfold game and the researcher conducted the treatment in five meetings.

e. Post-test

According to (Dimitrov & Rumrill, 2003), Post-test is a test conducted after completion of teaching and learning activities, to determine the extent to which students have mastered the subject matter that has been taught. From the post-test that has been carried out in this research, it can be seen whether there is a significant difference in students' speaking ability after learning by using the blindfold game.

## **B. Previous Studies**

There are several studies related to the use of the Blindfold game in their learning. The first research Sinaga (2020) is under the title “The Effect of Using Blindfold Game on Students’ Speaking Skill for Eighth Grade Students in Marindal Medan”. The research was focused on alternative teaching for student’s speaking skill. The research is based on the problem



student's skills. The researcher used experimental quantitative research. The results of the study showed that the post-test score was higher than the pre-test. The findings of the research showed that there was an effect significantly on the students' speaking skill performance after undertaking treatments. There was an enhancement of the students' number score. The mean score of the experimental group ranges from the pre-test. This previous research was conducted to determine the effectiveness of the Blindfold game in developing students' speaking skill. This research was conducted to find out the effectiveness of the Blindfold game on students' speaking skill in the eighth grade of SMP Negeri 2 Karangpucung in learning English.

The second research was conducted by Annainawa (2022) under the title "The Implementation of Teaching Speaking Skill Through Blindfold Game at Tenth Grade of Senior High School 04 Ma'arif Perintis Tempurejo, Jember". The research was focused on, the following:

1. What is the goal of teaching speaking skill through the Blindfold game?
2. How is the material of Ho *et al.* (2007), teaching speaking skill through the Blindfold game?
3. How is the step of teaching speaking skill through the Blindfold game?
4. How is the evaluation of teaching speaking skill through the Blindfold game?

The researcher used a qualitative approach and the data analysis technique that will be used is descriptive qualitative analysis with the descriptive interactive model of Miles, Huberman, and Saldana which consists of condensing data, presenting data, and drawing conclusions. The results of the study showed that the goals of teaching speaking skill through the Blindfold game in seventh grade were:

- a. students can learn enthusiastically and actively,
- b. students can improve their vocabulary,
- c. can speak fluently,
- d. Students are more confident while speaking English and

e. understand the descriptive text.

This previous research was focuses on how it is delivered and what happens during the activity in developing students' speaking skill in the Tenth Grade of Senior High School 04 Ma'arif Perintis Tempurejo, Jember. This research was conducted to find out the effectiveness of the Blindfold game on students' speaking skill in the eighth grade of SMP Negeri 2 Karangpucung in learning English. (Vatta, 2021).

The third research was conducted by Ramasari (2018), under the title "Teaching Speaking Through Blind Man's Buff Game To The Students At the Secondary School Level". The focus of the study was to find out whether or not it was significantly effective in teaching speaking through the Blind Man's Buff game to the students at the Secondary School Level. This study used a pre-experimental method. The population of this research was all the eighth-grade students of SMP Muhammadiyah 1 Lubuklinggau. The data were collected by using the oral test, and the data obtained from the research were analyzed by using four techniques:

1. Students' Score,
2. Conversion of Score Range,
3. Normality Testing, and
4. The Paired t-test.

The result of the research showed that it was significantly effective in teaching speaking through the Blind Man's Buff game to the students at the Secondary School Level. Even though there is the same using the Blindfold technique in learning and while the variables are the same, this study was conducted with different research methods. The method used in the research is pre-experimental, while the method used in this research is quasi-experimental.

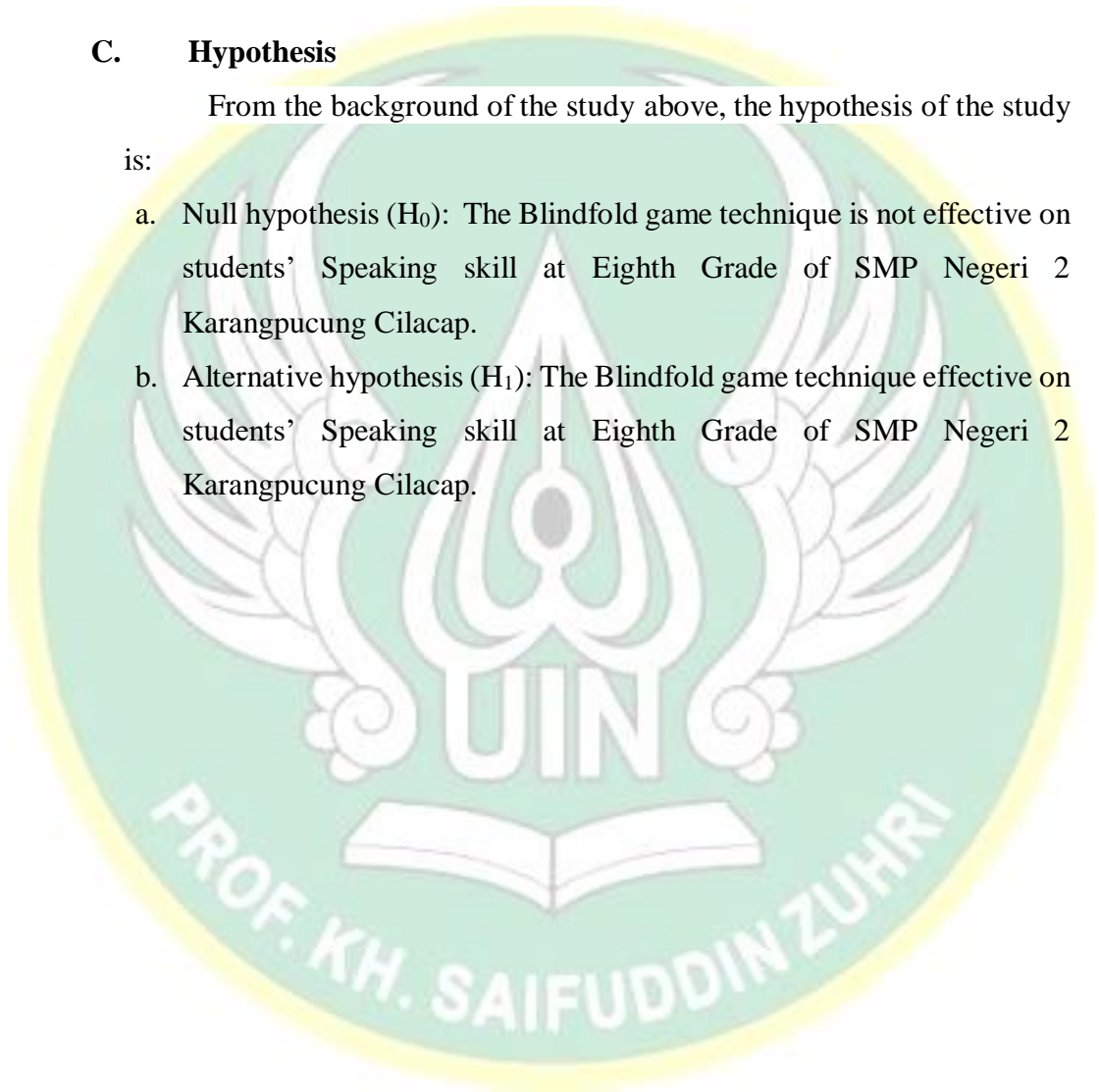
Some studies use the Blindfold game as a learning technique to improve student's speaking skill. Richards (2009) reveals that another problem with students' speaking skill is self-confidence. That means

student confidence is important to support good speaking skill, because speaking skill are so important in learning English. Students will need speaking skill, so students need to build their speaking skill for the student's future perfect lives or to get better jobs.

### C. Hypothesis

From the background of the study above, the hypothesis of the study is:

- a. Null hypothesis ( $H_0$ ): The Blindfold game technique is not effective on students' Speaking skill at Eighth Grade of SMP Negeri 2 Karangpucung Cilacap.
- b. Alternative hypothesis ( $H_1$ ): The Blindfold game technique effective on students' Speaking skill at Eighth Grade of SMP Negeri 2 Karangpucung Cilacap.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter describes the types of research, the setting of the research, the population and sample, the variables and indicators of the research, the data collection technique, and the data analysis technique.

##### **A. Types of Research**

This research was conducted using a quantitative approach. The quantitative approach is defined as an analytical data collection method using statistical methods. Quantitative research entails gathering data to quantify and statistically treat information to support or disprove competing knowledge assertions (Leedy & researchOrmrod, 2001). Furthermore, Williams (2011), remarks that quantitative research begins with the formulation of a problem, followed by the development of a hypothesis or research question, the evaluation of related literature, and the quantitative analysis of data. From that, we can conclude that the quantitative method is a research method that uses accurate data as a result of research.

This research used quasi-experimental research. According to Muijs (2004), quasi-experimental can include a comparison group and does not need to be the true control group in the study (Creswell, 2014). The comparison group is an additional experimental group with different experimental treatments. Therefore, quasi-experiments can be used by a researcher to conclude collected data with more clarity about the causal relationship between two variables (Latief, 2013). It is appropriate for this research to find data on the effectiveness of the Blindfold game on students' speaking skill at the eighth grade of SMP Negeri 2 Karangpucung.

##### **B. The Setting of the Research**

This research was done at SMP Negeri 2 Karangpucung, located at Jl. Abdi Praja, Kec. Karangpucung Kabupaten Cilacap Jawa Tengah. This research was done from September to October 2024. The researcher selected this location for the study because this research has never been conducted before at



the school and the researcher found that most of the eighth-grade students of SMP Negeri 2 Karangpucung still had low proficiency in speaking English. Many students had yet to apply their English language skills in their daily communication at school.

The sample is the number of people less than the population. In this research, the sample is the average subject of the study. The subjects of this research were the eighth-grade students of SMP Negeri 2 Karangpucung.

### **C. Population and Sample**

In research, understanding the concepts of population and sample is essential to drawing meaningful and accurate conclusions (Creswell, 2014). Population refers to the entire group of individuals or events that a researcher wishes to study, while a sample is a subset of the population selected in a way that represents the wider group as accurately as possible (Rao, 2019).

#### **1. Population**

A population is defined as any well-defined group of people, events, or things (Donald, 2009). Based on this definition, it can be concluded that the population consists of all individuals in the research field. The population was found after determining the research location. In this research, the researcher determined the subject of the population is the eighth-grade students of SMP Negeri 2 Karangpucung in the Academic Year 2024/2025.

#### **2. Sample**

A sample is a subset of a larger population. A sample is a small group of people selected to reflect the much greater overall population from which it is derived (Latief, 2013). According to Creswell (2013), as cited in Sarfo *et al.* (2021), the sampling technique is a procedure of taking part of the population that will be used as the sample. In scientific research, a sample represents the population because the researcher can collect data from all elements of the population. The research sample used a random sampling technique. All students selected as the sample were eighth-grade students of SMP Negeri 2 Karangpucung in the academic year 2023/2024. Thus, the sample in this study consisted of 64 students from two classes, namely class VIII.1 as the

experimental class and class VIII.2 as the control class. The sample consisted of two classes, namely class VIII.1 as the experimental class and class VIII.2 as the control class. In this study, two classes were selected through random sampling. Random sampling was used for sampling. The researcher prepared several sheets of paper, each of which had the number of classes in grade eight written on it. The teacher then conducted a paper shuffling procedure to determine which class to be assigned the experimental group and the control group. These are class VIII.1 as the experimental class with 32 students and class VIII.2 with 32 students as the control class.

#### **D. Variables of the Research**

According to Arikunto (2010), states that variables are the object of research or the things that become points of attention of research. The following is an explanation of the research variables.

Creswell (2012), stated that variables can be defined as attributes of a person to person or object to object. There are two variables. They are the independent variable and dependent variable.

##### **a. Independent Variable**

The independent variable is the major variable, which is hoped to investigate. It is often called a stimulus variable and predictor. Sugiyono (2010) states that a variable is a variable that influences or becomes a cause of change or appearance of the dependent variable. The Independent variable of this research is using the Blindfold game.

##### **b. Dependent Variable**

The dependent variable is the variable that observes and measures to determine the effect of the independent variable. It is called output variable, criteria, and consistency. A dependent variable is a variable that is influenced or becomes affected by a free variable (Sugiyono, 2010). The dependent variable is the students' speaking ability.

## **E. Technique of Data Collection**

To get better data on this study, the researcher selected data according to the system of the problem. In this research, the researcher used a quantitative method by using tests (pre-test and post-test) for collecting data. A test is a method of measuring a person's knowledge, ability, or performance in a given domain (Brown, 2004). According to Taherdoost (2021), a test is a series of practice questions that are used to motivate students and as a means of measuring skill, intelligence, knowledge, and talent. In this study, the test was based on speaking performance.

The tests used were pre-test and post-test. The pre-test and post-test designs are tests used in the evaluation of participants' attitudes or perceptions toward an event or to assess the efficacy of applying the information presented in a training session or with the introduction of new concepts in a study (Stratton, 2019). In this study, the researcher used pre-tests and post-tests to assess the effect of the treatment in two separate groups. The pre-test was conducted before the treatment and the post-test was conducted afterwards to evaluate the results.

### **1. Pre-Test**

Before starting the treatment, on Tuesday, August 20, 2024, according to Creswell (2013), both control and experimental classes were given a pre-test to assess the speaking ability of VIII.1 and VIII.2 students. Before the test was distributed to students, this pre-test was first validated by an expert lecturer named Mrs. Irra Wahidiyati, M.Pd. who is concerned about teaching English, and Farida, S.Pd an English teacher at SMP Negeri 2 Karangpucung.

The researcher completed the following tasks in the pre-test:

The Pre-test in this speaking test is designed in direct practice. Students will be asked to explain something based on the topics provided by the researcher.

- a. The researcher gave topics related to students' knowledge,

1. My Family

2. Favorite Food
3. Favorite Singer
- b. The researcher asked the students to describe the chosen topic in front of friends.
- c. The researcher explains the rules,
  1. The duration for preparing the text is 10 minutes.
  2. The duration of the speaking test is approximately one minute.
  3. Make sure the voice is loud and clear enough.
  4. The speaking test will be recorded.
- d. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- e. The assessment will be conducted by two raters, namely the researcher and the teacher.

To evaluate oral tests effectively, it is important to focus on specific indicators such as vocabulary, pronunciation, grammar, fluency, and comprehensiveness. According to Brown (2004), these indicators provide an overall assessment of the student's speaking skills and help in identifying areas for improvement. Each element is crucial in ensuring the effectiveness and accuracy of the oral test as a whole, leading to a more accurate reflection of the student's language proficiency.

## 2. Treatment

The experimental class received treatment after being given a pre-test, namely treatment using the Blindfold game technique to determine the effectiveness of the speaking ability of students in class VIII.1. While the control class VIII.2, was given learning without using the Blindfold game technique. In addition, according to the current Indonesian curriculum, the



Merdeka Curriculum, the indicators of each meeting are that students can understand the meaning and form of words, as well as pronounce and know how to use these words and the ability to convey their ideas clearly and persuasively. The treatment activities using the blindfold game technique can be seen as follows:

In the first meeting, the researcher explained the topic to be discussed, namely "Describing something". After that, the researcher prepared some objects for spelling and pronunciation activities. In applying the Blindfold game technique, the researcher asked students to describe one of the objects. The researcher discussed each word and gave its spelling, pronunciation, and meaning so that students could practice and internalize the correct use of language. This activity was intended to build vocabulary and help their ability to articulate and understand English words accurately.

In the second meeting, the researcher presented the descriptive text material and its structure. The students then used the blindfold game technique to randomly select a descriptive text from the topics provided by the researcher. Each student was assigned to read their chosen descriptive text aloud, focusing on developing reading and speaking skills.

In the third meeting, the researcher explained the simple present tense. The researcher prepared objects and a piece of cloth. Then the researcher formed groups of 4-5 students. One of the students wore a cloth as a blindfold. Next, the students were asked to feel an object provided by the student helper without seeing it. After touching the object, the student has to describe the object. The other group members wrote a descriptive paragraph about the object using the verbal description they had received. This activity was designed to encourage students to use language creatively and practice their speaking skills.

In the fourth meeting, the students were shown several different objects. Each student came forward blindfolded and chose one object that had been provided. Each student then described the objects while keeping their eyes

closed. This activity was designed to encourage students to use language creatively and practice their speaking skills.

At the fifth meeting, the researcher organized pairs of students. One student wore a blindfold so they could not see the object, while the other student picked an object from those available. The student with the object then described it in detail to the blindfolded student, who listened and tried to guess the object based on the description. This exercise is intended to train their ability to describe something and to train their fluency and confidence in speaking.

### 3. Post-Test

Both experimental and control classes took the post-test given by the researcher at the end of the lesson (Creswell, 2013). To assess whether there was a difference in students' speaking ability after the use of the blindfold game technique, this post-test was used. Before the test was distributed to students, this post-test was first validated by an expert lecturer named Mrs. Irra Wahidiyati, M.Pd. who is concerned about teaching English, and Farida, S.Pd an English teacher at SMP Negeri 2 Karangpucung.

To conduct the post-test, the researcher followed the following procedure:

The Post-test in this speaking test is designed in direct practice. Students will be asked to explain something based on the topics provided by the researcher.

- a. The researcher provided various objects related to students' knowledge,
- b. The researcher asked the students to describe the chosen object orally in approximately one minute.
- c. The researcher explains the rules,
  - 1) The duration of the speaking test is approximately one minute.
  - 2) Make sure the voice is loud and clear enough.

3) The speaking test will be recorded.

d. Assessment points:

- 1) Pronunciation (5 points)
- 2) Grammar (5 points)
- 3) Vocabulary (5 points)
- 4) Fluency (5 points)
- 5) Comprehension (5 points)

e. The assessment will be conducted by two raters, namely the researcher and the teacher.

As for the test validity and criteria for evaluating oral tests, the details are described in the following table:

**Table 3.1 Assessment of Speaking (Brown, 2004)**

No	Criteria	Score	Score Description
1	Pronunciation	5	Pronunciation and intonation are always very clear/accurate
		4	Pronunciation and intonation are almost clear/accurate
		3	Pronunciation and intonation are usually clear/accurate with a few problem areas
		2	Pronunciation and intonation errors sometimes make it difficult to understand the students
		1	Frequent problems with pronunciation and intonation
2	Grammar	5	Uses a variety of structures without occasional grammatical errors
		4	Uses a variety of structures with only occasional grammatical errors
		3	Uses a variety of grammar structures, but makes some errors
		2	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors
		1	Uses basic structures, makes frequent errors
3	Fluency	5	Speaks smoothly, with no hesitation
		4	Speaks smoothly, with little hesitation
		3	Speaks with some hesitation, but it does not usually interfere with communication
		2	Speaks with some hesitation, which often interferes with communication
		1	Hesitates too often when speaking, which often interferes with communication
4	Vocabulary	5	Uses a variety of vocabulary and expressions
		4	Uses a variety of vocabulary and expressions, but makes some errors in word choice
		3	Uses limited vocabulary and expressions
		2	Adjust only basic vocabulary and expressions
		1	Adjust only basic vocabulary and no expressions

5	Comprehensive	5	Understands most of what is said at an average speed.
		4	Understands what is said at an average speed, although occasional repetition is required.
		3	Understands what is said at a slower pace.
		2	Can only use social language, pronouncing slowly and repeatedly.
		1	Can not be said to understand even simple English conversation even simple English conversation.

#### f. Validity and Reliability

Validity and reliability are foundational concepts that ensure the accuracy and consistency of data (Malik, 2018). Validity refers to the degree to which a measurement tool or test accurately captures the concept it is intended to measure. On the other hand, reliability pertains to the consistency and stability of the measurement over time, across different raters, or within the test itself.

##### 1. Validity

Validity is a measure that shows the levels of validity of an instrument. According to Donnette *et al.* (2021), an instrument is said to be valid if the instrument, for certain purposes and groups, measures what should be measured, the degree of fixity is large, and the validity is high. The validity of the instrument in this study uses a question analysis technique, namely by correlating each question on the instrument with a total score. The researcher employed content and construct validity to determine the measure's validity.

##### a. Content Validity

The degree to which a test's or measuring tool's content accurately reflects the subject matter it is intended to assess is known as content validity (Kimberlin & Winterstein, 2008). In simple terms, validity measures whether the test questions are relevant and comprehensive enough to assess what they are supposed to evaluate. Concerning English language learning, the validity of the test instrument must represent the stated objectives which have been analyzed from the stages at each level.



Each Phase has Learning Objectives which are then divided into six elements, including: “Listening, Reading, Viewing, Speaking, Writing and Presenting” (Kemdikbud, 2022). These elements have been described and tailored to each level of students' demands in terms of learning the English language. This research focuses on the speaking ability of students in class VIII at SMP N 2 Karangpucung, Cilacap. This means that the test's validity refers to the suitability of the test's content or instrument used with what must be measured in keeping with the goals of studying English within the speaking element.

According to Phase D for junior high school level, the phase's learning objectives are: “Students use spoken, written and visual texts in English to interact and communicate in more diverse contexts and formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements), and authentic texts to become the main reference in learning English in this phase. Students use English to discuss and express desires/feelings. Their understanding of written texts continues to develop and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English” (Kemdikbud, 2023).

After Phase D (Viewing & Speaking), “Students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons, and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses” (Kemdikbud, 2020).

Therefore, the Learning Objectives for students' speaking skills in Phase D can be analyzed and explained as “Students can understand how to describe or explain objects that are in real life”. The text used to achieve this learning is the Descriptive text. Descriptive text is text that aims to provide readers with a clear and detailed description of a person, place, thing, or event, making it easier for them to speak with confidence and detail. Talking about describing something also increases students' emotional engagement and motivation to participate in speaking assignments (Hyland, 2004). From this explanation, the research uses Descriptive text material to hone students' speaking skills, because it starts from students' basic knowledge. So, it is hoped that students will have greater confidence when speaking in class because they are faced with real situations based on their knowledge. To make it easier, it is explained in the table below.

**Table 3.2 Content Validity**

Phase D: “Students use spoken, written, and visual texts in English to interact and communicate in more diverse contexts and formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements), and authentic texts to become the main reference in learning English in this phase. Students use English to discuss and express desires/feelings. Their understanding of written texts continues to develop and inference skills begin to emerge when understanding implied information. They produce written and visual texts in structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English”	
Element of Viewing & Speaking in Phase D	“Students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts.

	With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses”
Establish Goal	students can understand how to describe or explain an object in real life.
Text used (Material)	Descriptive Text
Technique	Speaking Practice
Instrument	Pre-test Post-test

Descriptive text is the material that students are tested on in this study. It was acceptable for students in class VIII of SMP N 2 Karangpucung, Cilacap.

#### b. Construct Validity

The extent to which a test possesses construct validity or measuring tool accurately captures the theoretical concept or characteristic that it is intended to capture. It concerns whether the test measures the underlying psychological theory or the notion that it is intended to capture with sufficient accuracy (Cronbach & Meehl, 1955). Along with this statement, Brown (2004) stated that construct validity is essentially evaluating how well your theories and concepts have been implemented into practical measurement methodologies. According to Brown (2004), five components make up speech aspects, Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Speaking should be evaluated using these five factors as a good guide. In this research, the speaking test was used concerning these 5 criteria as a basis for measuring good and correct speaking. Researchers asked students to explain the objects that have been

provided with a predetermined duration. Therefore, the construct validity of speaking is established by using this test.

## 2. Reliability

**Table 3.3 Cronbach's Alpha Interpretation Triton**

Cronbach's Alpha	Interpretation
< 0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable
0,61-0,80	Reliable
0,81-1,00	Reliable

IBM SPSS 26 was used by the researcher to verify the empirical reliability of this study. The results indicated that the pre-test's Cronbach's Alpha score was 0,182, and the post-test was 0,584, both with  $df = 32$ . The computation statistic indicates in table 3.7 and 3.8 that the instrument or test was reliable.

**Table 3.4 Case Processing Summary of Pre-Test and Post-Test**

<b>Case Processing Summary of Pre-Test</b>			
		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

<b>Case Processing Summary of Post-Test</b>			
		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

**Table 3.5 Reliability Statistic of Pre-Test and Post-Test**

		Cronbach's Alpha	N of Items
Pre-Test		.182	5
Post-Test		.584	5



The computation's outcome was classified as a very reliable test following Triton's criteria for reliability testing.

**g. Technique of Data Analysis**

Data analysis is the process of organizing, representing, describing, evaluating, and interpreting data using statistical techniques (Ghosh, 2020). The data have been obtained from research through pretest and posttest which is the result of measuring speaking practice in the form of a total score. The purpose of the pretest is to measure students' initial speaking abilities before learning is carried out. The results of this initial test are presented descriptively.

Therefore, Statistic Descriptive Analysis was used in this technique of data analysis. This kind of data is intended to provide general information used by the research (Sudiyono, 2008). The data in descriptive statistics was presented by using SPSS version 26 in a simpler and easier to understand form that is produced by more complex data. Meanwhile, the post-test is used to see the extent of students' speaking abilities after using the Blindfold game technique in technique in learning. Posttest data for each group is also attempted to measure students' speaking abilities by determining the Gain or difference in scores between the experimental class and the control class.

The pretest and posttest findings from the experimental class and the control class were then used as the basis for a number of statistical tests. The students' speaking abilities before and after learning utilizing the Blindfold game technique were then compared by comparing the average normalized gain (N Gain) between the Experimental class and the Control class. The following represents the N-Gain formula:

$$N\ Gain = \frac{Score(posttest) - Score(pretest)}{Score(max) - Score(pretest)}$$

According to the efficiency scale ruling from Putri *et al*, (2023), as follows:

**Table 3.6 N Gain Category Acquisition**

Percentage (%)	Criteria
00-40	Ineffective
40-55	Less-Effective
56-75	Effective-Enough
76-100	Effective

Based on the average N Gain score, each gain score is used to assess how well the Blindfold game has improved students' speaking abilities. Data is extracted from analysis using the subsequent procedures:

1. Normality Test

The purpose of this test was to ascertain whether or not each sample group's data was regularly distributed (Kim, 2015). Data that goes through the normality test is pretest, posttest, as well as gain from the two research classes. The data distribution was compared to the normality test using the conventional normal distribution with the Kolmogorov-Smirnov test. IBM SPSS version 26 for Windows was utilized for this test. Whether the distribution is normal or not. The pre- and post-test results between the experimental and control classes, with the significance level specified at  $\alpha = 0.05$ , make this clear. The following concludes the interpretation of the normality test:

- a. If the value of Sig > 0.05, the data was obtained from populations that follow a normal distribution.
- b. If the value of Sig < 0.05, the data distribution is not normal.

2. Homogeneity test

To ascertain if many groups or samples are from populations with the same distribution, a statistical technique called a homogeneity test is employed (Illowsky & Dean, 2020). This test aims to ensure that the data from each sample group may have the same population

variance or a different one. If both groups are normally distributed then continue by testing the homogeneity of variance of the two groups using Levene's test with a 5% significance threshold at IBM SPSS 26 program for Windows. The following are the test criteria:

- a. If the significance value (sig) is less than 0.05, it indicates that the population from which the data originates has non-uniform variation.
- b. The data originates from a population with homogenous variance if the significance value (sig) is greater than 0.05.

### 3. Hypothesis Test

IBM SPSS 24.0 was utilized by the researcher to examine the experimental and control groups' pre- and post-test results. T-tests were carried out. When  $\alpha$  is less than 0.05, hypotheses for the investigation can be developed as below:

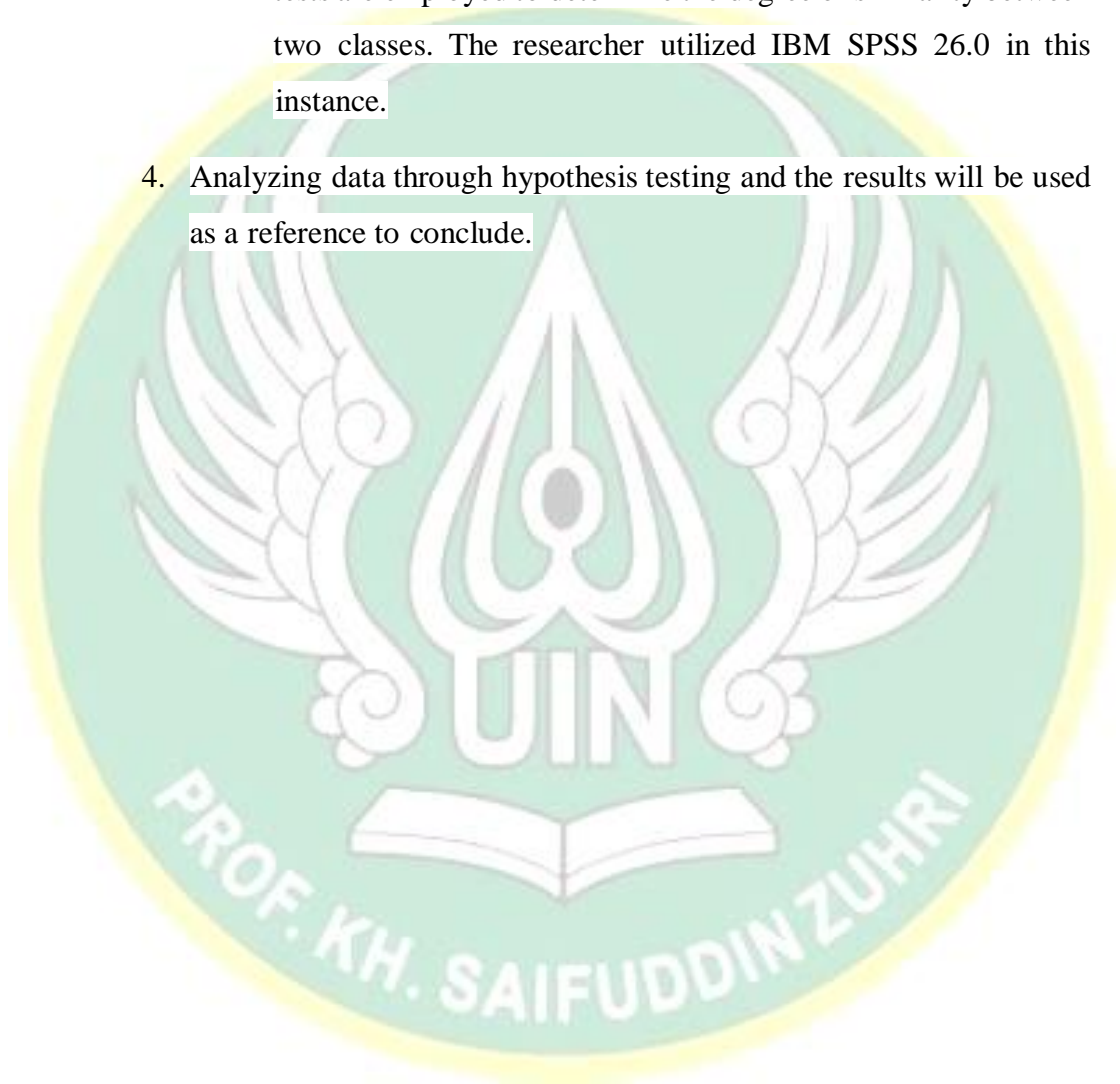
$H_a$  : The Blindfold game is effective towards students' speaking skill for students at VIII grade of SMP N 2 Karangpucung, Cilacap.

$H_o$  : The Blindfold game is not effective towards students' speaking skill for students at VIII grade of SMP N 2 Karangpucung, Cilacap.

The outcome of the t-test is assessed using the following criteria:

- c. If the value of  $(\text{sig}) \geq 0,05 \alpha$ , then  $H_o$  is accepted. It means that the average score of the experimental class is higher than the control class. The use of the Blindfold game is effective towards students' speaking skill
- d. If the value of  $(\text{sig}) < 0.05 \alpha$ ,  $H_o$  is rejected. It means, the mean score of the experiment class is the same or it is lower than the control class. The use of the Blindfold game is not effective towards students' speaking skill

- 1) The t-test using Independent Sample t Test statistics is employed if the data is not homogenous and is normally distributed (equal variances not assumed).
- 2) In cases when the data is non-homogenous and not normally distributed, non-parametric Mann-Whitney U-Test statistical tests are employed to determine the degree of similarity between two classes. The researcher utilized IBM SPSS 26.0 in this instance.
4. Analyzing data through hypothesis testing and the results will be used as a reference to conclude.





## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter describes both the findings and the discussion of this research.

#### A. Research Findings

This section describes the descriptive statistics of the pretest and post-test outcomes for the experimental and control groups.

##### 1. Data Description

This research was conducted at SMP N 2 Karangpucung and was considered quasi-experimental. The purpose of this study was to determine whether or not using a Blindfold game affects the level of students' speaking skills increased by the students. The findings from the pre-test and post-test need to be compared to determine whether the use of the Blindfold game had any effect. This research was conducted in two classes of eight classes. Two classes are VIII.1 and VIII.2 grades, with a class distribution of VIII.1 as an Experimental Class and VIII.2 as a Control Class. The experimental group was given treatment through the use of the Blindfold game, while the control group was without the Blindfold game.

*Table 4.1 Results of Pre-Test and Post-Test Experimental Class*

Experimental Class	Score of Pre-Test	Score of Post-Test
1	60	84
2	48	78
3	54	84
4	60	96
5	58	88
6	46	90
7	60	88
8	46	84
9	52	96
10	60	88
11	46	90
12	54	96
13	50	96
14	56	88
15	60	96

16	46	88
17	50	84
18	60	88
19	52	80
20	46	90
21	56	84
22	60	90
23	52	84
24	40	78
25	48	92
26	56	76
27	52	86
28	54	90
29	60	94
30	56	88
31	52	86
32	56	90
<b>Mean</b>	53.31	88.31
<b>Minimum Score</b>	40	60
<b>Maximum Score</b>	76	96

According to table 4.1 the data of the experimental class on pre-test and post-test, showed that the mean of pre-test score from 32 students was 53.31 meanwhile, the mean of post-test score was 88.31. There is the data description of the experimental class, first about the pre-test score. The pre-test and post-test results of the English-speaking assessment were valued by two raters. The first rater was the researcher Siti Maesaroh, and the second rater was the teacher, Farida, S.Pd. The lowest score on the pre-test was 40 then the highest score on the pre-test was 76. Meanwhile, the post-test score of the experimental class, the lowest score was 60, and the highest one was 96. Based on the test result above, their scores increased after the researcher used the Blindfold game technique to treat the students in the aspect of speaking skills. Thus, it provided that the data results showed there was a difference scores in the student's performance before and after the test.

***Table 4.2 Results of Pre-Test and Post-Test Control Class***

<b>Control Class</b>	<b>Score of Pre-Test</b>	<b>Score of Post-Test</b>
1	60	60
2	48	70

3	54	42
4	60	56
5	58	44
6	46	60
7	60	44
8	46	50
9	52	48
10	60	92
11	50	54
12	60	44
13	56	48
14	48	60
15	56	50
16	50	72
17	46	44
18	58	52
19	50	70
20	48	48
21	46	72
22	40	44
23	48	70
24	44	44
25	60	40
26	44	60
27	40	60
28	48	54
29	60	80
30	46	46
31	52	78
32	52	54
<b>Mean</b>	51.44	56.56
<b>Minimum Score</b>	40	40
<b>Maximum Score</b>	60	92

Table 4.2 describes the data about the control class in both the pre-test and post-test sessions, showed that the mean pre-test score from 32 students was 51.44 meanwhile, the mean post-test score was 56.56. In addition, the data from the pre-test showed the lowest score was 40 and the highest score was 60. Meanwhile, the pre-test showed the lowest score was 40, and the highest score was 92. Based on the test results above, their scores were increased. It can conclude from the data results showed that there is a difference in the student's performance before and after the test but still higher in the experimental class that was treated by the Blindfold game technique.

## 2. Data Analysis of Students' Pre-Test Score

In analyzing the data of normality, homogeneity, and hypothesis test, the researcher used the software IBM SPSS V.26 with the help of a statistical analysis expert who provided technical support and ensured the accuracy of the analysis results. First, the researcher analyzed the normality and homogeneity test of pre and post-test as a requirement to do hypothesis independent sample t-test. However, if the assumption requirements for conducting a t-test are fulfilled, a nonparametric test will be used as a hypothesis test.

### a. Normality Test

The normality test is carried out to assess whether the data comes from a population that follows a normal distribution. To analyze, the pre-test in both classes needs to be calculated in this normality test, by using the Kolmogorov Smirnov type of normality test because the total of the sample is up to 50 population. The criteria number of the normality test as follows:

The data are normally distributed if sig.  $\alpha > 0.05$ .

The data are not normally distributed if sig.  $\alpha < 0.05$ .

**Table 4.3 The Result of the Normality Test**

Tests of Normality				
	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig.
Students' Speaking Skill	Pre-Test Experimental Class	.137	32	.135
	Pre-Test Control Class	.145	32	.087

Based on the result of the Normality Test table through Kolmogorov Smirnov type above, the pre-test of the experimental class showed that the Sig. value 0.135 which means  $> \alpha (0.05)$ , the pre-test of the control class has Sig. value 0.087 which means  $> \alpha (0.05)$ . The result of the experimental and the control classes presented data that were higher than 0.05, it means that the data was normally distributed.



### b. Homogeneity Test

The researcher carried out the homogeneity test after the normality test. It aims to show that the data from both of experiment and control classes of samples were derived from 32 populations with the same variance. In this study, the researcher used the Levene Statistic to scale the homogeneity test of both the experimental and control classes. The result of the homogeneity test is as follows:

**Table 4.4 The Result of Homogeneity Test**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student Speaking Skill	Based on Mean	1.105	1	62	.297
	T Based on Median	.803	1	62	.374
	Based on the Median and with adjusted df	.803	1	60.766	.374
	Based on trimmed mean	1.168	1	62	.284

According to the table 4.4, the result of the Homogeneity Test in the table above shows that the significance value in the row “Based on Mean” column is 0.297, which means  $> 0.05$ , which means that the data was **homogenous**.

### c. T-Test

To determine whether or not there was a statistically significant difference in mean between the two classes, a comparison of two samples was carried out using the Independent Sample T-test.

The hypothesis which was employed as follows:

Ha: There is a difference in students' speaking skills between the experimental and control classes after learning using the Blindfold game technique for the experimental class.

Ho: There is no difference in students' speaking skills between the experimental and control classes after learning using the Blindfold game technique for the experimental class.

According to Chen & Li, (2009), the criteria utilized are as follows:

- 1) Ho is rejected if the value of (sig) < 0.05.
- 2) Ho is accepted if the value of (sig) > 0.05.

**Table 4.5 The Result of the t-Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	1.105	.297	1.264	62	.211	1.875	1.483	-1.090	4.840
	Equal variances not assumed			1.264	60.961	.211	1.875	1.483	-1.091	4.841

Based on the table 4.5. the result of the t-test above the column "Mean Difference" is equal to 1.875, and the difference is -1.090 to 4.840 (95% Confidence interval of the Difference between lower and upper). In the decision- making process, an independent sample t-test is performed by comparing the  $t_{\text{count}}$  and the  $t_{\text{table}}$ . If the value of the  $t_{\text{count}}$  is positive, then the decision was taken correctly. As a result, the value of the  $t_{\text{count}}$  has been turned into 1.264. The next step is to use the found of the  $t_{\text{table}}$  function, which searches the  $t_{\text{table}}$  using the df and significance values ( $\alpha$ ). To locate the  $t_{\text{table}}$  inside the distribution of the t statistical table, the value of df 32 and the significance value of 0,05 were used. Based on the analysis result from table 4.5, it can be seen that Sig. (2-tailed) is  $1.264 > 0.05$ , it means that  **$H_a$  is accepted** and  **$H_0$  is rejected**. It means that there is a difference in the average student

learning outcomes in the post-test scores between the experimental and control classes.

### 3. Data Analysis of Students' Post-Test Score

The purpose of the post-test was to gauge students' speaking abilities in the experimental class (where the Blindfold game was used to assess speaking abilities) and in the control class (where conventional learning was used to evaluate speaking abilities).

#### a. Normality Test

IBM SPSS 24.0 has been applied, the Kalmogorov-Smirnov test was used to perform the normality test at a significance level of 5%. Table 4.6 below displays the findings of the Kalmogorov-Smirnov normalcy test study.

**Table 4.6 The Result of the Normality Test**

Tests of Normality				
	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig.
Students' Speaking Skill	Pre-Test Experimental Class	.139	32	.116
	Pre-Test Control Class	.146	32	.082

Table 4.6. The post-test data's Kolmogorov-Smirnov normality test findings are displayed below, the post-test of the experimental class showed that the Sig. value 0.116 which means  $> \alpha$  (0.05), the post-test of the control class has Sig. value 0.082 which means  $> \alpha$  (0.05). The results of the experimental and the control classes presented data that were higher than 0.05, which means that the data was normally distributed.

#### b. Homogeneity Test

The researcher carried out the homogeneity test after the normality test. It aims to show that the data from both of experiment and control classes of samples were derived from 32 populations with the same variance. In this study, the researcher used the Levene Statistic to scale the homogeneity test of both the experimental and control classes. The result of the homogeneity test is as follows:

**Table 4.7 The Result of Homogeneity Test**

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
Student Speaking Skill	Based on Mean	16.452	1	62	.000
	T Based on Median	12.162	1	62	.001
	Based on the Median and with adjusted df	12.162	1	43.778	.001
	Based on trimmed mean	14.799	1	62	.000

Based on the table 4.7. the mean value of 0.000, which is less than 0.05, the post-test results indicate that the Experimental and control classes are not homogeneous. This is because they received different treatments during the learning process, leading to distinct value outputs from each class.

**c. T-Test**

To determine whether or not there was a statistically significant difference in mean between the two classes, a comparison of two samples was carried out using the Independent Sample T-test.

The hypothesis which was employed as follows:

Ha: There is a difference in students' speaking skills between the experimental and control classes after learning using the Blindfold game technique for the experimental class.

Ho: There is no difference in students' speaking skills between the experimental and control classes after learning using the Blindfold game technique for the experimental class.

According to Chen & Li, (2009), the criteria utilized are as follows:

- 1) Ho is rejected if the value of (sig) < 0.05.
- 2) Ho is accepted if the value of (sig) > 0.05.



Table 4.8 The Result of the T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
hasil_ Equal variances assumed	16.452	.000	12.544	62	.000	31.750	2.531	26.691	36.809
Equal variances not assumed			12.544	43.696	.000	31.750	2.531	26.648	36.852

Based on the table 4.8. the result of the t-test above the column Mean Difference" is equal to 31.750, and the difference is 26.691 to 36.809 (95% Confidence interval of the Difference between lower and upper). In the decision- making process, an independent sample t-test is performed by comparing the  $t_{\text{count}}$  and the  $t_{\text{table}}$ . If the value of the  $t_{\text{count}}$  is positive, then the decision was taken correctly. As a result, the value of the  $t_{\text{count}}$  has been turned into 12.544 The next step is to use the found of the  $t_{\text{table}}$  function, which searches the  $t_{\text{table}}$  using the df and significance values ( $\alpha$ ). To locate the  $t_{\text{table}}$  inside the distribution of the t statistical table, the value of df 32 and the significance value of 0,05 were used. Based on the analysis result from table 4.8, it can be seen that Sig. (2-tailed) is  $1.264 > 0.05$ , it means that  $H_a$  is **accepted** and  $H_0$  is **rejected**. It means that there is a difference in the average student learning outcomes in the post-test scores between the experimental and control classes.

#### 4. Analyzing the Effectiveness of the Blindfold Game Technique on Students' Speaking Skills

The Researcher tested the effect of the Blindfold game technique on students' speaking abilities using N-Gain Data Analysis. The

effectiveness of the Blindfold game on speaking skills is evaluated using N-Gain, which compares the post-test and pretest scores of two study samples (the experimental class and the control class). Researchers utilized IBM SPSS 26.0 to assist in analyzing Gain statistical data during the gain test. Below in table 4.9 is a descriptive statistical analysis regarding the differences in data or N-gain data between the experimental class and the control class.

**Table 4.9 Statistic Descriptive of N Gain Data**

Descriptives				
	Class		Statistic	Std. Error
N-Gain Percent	Experimental Class	Mean	74.6666	2.31821
		95% Confidence Interval for Mean	Lower Bound	64.9406
			Upper Bound	79.3966
		5% Trimmed Mean	74.9685	
		Median	72.0779	
		Variance	171.971	
		Std. Deviation	13.11377	
		Minimum	45.45	
		Maximum	96.15	
		Range	50.70	
		Interquartile Range	17.12	
		Skewness	-.036	.414
		Kurtosis	-.451	.809
	Control Class	Mean	9.1267	5.53981
		95% Confidence Interval for Mean	Lower Bound	-2.1718
			Upper Bound	20.4253
		5% Trimmed Mean	8040	
		Median	5.4167	
		Variance	982.064	
		Std. Deviation techniques	31.33791	
		Minimum	-50.00	
		Maximum	80.00	
		Range	130.00	
		Interquartile Range	51.06	
		Skewness	.137	.414
		Kurtosis	-.474	.809

The N-gain test results in Table 4.9 clearly showed that the average gain value for the experimental class with the Blindfold game technique is 74.666, with a maximum score achieved by students of 96.15% and a minimum score of 45.45%. Therefore, the gain criteria obtained by the experimental class show that using the Blindfold game in student speaking is Effective. Meanwhile, the average N Gain score in the control class was 9.1267. with the maximum average score obtained by students

being 80.00% and a minimum average score of -50.00%, conventional learning in the control class is not effective enough. The data in this case has been explained clearly in table 4.9. Therefore, it follows that using the Blindfold game technique is effective enough in learning English for students' speaking skills with the descriptive text material for eighth grade SMP N 2 Karangpucung Cilacap.

## **B. Treatments**

The treatment was conducted by the researcher in the experimental group and control group in the same five meetings. The treatment in both groups has started from September 05th, 2024 until September 27th, 2024. It does not include the pre-test and post-test meetings. Both classes were given treatment with the same material, which was about Descriptive Text. The sequence of learning activities in the experimental and control classes is explained as follows:

### **1. The First Meeting**

The first meeting, it was held on Thursday, September 05<sup>th</sup>, 2024 for 90 minutes (2JP). At the beginning of the meeting, an overview of the purpose and implementation of the material "Descriptive Text" in real life was explained by the researcher. After brainstorming in the form of questions that provide answers to explain a thing, and the researcher showed a video related to descriptive text, the class started by explaining the material about Descriptive text by explaining the definitions, generic structure, the language features, and gave some vocabularies. Then, the last 15 minutes were used to evaluate the material by using Blindfold games in the form of mentioning several objects. Students were instructed to describe one of the objects.

### **2. The Second Meeting**

The second meeting, it was held on Wednesday, September 11<sup>th</sup>, 2024 for 90 minutes (2JP). Before starting the lesson, brainstorming was conducted for the first 15 minutes to sharpen their memory skills with the material learned in the previous meeting. Then, the material about "Descriptive Text" continued by explaining simple present tense. Then students were given an example of a description text.

Some students were appointed to read the description text. Each word pronunciation in the conversation was confirmed by the researcher. After that, students were instructed to analyze the content or the essence of the description text. After the first hour was over, the second hour was used to practice the delivery of the description text using the blindfold game technique. An example was instructed to create a text describing a classroom. Some students were appointed to present their description text. Then, the researcher wrote down some words that are often used to describe something and students were asked to memorize some of the vocabulary list.

### **3. The Third Meeting**

The third meeting, it was held on Thursday, September 12<sup>th</sup>, 2024. The researcher prepared objects and a piece of cloth. Then the researcher formed groups of 4-5 students. One of the students wore a cloth as a blindfold. Next, the students were asked to feel an object provided by the student helper without seeing it. After touching the object, the student has to describe the object. The other group members wrote a descriptive paragraph about the object using the verbal description they had received. This activity was designed to encourage students to use language.

### **4. The Fourth Meeting**

In the fourth meeting, it was held on Wednesday, September 18<sup>th</sup>, 2024, the students were shown several different objects. Each student came forward blindfolded and chose one object that had been provided. Each student then described the objects while keeping their eyes closed. This activity was designed to encourage students to use language creatively and practice their speaking skills.

### **5. The Fifth Meeting**

At the fifth meeting, it was held on Thursday, September 19<sup>th</sup>, 2024. The researcher organized pairs of students. One student wore a blindfold so they could not see the object, while the other student picked an object from those available. The student with the object then described it in detail to the blindfolded student, who listened and tried to guess what the object was based on the description. This exercise is



intended to train their ability to describe something to train their fluency and confidence in speaking creatively and to practice their speaking skills.

## **B. Discussion**

This research was conducted in one of the schools in the Cilacap area, SMP N 2 Karangpucung, Cilacap. This research was conducted to determine whether or not there is an effect of the Blindfold game on students' speaking ability at VIII grade of SMP N 2 Karangpucung, Cilacap. The population of SMP Karangpucung for the entire number of eighth-grade students is 270 students. In this research, two classes were used as research samples. The sampling method in this study was a random sampling technique. The researcher prepared several sheets of paper, each of which had the number of classes in grade eight written on it. The teacher then conducted a paper shuffling procedure to determine which class to be assigned the experimental group and the control group. The result of the drawing is that there is class VIII.1 as an experimental class with 32 students, and class VIII.2 as a control class with the same number of students, it consists of 32 students.

The different teaching techniques were given in the experimental and control classes. The experimental class was given a teaching technique involving the Blindfold game, while the control class did not use the Blindfold game technique. The treatments were done in the five meetings in the experimental class. The material used by researchers in conducting this research is adjusted to the material taught at school. So, researchers followed the schedule or sequence of materials SMP N 2 Karangpucung teachers taught with the "Descriptive Text" material. Then, the research material by the researcher focuses on the students' speaking ability on descriptive text material by using a teaching technique, the Blindfold game.

The instrument used in this study is a practice direct test. The test was applied to the experimental class and control class in the offline meeting. The test is in the form of pre-test and post-test questions. The questions given to students are of course questions that have been validated and reliable. The processing time for the pre-test instrument is before the treatment, while for the post-test instrument is after the treatment (Stratton, 2019). The question instrument is based on several indicators that are adjusted to the material about Descriptive Text. The difference is only in the level of the type of question, so the post-test instrument has a slightly more difficult type (Watson, 2015).

Based on the results of the research that has been conducted at SMP N 2 Karangpucung, Cilacap, the data collected from the results of the pre-test and post-test of students regarding students' speaking ability has been obtained. In the experimental class with a total of 32 students, the highest pre-test score was 76 and the lowest score was 40 with an average pre-test score of 53.31. Furthermore, the control class has the same number of students with a total of 32 students. The highest pre-test score obtained in the control class was 60 and the lowest score was 40 with an average score of 51.44. From the pre-test results of the two classes, it can be seen that there is a difference in the average value. However, the difference was not significant, which means that the students' speaking ability in the experimental class and control class before being given treatment was not much different.

After completing the pre-test, the experimental and control groups were given materials with different teaching techniques (Peters, 2015). The blindfold game was used as a treatment for the experimental class but was not used for the control group. To determine whether the results of the experimental and control classes were different, both classes received different teaching techniques to assess students' speaking ability (Hunter et al, 2014). Five meetings covering descriptive texts were used to provide the same material to the experimental and control classes.

Related to the results of observations that have been made at each meeting, at the beginning of learning, class conditioning is still lacking because students have not adapted to the learning techniques applied, are very passive in using English to communicate, students look stiff, and also unfamiliar (Richard, 2009). In the first and second meetings, learning did not run optimally. Students are unwilling to speak English because they are embarrassed, feel inappropriate, and are especially afraid of making mistakes (Richards, 2006). However, in the next meeting, there was an increase in student activity. In the third meeting, students began to be grouped. Each group was allowed to describe an object. Students began to get used to the learning techniques used and carried out other learning stages well, although some students still mixed English with Indonesian when describing an object. Students begin to understand what they have to achieve during the learning process.

Students were also very enthusiastic in learning using this blindfold game technique (Brophy, 2010). To create students who are more independent and more active in expressing opinions and responding to ideas from their friends, further learning is carried out in groups (Binod, 2015). In this group learning, students can gain interpersonal skills,

and group work well, including communication, cooperation, and dispute resolution, which are useful outside the classroom (Gillies & Haynes, 2011). So, the researcher started from small groups first, intending to improve students' speaking ability.

After the two classes were given different teaching techniques, then continued with giving the post-test (Dimitrov & Rumrill, 2003). The researcher distributed the post-test to students to find out whether there was a difference in student scores with the different teaching techniques between experimental and control classes. The experimental class post-test results had the highest score of 96, and the lowest score was 76 with an average score of 88.31. Meanwhile, the control of the class had the highest score of 92 and the lowest score of 40 with an average score of 56.56. From the post-test results between the experimental class and the control class, it can be seen that there is a significant difference that can be compared.

According to Oti *et al.* (2021), parametric tests, such as the t-test, are commonly used to analyze hypothesis concerning the means of data that follow a normal distribution. The researcher employed the t-test to evaluate their hypothesis, as it is particularly suited for comparing the means of independent samples. According to Ruxton (2006), the t-test is one of the most effective methods for assessing differences between two independent groups. The assumptions of the t-test include the independence of observations, the normality of the data, and the homogeneity of variance (Ghozali, 2017). If these assumptions are met, the t-test provides a reliable statistical framework for making inferences about the population means. Additionally, the t-test can be adapted for paired samples, which is beneficial when the samples are related or matched in some way.

The description above shows that in general learning using the Blindfold game was effective on students' speaking skills. different from the control class. According to Ramasari (2018), learning through games is considered one of the most effective learning techniques. According to Watson (2015), the decision-making efficiency scale which may be utilized as a reference to decide the level at which the Blindfold game has a positive effect on students' speaking abilities, may be demonstrated and observed in actual and statistical terms in Table 4.9 about the N-Gain findings analysis. The average gain value for the experimental class, which is 74.666, shows that the Blindfold game is effective enough for students' speaking skills.

Thus, it can be said that students' speaking learning motivation has increased after being treated using the Blindfold game. This aligns with previous research from



Yanuari (2015), who noted that the Blindfold game can increase students' speaking ability. During the process of giving treatment to students, there were obstacles due to several uncontrolled variables (Rao, 2019). The first is that there is a short time, so the use of the Blindfold game is not maximized. Second, students do not know the Blindfold game at all, so they need to adjust at the beginning of the meeting. Even so, this did not affect the results of the study, indicating that the Blindfold game affected students' speaking learning motivation (Ramasari, 2018).

This game also provided solutions for some of the speaking problems that students face. As stated by King & Yusof (2012), lack of motivation is one of the problems faced by students both in learning and speaking. There are several implementations of the Blindfold game as a learning medium for teaching speaking. First, students are interested in practicing speaking using this game (Squline, 2017). They have the motivation within themselves to complete the tasks given by the teacher, which means they have intrinsic motivation. This is supported by the opinion of Uno (2015), which states that one indicator of intrinsic motivation is that there is a drive to learn, or sometimes a person completes his task not because of a high success motive but because he avoids failure.

According to Bendo (2019), the use of the Blindfold game technique in teaching speaking has various advantages, such as making students more interested and motivated to learn speaking, helping students use various vocabulary, and aiding students to focus more. This is supported by Derakhsan & Khatir (2015), some studies have shown that the use of the Blindfold game technique can improve students' speaking abilities and boost their confidence in speaking. Therefore, the use of the Blindfold game in teaching speaking is highly recommended as it can help students learn to speak and motivate them to practice speaking English (Kim, 2015).

In this study, it was also found that the implementation of the Blindfold game as a learning technique was able to increase student motivation during the learning process. They have a sense of competition with their friends for the best comments during lessons and speaking practice. This is in line with Sardiman (2018), who said that student achievement can be increased through individual and group competitions. Students will be motivated to learn and try to be the best in their class. In addition, the Blindfold game can also be a learning technique that is quite helpful in practicing speaking for students (Harpia, 2020). It is supported by Ramli (2012), who says that the learning technique



functions to support the clarification of direct life experiences and assists students in stimulating their brain activity so they can understand learning information.

The other benefit of using the Blindfold game is that students have plenty of time to practice outside of class. Students at SMP Negeri 2 Karangpucung, Cilacap get English four hours of lessons a week. This is in line with research from Stoszkowski (2018), which states that one of the benefits of this game is convenience because students practice speaking regardless of location. This follows the opinion of David (2008), by using this game, they can practice speaking with flexible time.

Based on the explanation above, it can be concluded that the implications of the Blindfold game in learning to speak have a positive effect. By using the Blindfold game, students' motivation to learn to speak increases which makes students more enthusiastic about learning and has an impact on their grades increasing as well (Jeremic *et al.* 2010). This means that teachers can use the Blindfold game as an alternative to using learning techniques that will help learning activities (Squiline, 2017). Ramli (2012) said that learning techniques assist teachers in developing students' analytical abilities to understand messages. In addition, because the nature of the learning techniques has a higher stimulation power, it helps students' memory strength. In line with Hasan *et al.* (2021), a learning technique is anything that serves as an intermediary or liaison between the information provider, namely the teacher, and the recipient of the information, namely the students, to motivate students and enable them to follow the learning process as a whole and meaningfully.

According to the research Bendo (2019) findings from the literature review indicate that the Blindfold game technique can have an impact significantly on students' speaking skills especially in improving students' fluency, grammar, pronunciation, and comprehension, as long as it is implemented. It is similar to the result after the treatment in this research, the aspect of speaking skill was increased. Moreover, the fun and interactive activities can be a factor influencing the students' ability in speaking. It is supported by Komol & Suwanphathama (2020) based on students' perceptions, They agree that the numerous and varied innovative classroom activities provided by teachers can be used both to complement the learning process and also for self-study (Latief, 2013).

The main activity in implementing the Blindfold game technique of the treatment in this research was group discussion. Moreover, it has supported the finding of the research by Vatta (2021) that in implementing the Blindfold game technique, especially

in teaching English, the teacher always tries to use creative ways or activities in order not only to motivate and interest but also to decrease the boredom of students in learning English (David, 2008). On the other hand, according to Jeremic et al. (2010), teachers who provide a variety and fun classroom activities can build students' confidence to communicate anything. The researcher used those activities to create an interactive learning environment.

Increasing students' speaking motivation will certainly improve students' ability to speak English. Speaking is a very important skill because it is used directly in everyday life. As Rao (2019) said speaking is the most important skill in learning a foreign language or a second language. Besides that, Richard (2006) stated that English is essential in our daily lives and at all levels of schooling. English is the most commonly accepted language when individuals from different countries meet for conferences, discussions, and social gatherings (Megawati & Mandarani, 2016). This is why it is crucial to be able to speak English, not only will it offer students an advantage in the workplace, but it will also improve their social life (Grasha, 2010). Therefore, increasing students' motivation to learn speaking English is very important to improve students' speaking skill and they become more fluent in speaking English (Harmer, 2010).

In summary, this research at SMP N 2 Karangpucung, Cilacap, investigated the effectiveness of the Blindfold game in enhancing eighth-grade students' speaking abilities. Two classes were selected through random sampling, the experimental class using the Blindfold game technique and the control class without the Blindfold game technique. Both classes covered the same Descriptive Text material over five sessions, and students' speaking skills were assessed through pre-tests and post-tests.

The results showed a significant improvement in the speaking abilities of students in the experimental class compared to the control group. The experimental class achieved higher post-test scores, indicating that the Blindfold game effectively increased student motivation and engagement in speaking activities. These findings reinforce the value of interactive learning techniques in language education, suggesting that game-based approaches can enhance student participation, confidence, and overall speaking proficiency.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This section presents the conclusion, limitations, and recommendations are describe in this chapter.

#### **A. Conclusion**

This research aimed to determine the effect of the Blindfold game on students' speaking ability in the eighth grade of SMP N 2 Karangpucung Cilacap in the academic year 2024/2025. The research was conducted using a quasi-experimental method involving two groups: an experimental group treated using the Blindfold game and a control group that used conventional teaching methods. This experimental group consisted of 32 students who learned speaking skill using the Blindfold game, while the control group also consisted of 32 students who were taught without the Blindfold game. Data was collected through pre-tests and post-tests, which measured students' speaking ability.

The pre-test results showed that students' pronunciation skills in both groups were relatively low and not significantly different. However, after the treatment, the post-test results showed an improvement in the experimental group compared to the control group. The experimental group's average (mean) post-test score reached 88.31, while the control group only reached 56.56. this shows that using the Blindfold game is efficacious in improving the English-speaking ability of grade eighth students at SMPN 2 Karangpucung, Cilacap. The study results showed that the t-test showed a significance (2-tailed) value of  $12.544 < 0.05$ , indicating a statistical difference in speaking ability improvement between the experimental and control classes.

#### **B. Limitation of The Study**

It has been explained previously that this research has limitations in terms of research implementation time, especially in the implementation of the experimental class. The treatment was only carried out in five meetings and by the procedures established by the research site. In the implementation of treatment at each meeting, it is quite limited in time. This is based, among



other things, on several factors: students are not used to the Blindfold game applied in learning, students are not used to studying in groups, and students are passive in practicing speaking English. That is why the time given is very limited in optimizing research.

Another limitation is that students still feel unfamiliar with the activity of speaking and describing an object in English. This has an impact on producing data that is not normally distributed and the data obtained tends to have extreme data or values.

### **C. Suggestion**

In light of the aforementioned observations, the researcher would like to make the following numerous recommendations:

#### **1. For Teachers**

In English learning, especially in learning to speak, it can be said that it is quite difficult to attract students to like and understand English subjects. Therefore, teachers need to find strategies for teaching speaking so that students feel happy learning to speak. The Blindfold game can be one of the good choices to be applied during learning, besides the Blindfold game that was so fun, this technique can improve the quality of students in the creativity.

#### **2. For School**

This research is expected to give the variation of teaching techniques through the school that is the Blindfold game, it is supposed to give an outlook for the school related to the teaching technique as merely the Blindfold game. Through personal study and group, this game encourages students to become more self-assured while speaking English and helps them become more focused in their studies so that students can actively participate in fun learning.

#### **3. For Future Researchers**

For future researchers, they can utilize the Blindfold game technique in English classes with different skills, because this media has various elements that can be applied to other skills or use this study as a guide for future research on learning techniques for speaking abilities in various teaching subject.



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*Appendix I Preliminary Permission Letter from the University*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
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 www.ftik.uinsu.ac.id

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Nomor : B.m.3374/Un.19/D.FTIK/PP.05.3/07/2024 30 Juli 2024  
 Lamp. : -  
 Hal : Permohonan Ijin Riset Individu

Kepada  
 Yth. Kepala SMP Negeri 2 Karangpucung  
 Kec. Karangpucung  
 di Tempat

*Assalamu'alaikum Wr. Wb.*  
 Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :


1. Nama	: Siti Maesaroh
2. NIM	: 2017404111
3. Semester	: 8 (Delapan)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Alamat	: Desa Tayem, RT 04 RW 03 Kec. Karangpucung, Kab. Cilacap
6. Judul	: The Effectiveness of the Blindfold Game in Teaching Speaking at Eight Grade of SMP Negeri 2 Karangpucung

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek	: Siswa Kelas VIII SMP Negeri 2 Karangpucung
2. Tempat / Lokasi	: SMP Negeri 2 Karangpucung
3. Tanggal Riset	: 31-07-2024 s/d 01-10-2024
4. Metode Penelitian	: Quantitative

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
 Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Penelitian



*Appendix II Letter of Research Completion*



**PEMERINTAH KABUPATEN CILACAP**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 2 KARANGPUCUNG**  
 Jl. Abdi Praja Tayem Telp (0280) 6263249 Email: smpn2karangpucung@yahoo.co.id.  
**CILACAP**

Kode Pos 53255

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**SURAT KETERANGAN**  
 Nomor : 420 / 086.a / S.40 / 15

Yang bertanda tangan dibawah ini :

Nama	: KASMIYANA SULISTIOWATI, S.Pd.Mat., M.Pd.
NIP.	: 19850304 200903 2 009
Pangkat/Gol. Ruang	: Pembina/IV.a
Jabatan	: Kepala Sekolah
Unit kerja	: SMP Negeri 2 Karangpucung


Menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini :

Nama	: Siti Maesaroh
Tempat/tanggal lahir	: Cilacap, 08 April 2002
NIM	: 2017404111
Program studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Universitas	: Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri

Adalah benar-benar telah melaksanakan penelitian dan pengambilan data penelitian pada tanggal 04 September 2024 s/d 04 Oktober 2024 di SMP Negeri 2 Karangpucung.

Demikian surat keterangan ini kami buat agar yang berkepentingan dapat mengetahui dan dipergunakan sebagaimana mestinya.

Karangpucung, 04 Oktober 2024  
 Kepala SMP Negeri 2 Karangpucung




**KASMIYANA SULISTIOWATI, S.Pd.Mat., M.Pd.**  
 NIP. 19850304 200903 2 009

### Appendix III Instrument of Validity Sheet

**SURAT KETERANGAN VALIDASI INSTRUMEN**

Yang bertanda tangan dibawah ini:

Nama : Ira Wahidiyati M.Pd  
NIP : 19881130 201908 2 001

Setelah membaca, menelaah dan mencermati instrumen berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul **"THE EFFECTIVENESS OF BLINDFOLD GAME IN TEACHING SPEAKING AT EIGHTH GRADE OF SMP NEGERI 2 KARANGPUCUNG CILACAP"** yang dibuat oleh:

Nama : Siti Maesaroh  
NIM : 2017404111  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

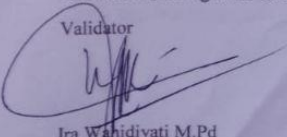
Dengan ini menyatakan bahwa lembar instrumen penelitian tersebut,

<input type="checkbox"/>	Layak digunakan
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

Catatan (bila perlu)

Revisi instruksi soal dan Menghilangkan penulisan identitas  
di lembar soal karena ujian speaking

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 23 Agustus 2024  
Validator  
  
Ira Wahidiyati M.Pd  
NIP. 19881130 201908 2 001

*Appendix IV The Results of Pre-Test the Experimental Class by Two Raters*

by: Researcher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABDULLAH MUBAROK	3	3	3	3	3	60	60
2	ADAM MALIK IBRAHIM	3	2	3	2	3	52	48
3	BUNGA RAFELA	3	3	3	2	2	52	54
4	DESTIA RAMADHANI	3	4	3	3	3	64	60
5	DEVILIA NUR R	3	3	3	3	3	60	58
6	DWI PURWANTI	3	2	2	2	3	48	46
7	ELSYA VIQROTUL A	3	3	3	3	3	60	60
8	FATHAN SETYO UTOMO	3	2	2	2	3	48	46
9	FIRDA AINUN SYARIFAH	3	2	3	3	2	52	52
10	KAMILA SAFITRI	3	3	3	4	3	64	60
11	KASIH OLIVIA	2	2	2	2	3	44	46
12	KEANU JABAR P	3	2	3	3	2	52	54
13	LAILA SEPTIANINGSIH	3	3	2	3	2	52	50
14	MAULANA IBRAHIM	3	2	3	3	3	56	56
15	MEILIZA AULIYA S	3	3	3	3	3	60	60
16	MELVYN HAFIDZ S	3	2	2	2	3	48	46
17	MUHAMAD ZAKY M	2	2	3	3	3	52	50
18	MULYANA	3	3	3	3	3	60	60
19	NADHIRA ADIZTI	3	2	2	3	3	52	52
20	NARA GITA P	3	2	2	2	3	48	46
21	NOVAL ADRIYAN	3	3	3	3	3	60	56
22	RAFHAEL GALUH M	3	3	3	3	3	60	60
23	RAFIS WIJAKSONO	3	2	3	3	3	56	52
24	RAVA VAN NUGROHO	2	2	2	2	2	40	40
25	RERE OKTAVIANI	3	2	3	3	2	52	48
26	RISKA NUR FITRIAWATI	3	3	3	3	2	56	56
27	TRIYA LAELASARI	3	3	3	2	2	52	52
28	WISNU TRI PAMUNGKAS	3	3	3	3	2	56	54
29	ZAHRA ANINDYA PUTRI	3	3	3	3	3	60	60
30	ZEVARA PUTRI	3	2	3	3	3	56	56
31	ZHIDAN DAMAR P	3	2	3	3	2	56	52
32	ZIERO NOVAROSQI A	3	3	2	3	3	56	56

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 10$$

by: Teacher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABDULLAH MUBAROK	3	3	3	3	3	60	
2	ADAM MALIK IBRAHIM	3	2	2	2	2	44	
3	BUNGA RAFELA	3	2	3	3	3	56	
4	DESTIA RAMADHANI	3	3	3	2	3	56	
5	DEVILIA NUR R	3	3	2	3	3	56	
6	DWI PURWANTI	2	2	2	2	3	44	
7	ELSYA VIQROTUL A	3	3	3	3	3	60	
8	FATHAN SETYO UTOMO	3	2	2	2	2	44	
9	FIRDA AINUN SYARIFAH	3	2	2	3	3	52	
10	KAMILA SAFITRI	3	3	2	3	3	56	
11	KASIH OLIVIA	3	2	2	2	3	48	
12	KEANU JABAR P	3	2	3	3	3	56	
13	LAILA SEPTIANINGSIH	3	2	3	2	2	48	
14	MAULANA IBRAHIM	3	3	3	2	3	56	
15	MEILIZA AULIYA S	3	3	3	3	3	60	
16	MELVYN HAFIDZ S	3	2	2	2	2	44	
17	MUHAMAD ZAKY M	3	2	2	2	3	48	
18	MULYANA	3	3	3	3	3	60	
19	NADHIRA ADIZTI	3	2	3	2	3	52	
20	NARA GITA P	3	2	2	2	2	44	
21	NOVAL ADRIYAN	3	2	3	3	2	52	
22	RAFHAEL GALUH M	3	3	3	3	3	60	
23	RAFIS WIJAKSONO	3	2	2	2	3	48	
24	RAVA VAN NUGROHO	3	2	2	2	1	40	
25	RERE OKTAVIANI	3	2	2	2	2	44	
26	RISKA NUR FITRIAWATI	3	3	3	3	2	56	
27	TRIYA LAELASARI	3	3	3	2	2	52	
28	WISNU TRI PAMUNGKAS	3	2	3	3	2	52	
29	ZAHRA ANINDYA PUTRI	3	3	3	3	3	60	
30	ZEVANA PUTRI	3	2	3	3	3	56	
31	ZHIDAN DAMAR P	3	2	2	3	2	48	
32	ZIERO NOVAROSQI A	3	3	2	3	3	56	

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$



*Appendix V The Result of Post-Test the Experimental Class by Two Raters*

by: Researcher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABDULLAH MUBAROK	4	4	4	5	4	84	84
2	ADAM MALIK IBRAHIM	4	4	4	4	4	80	78
3	BUNGA RAFELA	4	4	5	4	4	84	84
4	DESTIA RAMADHANI	4	5	5	5	5	96	96
5	DEVILIA NUR R	4	4	5	5	4	88	88
6	DWI PURWANTI	4	5	5	4	5	92	90
7	ELSYA VIQROTUL A	4	5	5	4	4	88	88
8	FATHAN SETYO UTOMO	4	4	5	4	4	84	84
9	FIRDA AINUN SYARIFAH	4	5	5	5	5	96	96
10	KAMILA SAFITRI	4	4	5	4	5	88	88
11	KASIH OLIVIA	4	4	5	4	4	88	90
12	KEANU JABAR P	4	5	5	5	5	96	96
13	LAILA SEPTIANINGSIH	4	5	5	5	5	96	96
14	MAULANA IBRAHIM	4	4	5	5	5	92	88
15	MEILIZA AULIYA S	4	5	5	5	5	96	96
16	MELVYN HAFIDZ S	4	4	5	4	5	88	88
17	MUHAMAD ZAKY M	4	4	5	4	5	88	84
18	MULYANA	4	4	5	5	4	88	88
19	NADHIRA ADIZTI	4	4	5	4	4	84	80
20	NARA GITA P	4	4	5	5	4	88	90
21	NOVAL ADRIYAN	4	4	5	4	4	84	84
22	RAFHAEL GALUH M	4	4	5	5	5	92	90
23	RAFIS WIJAKSONO	4	4	5	4	4	84	84
24	RAVA VAN NUGROHO	4	4	4	4	4	80	78
25	RERE OKTAVIANI	4	4	5	5	5	92	92
26	RISKA NUR FITRIAWATI	4	4	4	4	4	80	76
27	TRIYA LAELASARI	4	4	5	5	4	88	86
28	WISNU TRI PAMUNGKAS	4	4	5	5	5	92	90
29	ZAHRA ANINDYA PUTRI	4	5	5	5	5	96	94
30	ZEVANA PUTRI	4	4	5	5	5	92	88
31	ZHIDAN DAMAR P	4	4	5	5	4	88	86
32	ZIERO NOVAROSQI A	4	4	5	5	4	88	90

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$

by : Teacher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABDULLAH MUBAROK	4	4	5	4	4	84	
2	ADAM MALIK IBRAHIM	3	4	4	4	4	76	
3	BUNGA RAFELA	4	4	4	5	4	84	
4	DESTIA RAMADHANI	4	5	5	5	5	96	
5	DEVILIA NUR R	4	4	5	5	4	88	
6	DWI PURWANTI	4	4	4	5	5	88	
7	ELSYA VIQROTUL A	4	4	5	5	4	88	
8	FATHAN SETYO UTOMO	4	4	5	4	4	84	
9	FIRDA AINUN SYARIFAH	4	5	5	5	5	96	
10	KAMILA SAFITRI	4	4	5	4	5	88	
11	KASIH OLIVIA	4	4	5	5	5	92	
12	KEANU JABAR P	4	5	5	5	5	96	
13	LAILA SEPTIANINGSIH	4	5	5	5	5	96	
14	MAULANA IBRAHIM	4	4	5	4	4	84	
15	MEILIZA AULIYA SALMA	4	5	5	5	5	96	
16	MELVYN HAFIDZ S	4	4	5	4	5	88	
17	MUHAMAD ZAKY M	4	4	4	4	4	80	
18	MULYANA	4	4	5	4	5	88	
19	NADHIRA ADIZTI	3	4	4	4	4	76	
20	NARA GITA P	4	4	5	5	5	92	
21	NOVAL ADRIYAN	4	4	4	4	5	84	
22	RAFHAEL GALUH M	4	4	5	4	5	88	
23	RAFIS WIJAKSONO	4	4	5	4	4	84	
24	RAVA VAN NUGROHO	3	4	4	4	4	78	
25	RERE OKTAVIANI	4	4	5	5	5	92	
26	RISKA NUR FITRIAWATI	3	4	4	3	4	72	
27	TRIYA LAELASARI	4	4	4	4	5	84	
28	WISNU TRI PAMUNGKAS	4	4	5	4	5	88	
29	ZAHRA ANINDYA PUTRI	4	4	5	5	5	92	
30	ZEVANA PUTRI	4	4	5	4	4	84	
31	ZHIDAN DAMAR P	4	4	5	4	4	84	
32	ZIERO NOVAROSQI A	4	4	5	5	5	92	

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$

*Appendix VI The Result of Pre-Test the Control Class by Two Raters*

by:Researcher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABIDAN AZIZAN	3	3	3	3	3	60	60
2	ADELIA FAHRIYAN	3	2	2	2	2	44	48
3	ANDREAN FAJAR	3	2	3	2	3	52	54
4	AYU NURAINI	3	3	3	3	3	60	60
5	BONDAN SYAM SURYAN	3	3	3	2	3	56	58
6	DAMAR AZMI DWICAHY	3	3	2	2	2	48	46
7	DANDI DWI SAPUTRA	3	3	3	3	3	60	60
8	DARNOTO	3	3	2	1	2	44	46
9	DINI AULIA	3	3	2	3	2	52	52
10	ELKA RINI AGUSTIN	3	3	3	3	3	60	60
11	HERLINA NUR PRATIWI	3	3	2	2	2	48	50
12	HIGUAIN EZRACHOVIC	3	3	3	3	3	60	60
13	INDRI VIANA LANGSUR	3	3	3	2	3	56	56
14	KHOLIQ FAJRUL FALAH	2	2	3	3	2	48	48
15	KHUSNUL KHOTIMAH	3	3	3	3	2	56	56
16	MELI AMELIA PUTRI	3	2	3	2	2	48	50
17	MUHAMMAD NIZAM	3	2	2	2	2	44	46
18	MUHAMMAD RAMDAN	3	3	3	3	3	56	58
19	NAFISHA VIANDRYA KH	3	3	2	2	2	52	50
20	NAZRIL MUHAMAD RAM	3	2	2	2	3	48	48
21	RESTU HIBATULLOH	3	2	2	2	2	44	46
22	RIFKI ERWIN SAPUTRA	2	2	2	2	2	40	40
23	RILLO PERDIYANSAH	3	2	2	3	2	48	48
24	RISMA DAYANTI	3	2	2	2	1	40	44
25	ROLLAN KIKI FAUZAN	3	3	3	3	3	60	60
26	RUBAIN IZAMUL FAWAZ	3	3	2	2	2	44	44
27	SAFIRA DUTA MELANI	2	2	2	2	2	40	40
28	TATA MARDIYANA PUTR	3	2	3	2	2	48	48
29	VANESSA SUNNADI	3	3	3	3	3	60	60
30	VEGA DWI RAMADANI	3	2	2	2	2	48	46
31	VITA AULIYA	3	3	3	2	2	52	52
32	WINDA DWI PUTRI PUSPI	3	3	3	2	2	52	52

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$

by: Teacher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABIDAN AZIZAN	3	3	3	3	3	60	60
2	ADELIA FAHRIYAN	3	2	2	3	3	52	48
3	ANDREAN FAJAR	3	2	3	3	3	56	54
4	AYU NURAINI	3	3	3	3	3	60	60
5	BONDAN SYAM SURYAN	3	3	3	3	3	60	58
6	DAMAR AZMI DWICAHY	3	2	3	1	2	44	46
7	DANDI DWI SAPUTRA	3	3	3	3	3	60	60
8	DARNOTO	3	2	3	2	2	48	46
9	DINI AULIA	3	2	3	3	2	52	52
10	ELKA RINI AGUSTIN	3	3	3	3	3	60	60
11	HERLINA NUR PRATIWI	3	3	2	2	3	52	50
12	HIGUAIN EZRACHOVIC	3	3	3	3	3	60	60
13	INDRI VIANA LANGSUR	3	2	3	3	3	56	56
14	KHOLIQ FAJRUL FALAH	3	3	2	2	2	48	48
15	KHUSNUL KHOTIMAH	3	3	2	3	3	56	56
16	MELI AMELIA PUTRI	3	2	3	3	2	52	50
17	MUHAMMAD NIZAM	3	2	2	2	3	48	46
18	MUHAMMAD RAMDAN	3	3	3	3	3	60	58
19	NAFISHA VIANDRYA KH	3	3	2	2	2	48	50
20	NAZRIL MUHAMAD RAM	3	2	3	2	2	48	48
21	RESTU HIBATULLOH	3	2	2	2	3	48	46
22	RIFKI ERWIN SAPUTRA	2	2	2	2	2	40	40
23	RILLO PERDIYANSAH	3	2	3	3	1	48	48
24	RISMA DAYANTI	3	2	2	2	3	48	44
25	ROLLAN KIKI FAUZAN	3	3	3	3	3	60	60
26	RUBAIN IZAMUL FAWAZ	2	3	2	2	2	44	44
27	SAFIRA DUTA MELANI	3	2	2	1	2	40	40
28	TATA MARDIYANA PUTR	3	2	3	2	2	48	48
29	VANESSA SUNNADI	3	3	3	3	3	60	60
30	VEGA DWI RAMADANI	3	2	2	2	2	44	46
31	VITA AULIYA	3	3	3	2	2	52	52
32	WINDA DWI PUTRI PUSPI	3	3	3	2	2	52	52

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$



*Appendix VII The Result of Post-Test the Control Class by Two raters*

by: Researcher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABIDAN AZIZAN	3	3	3	3	3	60	60
2	ADELIA FAHRIYAN	3	3	4	4	4	72	70
3	ANDREAN FAJAR	2	2	2	3	2	44	42
4	AYU NURAINI	3	2	3	3	3	56	56
5	BONDAN SYAM SURYAN	2	2	3	2	2	44	44
6	DAMAR AZMI DWICAHY	3	3	4	3	3	64	60
7	DANDI DWI SAPUTRA	2	2	3	2	3	48	44
8	DARNOTO	2	2	3	3	2	52	50
9	DINI AULIA	3	2	2	2	3	48	48
10	ELKA RINI AGUSTIN	4	4	5	5	5	92	92
11	HERLINA NUR PRATIWI	3	2	2	3	3	52	54
12	HIGUAIN EZRACHOVIC	2	2	2	3	2	44	44
13	INDRI VIANA LANGSUR	3	2	3	3	2	52	48
14	KHOLIQ FAJRUL FALAH	3	3	3	3	3	60	60
15	KHUSNUL KHOTIMAH	3	2	2	3	3	52	50
16	MELI AMELIA PUTRI	3	4	4	3	4	72	72
17	MUHAMMAD NIZAM	2	2	2	3	2	44	44
18	MUHAMMAD RAMDAN	3	3	3	3	2	52	52
19	NAFISHA VIANDRYA KH	3	3	4	4	4	72	70
20	NAZRIL MUHAMAD RAM	3	2	3	2	3	52	48
21	RESTU HIBATULLOH	3	4	4	3	4	72	72
22	RIFKI ERWIN SAPUTRA	2	2	2	3	2	44	44
23	RILLO PERDIYANSAH	3	3	4	4	4	72	70
24	RISMA DAYANTI	3	2	2	2	2	44	44
25	ROLLAN KIKI FAUZAN	2	2	2	2	2	40	40
26	RUBAIN IZAMUL FAWAZ	3	3	3	3	3	60	60
27	SAFIRA DUTA MELANI	3	3	4	3	3	64	60
28	TATA MARDIYANA PUTR	3	3	3	2	3	56	54
29	VANESSA SUNNADI	4	4	4	4	4	80	80
30	VEGA DWI RAMADANI	3	2	2	3	2	48	46
31	VITA AULIYA	4	4	4	4	4	80	78
32	WINDA DWI PUTRI PUSPI	3	3	3	2	3	56	54

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$

by: Teacher

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1	ABIDAN AZIZAN	3	3	3	3	3	60	
2	ADELIA FAHRIYAN	3	3	4	3	4	68	
3	ANDREAN FAJAR	2	2	2	2	2	40	
4	AYU NURAINI	2	3	3	3	3	56	
5	BONDAN SYAM SURYAN	2	2	2	2	3	44	
6	DAMAR AZMI DWICAHY	3	3	3	3	2	56	
7	DANDI DWI SAPUTRA	2	2	2	2	2	40	
8	DARNOTO	3	2	2	2	2	48	
9	DINI AULIA	2	2	2	3	2	48	
10	ELKA RINI AGUSTIN	4	4	5	5	5	92	
11	HERLINA NUR PRATIWI	3	2	3	3	3	56	
12	HIGUAIN EZRACHOVIC	2	2	2	3	2	44	
13	INDRI VIANA LANGSUR	3	2	2	2	2	44	
14	KHOLIQ FAJRUL FALAH	3	3	3	3	3	60	
15	KHUSNUL KHOTIMAH	3	2	2	2	3	48	
16	MELI AMELIA PUTRI	3	3	4	4	4	72	
17	MUHAMMAD NIZAM	2	2	2	2	3	44	
18	MUHAMMAD RAMDAN	3	3	3	2	2	52	
19	NAFISHA VIANDRYA KH	3	3	4	3	4	68	
20	NAZRIL MUHAMAD RAM	3	2	2	2	2	44	
21	RESTU HIBATULLOH	3	4	4	4	3	72	
22	RIFKI ERWIN SAPUTRA	2	2	2	3	2	44	
23	RILLO PERDIYANSAH	3	3	4	4	3	68	
24	RISMA DAYANTI	2	2	3	2	2	44	
25	ROLLAN KIKI FAUZAN	2	2	2	2	2	40	
26	RUBAIN IZAMUL FAWAZ	3	3	3	3	3	60	
27	SAFIRA DUTA MELANI	3	3	3	3	2	56	
28	TATA MARDIYANA PUTR	3	2	3	2	3	52	
29	VANESSA SUNNADI	4	4	4	4	4	80	
30	VEGA DWI RAMADANI	2	2	2	3	2	44	
31	VITA AULIYA	3	4	4	4	4	76	
32	WINDA DWI PUTRI PUSPI	3	2	3	3	2	52	

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$

*Appendix VIII Instrument of Pre-Test*

**Pre-Test**

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**Petunjuk :**

- 1. Bacalah petunjuk soal dengan seksama sebelum menjawab.**
  - 2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.**
  - 3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.**
  - 4. Diperbolehkan membuka kamus.**
- 

**Please read the instructions carefully.**

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favourite Food
  3. Favourite Singer
- B. The researcher asked the students to describe the topic chosen in front of friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

**Table 2. Rubrik Penilaian Speaking (Brown, 2004)**

No	Kriteria	Nilai	Deskripsi Nilai
1	Pronunciation (Pengucapan)	5	Pengucapannya jelas dan cukup dimengerti oleh siswa.
		4	Ada beberapa kendala pengucapan, namun masih cukup dimengerti.
		3	Ada masalah pengucapan yang membutuhkan kejelian dalam mendengarkan dan terkadang menimbulkan kesalahpahaman.
		2	Sulit dimengerti karena masalah pengucapan, sehingga membutuhkan pengulangan.
		1	Masalah pengucapan sangat parah sehingga membuat ucapan menjadi tidak dapat dipahami.
2	Grammar (Tata Bahasa)	5	Kesalahan dalam tata bahasa cukup jarang terjadi.
		4	Terdapat sedikit kesalahan tata bahasa namun masih dapat dipahami.
		3	Sering membuat kesalahan tata bahasa. Susunan katanya sesekali mengandung makna yang tidak jelas.
		2	Kesalahan tata bahasa dan urutan kata membuat pemahaman menjadi sulit. Harus sering menyusun ulang kalimat atau membatasi penyusunannya pada pola dasar.
		1	Kesalahan dalam tata bahasa dan susunan kata sangat parah sehingga membuat ucapan hampir tidak dapat dipahami.
3	Vocabulary (Kosakata)	5	Hampir seluruh kosakata yang digunakan berada dalam penggunaan yang benar.
		4	Sering menggunakan istilah-istilah yang tidak tepat, namun masih dapat dimengerti.
		3	Sering menggunakan kata yang salah. Pengucapan menjadi terbatas karena kosakata yang tidak memadai.
		2	Penyalahgunaan kata-kata dan kosa kata yang sangat terbatas, membuat pemahaman menjadi sulit.
		1	Keterbatasan kosakata sangat ekstrim sehingga tidak dapat melakukan percakapan.
4	Fluency (Kelancaran)	5	Mampu menggunakan bahasa dengan lancar, jarang skip dan berada pada kecepatan berbicara normal.
		4	Kecepatan dalam berbicara tampaknya sedikit dipengaruhi oleh masalah bahasa.
		3	Kecepatan dan kelancaran sangat dipengaruhi oleh masalah bahasa.
		2	Ragu-ragu dan sering kali terpaksa diam karena keterbatasan bahasa.
		1	Ucapan terbata-bata dan terputus-putus sehingga hampir mustahil melakukan percakapan.
5	Comprehension (Pemahaman)	5	Memahami sebagian besar dari apa yang dikatakan dengan kecepatan rata rata.
		4	Memahami apa yang dikatakan dengan kecepatan rata rata, meskipun sesekali memerlukan pengulangan.
		3	Memahami apa yang dikatakan dengan kecepatan lebih lambat.
		2	Hanya dapat menggunakan bahasa pergaulan, pengucapan perlahan-lahan dan diulang ulang.
		1	Tidak dapat dikatakan memahami percakapan bahasa Inggris yang sederhana sekalipun.

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$



**Table 2. Lembar Penilaian Pre-Test**

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1								
2								
3								
4								
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34								
35								

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$

*Appendix IX Instrument of Post-Test*

**Post-Test**

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**Petunjuk :**

- 1. Bacalah petunjuk soal dengan seksama sebelum menjawab.**
  - 2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.**
  - 3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.**
  - 4. Diperbolehkan membuka kamus.**
- 

**Please read the instructions carefully.**

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

**Table 2. Rubrik Penilaian Speaking (Brown, 2004)**

No	Kriteria	Nilai	Deskripsi Nilai
1	Pronunciation (Pengucapan)	5	Pengucapannya jelas dan cukup dimengerti oleh siswa.
		4	Ada beberapa kendala pengucapan, namun masih cukup dimengerti.
		3	Ada masalah pengucapan yang membutuhkan kejelasan dalam mendengarkan dan terkadang menimbulkan kesalahpahaman.
		2	Sulit dimengerti karena masalah pengucapan, sehingga membutuhkan pengulangan.
		1	Masalah pengucapan sangat parah sehingga membuat ucapan menjadi tidak dapat dipahami.
2	Grammar (Tata Bahasa)	5	Kesalahan dalam tata bahasa cukup jarang terjadi.
		4	Terdapat sedikit kesalahan tata bahasa namun masih dapat dipahami.
		3	Sering membuat kesalahan tata bahasa. Susunan katanya sesekali mengandung makna yang tidak jelas.
		2	Kesalahan tata bahasa dan urutan kata membuat pemahaman menjadi sulit. Harus sering menyusun ulang kalimat atau membatasi penyusunannya pada pola dasar.
		1	Kesalahan dalam tata bahasa dan susunan kata sangat parah sehingga membuat ucapan hampir tidak dapat dipahami.
3	Vocabulary (Kosakata)	5	Hampir seluruh kosakata yang digunakan berada dalam penggunaan yang benar.
		4	Sering menggunakan istilah-istilah yang tidak tepat, namun masih dapat dimengerti.
		3	Sering menggunakan kata yang salah. Pengucapan menjadi terbatas karena kosakata yang tidak memadai.
		2	Penyalahgunaan kata-kata dan kosa kata yang sangat terbatas, membuat pemahaman menjadi sulit.
		1	Keterbatasan kosakata sangat ekstrim sehingga tidak dapat melakukan percakapan.
4	Fluency (Kelancaran)	5	Mampu menggunakan bahasa dengan lancar, jarang skip dan berada pada kecepatan berbicara normal.
		4	Kecepatan dalam berbicara tampaknya sedikit dipengaruhi oleh masalah bahasa.
		3	Kecepatan dan kelancaran sangat dipengaruhi oleh masalah bahasa.
		2	Ragu-ragu dan sering kali terpaksa diam karena keterbatasan bahasa.
		1	Ucapan terbata-bata dan terputus-putus sehingga hampir mustahil melakukan percakapan.
5	Comprehension (Pemahaman)	5	Memahami sebagian besar dari apa yang dikatakan dengan kecepatan rata rata.
		4	Memahami apa yang dikatakan dengan kecepatan rata rata, meskipun sesekali memerlukan pengulangan.
		3	Memahami apa yang dikatakan dengan kecepatan lebih lambat.
		2	Hanya dapat menggunakan bahasa pergaulan, pengucapan perlahan-lahan dan diulang ulang.
		1	Tidak dapat dikatakan memahami percakapan bahasa Inggris yang sederhana sekalipun.

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$

**Table 2. Lembar Penilaian Post-Test**

No	Name	Criteria					Total Nilai	Keterangan
		Pronunciation	Grammar	Vocabulary	Fluency	Communication		
1								
2								
3								
4								
5								
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32								
33								
34								
35								

**Total nilai = nilai yang diperoleh/nilai maksimal \* 100**

$$= 25/25 * 100 = 100$$



*Appendix X Teaching Module of Experimental Class and Controlled Class*

**INFORMASI UMUM**

**IDENTITAS SEKOLAH**

Nama Institusi	: SMP Negeri 2 Karangpucung
Tahun Ajaran	: 2023/2024
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil
Materi	: Descriptive Text
Alokasi Waktu	: 5 Pertemuan (7 JP )

**CAPAIAN PEMBELAJARAN (CP)**

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

**KOMPETENSI AWAL**

- ✓ Peserta didik mampu menggambarkan sesuatu dalam bahasa Inggris
- ✓ Peserta didik mampu menguasai *vocabulary* dalam penggunaannya dengan baik

**ELEMEN/DOMAIN CP**

- ✓ Menyimak-Berbicara (*Listening-Speaking*)
- ✓ Membaca-Memirsa (*Reading-Listening*)
- ✓ Menulis-Mempresentasikan (*Writing-Speaking*)

**TUJUAN PEMBELAJARAN**

- ✓ Peserta didik mampu menggunakan *simple present tense*
- ✓ Peserta didik mampu bertanya jawab menggunakan *simple present tense* secara sederhana
- ✓ Peserta didik mampu mendeskripsikan benda disekitarnya

**ESSENTIAL QUESTION(S)**

- ✓ What are your favorite toys?

- ✓ Why do you like it?
- ✓ Can you describe how is it?

### ACUAN ALUR TUJUAN PEMBELAJARAN (ATP)

#### PROFIL PANCASILA

Beriman, bertakwa kepada Tuhan, dan berakhlak baik.  
 Bergotong-royong  
 Bernalar Kritis  
 Kreatif

#### SUMBER PEMBELAJARAN UTAMA

- ☐ **Materi Ajar** : Descriptive Text

##### *Listening*

- ✓ *Listen to and observe a video about describing something on YouTube*

##### *Speaking*

- ✓ *Try to describe their favorite thing*

##### *Reading and Viewing*

- ✓ *Reading the text and finding specific information from the text*

##### *Writing and Presenting:*

- ✓ *Do a discussion group to describe something*

#### MEDIA PEMBELAJARAN

Komputer/Laptop/Hp  
 Worksheet  
 Papan tulis, spidol, dan penghapus  
 Lembar Kegiatan Peserta Didik (LKPD)  
 LCD Projector dengan tayangan *powerpoint*, video, gambar-gambar, dan lain- lain.  
 Slayer

#### MODEL PEMBELAJARAN

- ✓ *Problem Based Learning (PBL)*
- ✓ Diskusi
- ✓ Presentasi

#### SUMBER BELAJAR (*References*)

Buku paket Bahasa Inggris Kelas VIII “When English Rings a Bell”  
 Internet

## ACUAN ALUR TUJUAN PEMBELAJARAN (ATP)

### *Experimental Class*

<b>1. KEGIATAN PERTEMUAN KE-1 (<i>Experiment Class</i>)</b>	
Pendahuluan (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</li> <li>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.</li> <li>3. <i>Introduction, motivation, and ice breaking.</i></li> <li>4. <i>Brainstorming:</i> Memberikan pertanyaan pemantik <ul style="list-style-type: none"> <li>- <i>Have you ever described something?</i></li> <li>- <i>Did you know about describing something?</i></li> </ul> </li> <li>5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>6. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.</li> </ol>
Inti (60 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dikenalkan materi tentang <i>Descriptive Text</i>.</li> <li>2. Guru memperkenalkan <i>Blindfold Game</i>, peserta didik menyimak dengan seksama.</li> <li>3. Guru menayangkan video <i>on YouTube</i> tentang "<i>Describing thing</i>" peserta didik menyimak dengan seksama.</li> <li>4. Peserta didik diarahkan untuk memberikan pendapat terkait makna atau isi dari tayangan video.</li> <li>5. Peserta didik diarahkan untuk mendeskripsikan sesuatu dalam bahasa Inggris</li> <li>6. Guru menyediakan <i>vocabulary</i> untuk dihafalkan oleh siswa.</li> </ol>
Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terhadap proses pembelajaran: <i>Well class, you have done a very good job today. Most of you are active. I hope all of you will be involved in the interaction next time</i></li> <li>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</li> <li>3. Guru menyampaikan agenda pertemuan berikutnya.</li> <li>4. Guru memberikan salam penutup.</li> </ol>

<b>2. KEGIATAN PERTEMUAN KE-2 (<i>Experiment Class</i>)</b>	
Pendahuluan (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</li> <li>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.</li> <li>3. <i>Introduction, motivation, and ice breaking.</i></li> <li>4. <i>Brainstorming:</i> Memberikan pertanyaan pemantik <ul style="list-style-type: none"> <li>- <i>Have you ever described something?</i></li> </ul> </li> </ol>

	<p>- <i>Did you know about describing something?</i></p> <p>5. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>6. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.</p>
Inti (60 Menit)	<p>1. Dijelaskan materi <i>Simple Present Tense</i></p> <p>2. Peserta didik diberikan contoh teks deskripsi</p> <p>3. Peserta didik diarahkan untuk mendeskripsikan ruang kelas.</p> <p>4. Setiap siswa mempresentasikan hasil teks deskripsi</p> <p>5. Guru menyediakan <i>vocabulary</i> untuk dihafalkan oleh siswa.</p>
Penutup (10 Menit)	<p>1. Guru memberikan umpan balik terhadap proses pembelajaran: <i>Well class, you have done a very good job today. Most of you are active. I hope that next time, all of you will be involved in the interaction. How do you feel during the lesson? Is there anyone who wants to say something?</i></p> <p>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</p> <p>3. Guru menyampaikan agenda pertemuan berikutnya.</p> <p>4. Guru memberikan salam penutup.</p>



### 3. KEGIATAN PERTEMUAN KE-3 (*Experiment Class*)

Pendahuluan (10 Menit)	<p>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</p> <p>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.</p> <p>3. <i>Brainstorming</i>: Memberikan pertanyaan pemantik</p> <div data-bbox="598 1247 896 1583" data-label="Image"> </div> <p>- <i>Would you please explain to me about this teddy bear?</i></p> <p>- <i>What is the meaning of describe?</i></p>
Inti (60 Menit)	<p>1. Peserta didik dibangun rasa percaya diri untuk berani mengucapkan beberapa kalimat dalam bahasa Inggris secara bersama dan individu.</p> <p>2. Dibentuk kelompok yang terdiri dari 4-5 siswa perkelompok. Disediakan penutup mata dan pilihan objek.</p> <p>3. satu siswa di setiap kelompok mengenakan penutup mata. Siswa lain memilih objek dan menjelaskannya secara rinci menggunakan bahasa deskriptif, dengan fokus pada aspek-aspek seperti bentuk, ukuran, tekstur, warna, dan karakteristik relevan lainnya.</p>



	4. Setelah siswa yang ditutup matanya menebak objek, anggota lain dalam kelompok menulis paragraf deskriptif tentang objek berdasarkan deskripsi verbal yang mereka terima.
Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terhadap proses pembelajaran  <i>"Well class, you have done an excellent job today. Most of you are active. I hope all of you will be involved in the interaction next time. How do you feel during the lesson? Does anyone want to say something?"</i></li> <li>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</li> <li>3. Guru menyampaikan agenda pertemuan berikutnya.</li> <li>4. Guru memberikan salam penutup.</li> </ol>

#### 4. KEGIATAN PERTEMUAN KE-4 (*Experiment Class*)

Pendahuluan (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</li> <li>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.</li> <li>3. <i>Brainstorming</i>: Memberikan pertanyaan pemantik</li> </ol>  <p>- <i>Would you please explain to me about this?</i></p>
Inti (60 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dibangun rasa percaya diri untuk berani mengucapkan beberapa kalimat dalam bahasa Inggris secara bersamaan dan individu.</li> <li>2. Disediakan penutup mata dan beberapa objek.</li> </ol>  <ol style="list-style-type: none"> <li>3. Setiap siswa mendeskripsikan objek yang disediakan dengan mata tertutup.</li> </ol>
Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terhadap proses pembelajaran:  <i>Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i></li> <li>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</li> </ol>

	3. Guru menyampaikan agenda pertemuan berikutnya. 4. Guru memberikan salam penutup.
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### 5. KEGIATAN PERTEMUAN KE-5 (*Experiment Class*)

Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar. 2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran. 3. <i>Brainstorming</i> : Memberikan pertanyaan pemantik. - <i>Do you still remember about our last material?</i> - <i>Can you describe me about this book?</i> 4. Guru mengenalkan <i>Blindfold Game</i> , yang akan digunakan pada materi <i>Descriptive Text</i>
Inti (60 Menit)	1. Guru menjelaskan kegiatan yang akan dilakukan. 2. Guru mengevaluasi materi yang telah disampaikan. 3. Dibentuk kelompok kecil yang terdiri dari dua orang. 4. Seorang siswa memakai penutup mata untuk memastikan mereka tidak dapat melihat objek tersebut. 5. Siswa lain mendeskripsikanya objek yang ada disekitar kepada siswa yang ditutup matanya menggunakan bahasa yang terperinci. 6. Siswa yang ditutup matanya mendengarkan deskripsi dan mencoba menebak objek berdasarkan informasi yang diberikan.
Penutup (10 Menit)	1. Guru memberikan umpan balik terhadap proses pembelajaran: <i>Well class, you have done a very good job today. Most of you are active. I hope all of you will be involved in the interaction next time. How do you feel during the lesson? Does anyone want to say something?</i> 2. Guru menyimpulkan apa yang telah dipelajari hari ini. 3. Guru menyampaikan agenda pertemuan berikutnya. 4. Guru memberikan salam penutup.

### *Control Class*

### KEGIATAN PERTEMUAN KE-1 (*Control Class*)

Pendahuluan (10 Menit)	1. Guru mengucapkan salam pembuka dan menanyakan kabar. 2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran. 3. <i>Introduction, motivation, and ice breaking.</i> 4. <i>Brainstorming</i> : Memberikan pertanyaan pemantik - <i>Have you ever described something?</i> - <i>Did you know about describing something?</i> Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
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	Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
Inti (60 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dikenalkan materi tentang <i>Descriptive Text</i>.</li> <li>2. Guru menayangkan video <i>on YouTube</i> tentang “<i>Describing thing</i>” peserta didik menyimak dengan seksama.</li> <li>3. Peserta didik diarahkan untuk memberikan pendapat terkait makna atau isi dari tayangan video.</li> <li>4. Peserta didik diarahkan untuk mendeskripsikan sesuatu dalam bahasa Inggris</li> <li>5. Guru menyediakan <i>vocabulary</i> untuk dihafalkan oleh siswa.</li> </ol>
Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terhadap proses pembelajaran: <i>Well class, you have done a very good job today. Most of you are active. I hope all of you will be involved in the interaction next time. How do you feel during the lesson? Does anyone want to say something?</i></li> <li>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</li> <li>3. Guru menyampaikan agenda pertemuan berikutnya.</li> <li>4. Guru memberikan salam penutup.</li> </ol>

## 2. KEGIATAN PERTEMUAN KE-2 (*Control Class*)

Pendahuluan (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</li> <li>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.</li> <li>3. <i>Introduction, motivation, and ice breaking.</i></li> <li>4. <i>Brainstorming</i>: Memberikan pertanyaan pemantik <ul style="list-style-type: none"> <li>- <i>Have you ever described something?</i></li> <li>- <i>Did you know about describing something?</i></li> </ul> </li> </ol> <p>Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.</p>
Inti (60 Menit)	<p>Dijelaskan materi <i>Simple Present Tense</i></p> <ol style="list-style-type: none"> <li>2. Peserta didik diberikan contoh teks deskripsi</li> <li>3. Peserta didik diarahkan untuk menganalisis sebuah teks deskripsi.</li> <li>4. Guru menyediakan <i>vocabulary</i> untuk dihafalkan oleh siswa.</li> </ol>
Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terhadap proses pembelajaran: <i>Well class, you have done a very good job today. Most of you are active. I hope that next time, all of you will be involved in the interaction. How do you feel during the lesson? Is there anyone who wants to say something?</i></li> <li>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Guru menyampaikan agenda pertemuan berikutnya.</li> <li>4. Guru memberikan salam penutup.</li> </ol>
--	--



### 3. KEGIATAN PERTEMUAN KE-3 (*Control Class*)

Pendahuluan (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</li> <li>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.</li> <li>3. <i>Brainstorming</i>: Memberikan pertanyaan pemantik</li> </ol>  <p>- <i>Would you please explain to me about this teddy bear?</i>  - <i>What is the meaning of describe?</i></p>
Inti (60 Menit)	<ol style="list-style-type: none"> <li>1. Peserta didik dibangun rasa percaya diri untuk berani mengucapkan beberapa kalimat dalam bahasa Inggris secara bersamaan dan individu.</li> <li>2. Siswa dan guru berdiskusi tentang ruang kelas.</li> <li>3. siswa menulis deskripsi singkat tentang setiap elemen didalam ruang kelas.</li> <li>4. Siswa dibagi menjadi kelompok kecil yang terdiri dari 2 orang.</li> <li>5. Setiap kelompok mendiskusikan deskripsi yang telah mereka buat dan saling memberikan masukan.</li> <li>6. Setiap kelompok mempresentasikan deskripsi ruang kelas mereka kepada kelas.</li> </ol>
Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terhadap proses pembelajaran:  <i>Well class, you have done a very good job today. Most of you are active. I hope all of you will be involved in the interaction next time. How do you feel during the lesson?</i>  <i>Does anyone want to say something?</i></li> <li>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</li> <li>3. Guru menyampaikan agenda pertemuan berikutnya.</li> <li>4. Guru memberikan salam penutup.</li> </ol>

### 4. KEGIATAN PERTEMUAN KE-4 (*Control Class*)

	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</li> <li>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku</li> </ol>
--	--



<p>Pendahuluan (10 Menit)</p>	<p>pelajaran.</p> <p>3. <i>Brainstorming</i>: Memberikan pertanyaan pemantik</p>  <p>- <i>Would you please explain to me about this?</i></p>
<p>Inti (60 Menit)</p>	<p>1. Peserta didik dibangun rasa percaya diri untuk berani mengucapkan beberapa kalimat dalam bahasa Inggris secara bersamaan dan individu.</p> <p>3. Disediakan beberapa objek.</p>  <p>4. Setiap siswa mendeskripsikan objek yang telah disediakan</p>
<p>Penutup (10 Menit)</p>	<p>1. Guru memberikan umpan balik terhadap proses pembelajaran: <i>Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i></p> <p>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</p> <p>3. Guru menyampaikan agenda pertemuan berikutnya.</p> <p>4. Guru memberikan salam penutup.</p>

### 5. KEGIATAN PERTEMUAN KE-5 (*Control Class*)

<p>Pendahuluan (10 Menit)</p>	<p>1. Guru mengucapkan salam pembuka dan menanyakan kabar.</p> <p>2. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti ber'doa, absensi, menyiapkan buku pelajaran.</p> <p>3. <i>Brainstorming</i>: Memberikan pertanyaan pemantik.</p> <p>- <i>Do you still remember about our last material?</i></p> <p>- <i>Can you describe me about this book?</i></p>
<p>Inti (60 Menit)</p>	<p>1. Guru menjelaskan kegiatan yang akan dilakukan.</p> <p>2. Guru mengevaluasi materi yang telah disampaikan.</p> <p>3. Dibentuk kelompok kecil yang terdiri dari dua orang.</p> <p>4. Siswa lain mendeskripsikan objek yang ada disekitar kepada siswa lainnya.</p> <p>5. Siswa yang ditutup matanya mendengarkan deskripsi dan mencoba menebak objek berdasarkan informasi yang</p>

	diberikan.
Penutup (10 Menit)	<ol style="list-style-type: none"> <li>1. Guru memberikan umpan balik terhadap proses pembelajaran: <i>Well class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i></li> <li>2. Guru menyimpulkan apa yang telah dipelajari hari ini.</li> <li>3. Guru menyampaikan agenda pertemuan berikutnya.</li> <li>4. Guru memberikan salam penutup.</li> </ol>

ASSESSMENT	
Formatif	Evaluasi di setiap akhir pelajaran.
Sumatif	Peserta didik mengerjakan tugas yang diberikan guru berupa praktik speaking skill.

REFLEKSI GURU & SISWA	
Refleksi Guru	<p>Kendala apakah yang ditemukan guru selama melakukan pembelajaran ini?</p> <p>Solusi apakah yang diambil guru untuk mengatasi kendala-kendala yang ada?</p> <p>Langkah apa yang dapat dilakukan guru jika tujuan pembelajaran belum tercapai?</p> <p>Apakah perubahan-perubahan yang akan dilakukan guru pada pertemuan berikutnya untuk mencapai tujuan pembelajaran?</p>
Refleksi Siswa	<p>Kendala apakah yang kamu temui selama melaksanakan pembelajaran ini?</p> <p>Bagaimana perasaanmu selama mengikuti pembelajaran ini?</p> <p>Cara belajar yang bagaimana yang paling membantu mu dalam mempraktekkan pembelajaran?</p> <p>Kesulitan apa saja yang kamu temui saat mengikuti pembelajaran ini?</p> <p>Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah?</p> <p>Langkah apakah yang dapat kalian lakukan untuk mengatasi</p>

	kesulitan yang kamu temui? Bagaimana pendapatmu terhadap penggunaan <i>Blindfold Game</i> dalam pembelajaran?
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<b>PENGAYAAN &amp; REMIDIAL</b>	
Pengayaan	Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa penambahan bacaan ataupun video dari jenis teks serupa untuk memperkaya pengetahuan.
Remedial	Remedial diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

Tayem, 19 September 2024

Mengetahui,

Kepala SMP N 2 Karangpucung

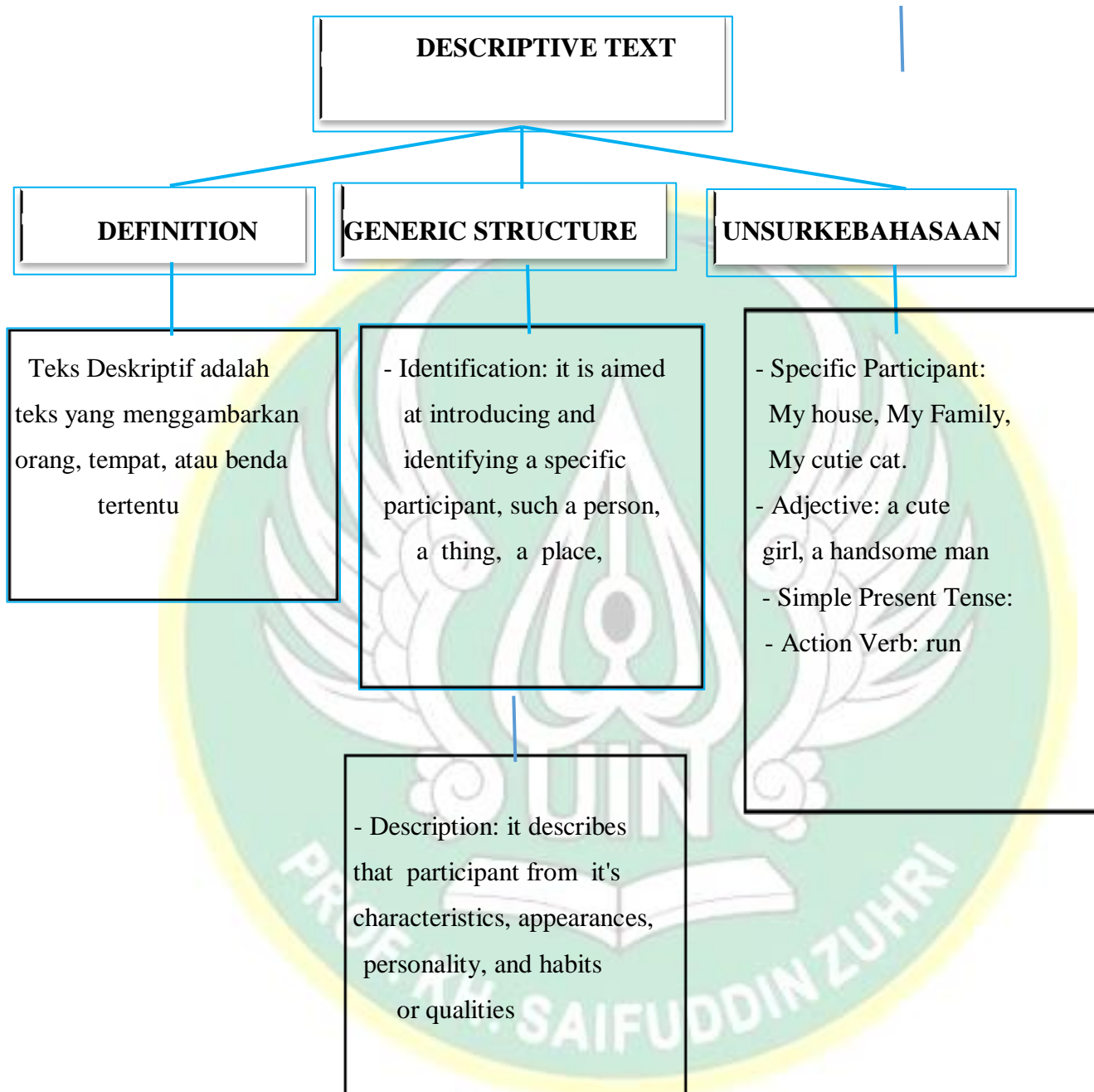
Guru Mata Pelajaran Bahasa Inggris

**Kasmivana Sulistiowati, S.Pd.Mat., M.P.d**  
NIP. 19850304 200903 2 009

**Siti Maesaroh**  
NIM. 2017404111

## A. BAHAN BACAAN GURU & PESERTA DIDIK

### ➤ PETA KONSEP





## ➤ Uraian Materi

### 1. Definition

Descriptive text is a text that describes a particular object in detail. Descriptive text is used when we want to explain something, someone, an animal, or a plant.

### 2. Generic Structure

#### a. Identification

Identifies particular things to be described.

e.g. What is the topic of the text? What is the text about?

#### b. Description

This part describes the parts and characteristics.

e.g. The parts of the classroom (doors, windows, tables, chairs, and walls).

### 3. Language Features

Adjective: Beautiful, handsome, attractive, clever, ugly, etc.

Action verb: Run, walk, sleep, cut, etc.

### 4. The use of Simple Present Tense

- To describe regular, routine, or habitual events that occur daily.
- Subject + verb (s/es) + object
- Example: He is a teacher
- I am not lazy
- Are you a doctor?

### 5. Linking Verb: Is, are, has, have, belongs to

#### Vocabularies

- |                        |                  |
|------------------------|------------------|
| - Beautiful = Cantik   | - Long = Panjang |
| - Handsome = Tampan    | - Short = Pendek |
| - Angry = Marah        | - Rough = Kasar  |
| - Cute = Manis         | - Soft = Lembut  |
| - Ugly = Jelek         | - Sharp = Tajam  |
| - Aggressive = Agresif | - Big = Besar    |
| - Calm = Tenang        | - Small = Keci   |
| - Clever = pandai      | - Happy = Senang |
| - Charming = Menawan   | - Sad = Sedih    |
| - Famous = Terkenal    | - Kind = Baik    |
| - Lazy = Malas         | - Shy = Pemalu   |
| - Strong = Kuat        | - Brave = Berani |
| - Weak = Lemah         | - Funny = Lucu   |

- Pretty = Cantik
- Green = Hijau
- Dark = Gelap
- Blue = Biru
- Light = Terang

## Contoh Teks Deskripsi

### *My Classroom*

*My classroom is big, neat, and clean. It is about 10 x 9 meters. The wall color is white. There are four glass doors and 6 windows. There are thirty desks for students and two desks for teachers. One teacher's desk is in front of the class and another one is in the back. The students' desks are greyish and light blue. While the teachers' desks are white and brown. All desks are made of wood and iron. There are two bookshelves and two whiteboards in front of the class. I feel comfortable to study in my classroom.*



I really love elephants. I love their big ears and long trunks. Elephants can pick up food with their trunk and put it in their mouth, or collect water in their trunk and spray it out. I like watching elephants in videos and I especially love baby elephants. They're so cute.



I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute big red eyes! My rabbit likes to eat carrots and other vegetables. When I released my

rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him in his cage because I'm afraid he might run away. I don't want to lose my rabbit because I love him very much.



*This one is about my mother. Her name is Margaret N. Craft. She has a brown complexion and brown hair. Her height is as same as mine, 5' 11". My mother is a tailor. She sews some clothes for women such as shirts, jeans, and skirts. I learn many things about sewing from her. She is a great teacher for me. Every morning, she wakes up earlier than other members of my family. She prepares breakfast for us. She is a tough and patient mother. We love her very much.*



She is Ema. She has blonde hair. Her eyes are so beautiful, it's blue colour. She wears pink clothes and red shoes.

### Daftar Pusaka

- Audy, K. (2019, Agustus 12). Retrieved from Scribd:  
<https://www.scribd.com/document/421546280/bahan-ajar-asking-for-and-giving-direction>
- Damayanti, Ika Lestari, dkk. (2022). *English for Nusantara untuk SMP/MTs Kelas VII*. Jakarta Selatan: PT Gramedia.

## B. LEMBAR KERJA PESERTA DIDIK (LKPD)

### Pertemuan ke-1

**Task 1.** Listen and analyze the video you will hear on YouTube video about Descriptive Text.

<https://youtu.be/bPBrKt6jv90?si=-lItY1ozKvcUCowo>

**Task 2.** Giving material about Descriptive text that is included in some point.

- Definition of Descriptive Text
- Generic Structure
- Adjective: Beautiful, handsome, attractive, clever, ugly, etc.
- Action verb: Run, walk, sleep, cut, etc.
- Linking Verb: Is, are, has, have, belongs to
- Vocabularies

### Pertemuan ke-2

**Task 2.** Learn about Simple Present Tense

The Simple Present Tense describes regular, routine, or habitual events that continue to occur daily.

- Subject + verb (s/es) + object
- Example: - He is a teacher
- I am not lazy
- Are you a doctor?

I	Saya	Am	Do
You	Kamu	Are	
They	Mereka		
We	Kami/kita		
Plural Subject	Subject Jamak		
He	Dia (Laki-laki)	Is	does
She	Dia (Perempuan)		
It	Dia (untuk hewan/sesuatu)		
Singular Subject	Subjek Tunggal		



### ➤ Pertemuan ke-3

**Task 3.** Please describe your classroom!



Vocabularies

- |                             |                          |
|-----------------------------|--------------------------|
| a. Chair: Kursi             | e. Board marker : Spidol |
| b. Table : Meja             | f. Long : Panjang        |
| c. Window : Jendela         | g. Short : Pendek        |
| d. Whiteboard : Papan tulis | h. White : Putih         |
| e. Board marker : Spidol    |                          |

### ➤ Pertemuan ke-4

**Task 4.** Please describe the objects that have been provided!



### ➤ Pertemuan ke-5

**Task 5.** Please, describe the objects around you!

## C. ASSESSMENT INSTRUMENT

### Summative Assessment

To check their understanding, so I always give an evaluation with some exercises and ask others.

Jenis : Presentation

Soal : 5 soal

Rubrik :

No	Criteria		Score Description
1	Pronunciation	5	Pronunciation and intonation are always very clear/accurate
		4	Pronunciation and intonation are almost clear/accurate
		3	Pronunciation and intonation are usually clear/accurate with a few problem areas
		2	Pronunciation and intonation errors sometimes make it difficult to understand the students
		1	Frequent problems with pronunciation and intonation
2	Grammar	5	Uses a variety of structures without occasional grammatical errors
		4	Uses a variety of structures with only occasional grammatical errors
		3	Uses a variety of grammar structures, but makes some errors
		2	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors
		1	Uses basic structures, makes frequent errors
3	Fluency	5	Speaks smoothly, with no hesitation
		4	Speaks smoothly, with little hesitation
		3	Speaks with some hesitation, but it does not usually interfere with communication

		2	Speaks with some hesitation, which often interferes with communication
		1	Hesitates too often when speaking, which often interferes with communication
4	Vocabulary	5	Uses a variety of vocabulary and expressions
		4	Uses a variety of vocabulary and expressions, but makes some errors in word choice
		3	Uses limited vocabulary and expressions
		2	Adjust only basic vocabulary and expressions
		1	Adjust only basic vocabulary and no expressions
5	Comprehensive	5	Understands most of what is said at an average speed.
		4	Understands what is said at an average speed, although occasional repetition is required.
		3	Understands what is said at a slower pace.
		2	Can only use social language, pronouncing slowly and repeatedly.
		1	Can not be said to understand even simple English conversation even simple English conversation.

$$\text{Students score} = \frac{\text{Totalscore}}{25} \times 100$$

Note:

85-100 = Very Good

70-84 = Good

55-69 = Okay

25-54 = Poor

*Appendix XI The Results of Pre-Test and Post-Test of Experimental Class*

No	Students' Code	Score of Pre-Test	Score of Post-Test
1	E1	60	84
2	E2	48	78
3	E3	54	84
4	E4	60	96
5	E5	58	88
6	E6	46	90
7	E7	60	88
8	E8	46	84
9	E9	52	96
10	E10	60	88
11	E11	46	90
12	E12	54	78
13	E13	50	96
14	E14	56	88
15	E15	60	88
16	E16	46	88
17	E17	50	84
18	E18	60	98
19	E19	52	80
20	E20	46	90
21	E21	56	84
22	E22	60	90
23	E23	52	84
24	E24	40	96
25	E25	48	98
26	E26	56	76
27	E27	52	86
28	E28	54	98
29	E29	60	94
30	E30	56	88
31	E31	52	86
32	E32	56	90



*Appendix XII The Results of Pre-Test and Post-Test of Control Class*

No	Students' Code	Score of Pre-Test	Score of Post-Test
1	C1	60	60
2	C2	48	70
3	C3	54	42
4	C4	60	56
5	C5	58	44
6	C6	46	60
7	C7	60	44
8	C 8	46	50
9	C 9	52	48
10	C10	60	92
11	C11	50	54
12	C12	60	44
13	C13	56	48
14	C14	48	60
15	C15	56	50
16	C16	50	72
17	C17	46	44
18	C18	58	52
19	C19	50	70
20	C20	48	48
21	C21	46	72
22	C22	40	44
23	C23	48	70
24	C24	44	44
25	C25	60	40
26	C26	44	60
27	C27	40	60
28	C28	48	54
29	C29	60	80
30	C30	46	46
31	C31	52	78
32	C32	52	54

*Appendix XIII Documentations*



Speaking Practice (Pre-Test) Experimental Class



Speaking Practice (Pre-Test) in Experimental Class



Learning Descriptive Text in the Experimental Class by using the Blindfold game



Learning Descriptive Text in the Experimental Class by using the Blindfold game





Pre-test in Control Class



Learning Descriptive Text in the Controlled Class by Conventional Learning



Learning Descriptive Text in the Controlled Class by Conventional Learning





Learning Descriptive Text in the Experimental Class by using the Blindfold game



Speaking Practice (Post-Test) in Experimental Class

*Appendix XIV Students' Pre-Test Sheet of Experimental Class*

zifro NOVITZAI  
VIII.1

56

Pre Test

---

**Petunjuk :**

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

---

**Please read the instructions carefully.**

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

1

Student 1

Meliza Auliya  
VIII.1

Pre Test

60

Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Student 2

Ekyer, Viqrotul  
VIII-1

60

### Pre Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read the instructions carefully.

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.



Bunga Rafaela  
VIII.1

Pre Test

54

Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan dinilai berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge.
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Student 4

keanu jabar  
VIII.1

Pre Test

54

**Petunjuk :**

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

**Please read the instructions carefully.**

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge.
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

*Appendix XV Students' Post-Test Sheet of Experimental Class*

zhero Noyatosaf  
VIII-1

90

Post Test

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**Petunjuk :**

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

---

**Please read carefully the instruction.**

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules.
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

1

Student 1

Meliza Auliya

## Post Test

96

**Petunjuk :**

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

**Please read carefully the instructions.**

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.



Eisyel Vignetti

VIII 7

88

### Post Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher

Bunga Rafeila  
VIII.1.

84

### Post Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration for preparing the text is 10 minutes and allowed to bring notes.
  2. The duration of the speaking test is approximately one minute.
  3. Make sure the voice is loud and clear enough.
  4. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Kecanu Jabar  
VIII.1

96

### Post Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read carefully the instructions.

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

*Appendix XVI Students' Pre-Test Sheet of Controlled Class*

Safira Duta  
VIII.2

40

Pre Test

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**Petunjuk :**

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

---

**Please read the instructions carefully.**

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

1

Student 1



Pisma Dayanti  
VIII.2

44

Pre Test

Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Khusni Khotimah  
VIII.2

Pre Test

56

Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Muhammad Nizam  
VIII.2

Pre Test

46

Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Student 4

Indri Viana Langsur  
VIII 2

56

### Pre Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read carefully the instructions.

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to describe the topic chosen in front of friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.



## Appendix XVII Students' Post-Test Sheet of Controlled Class

SAIFUDDIN  
VIII.2

(60)

Post Test

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**Petunjuk :**

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

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**Please read carefully the instruction.**

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge.
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

1

Student 1

Risma Dayanti  
VIII.2

44

Pre Test

Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

The pre-test for this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher gave topics related to students' knowledge,
  1. My Family
  2. Favorite Food
  3. Favorite Singer
- B. The researcher asked the students to present the chosen topic to friends.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Khusnul Khotimah

VIII 2

50

### Post Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

Muhammad Nizam

VIII.2

44

### Post Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read carefully the instruction.

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.



Ineti viana Langsur  
VIII.2

48

### Post Test

#### Petunjuk :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

#### Please read carefully the instructions.

The Pre-test in this speaking test is designed in direct practice. You will be asked to explain something based on the topics provided by the teacher.

- A. The researcher provided various objects related to students' knowledge,
- B. The researcher asked the students to describe the chosen object orally in approximately one minute.
- C. The researcher explains the rules,
  1. The duration of the speaking test is approximately one minute.
  2. Make sure the voice is loud and clear enough.
  3. The speaking test will be recorded.
- D. Assessment points:
  1. Pronunciation (5 points)
  2. Grammar (5 points)
  3. Vocabulary (5 points)
  4. Fluency (5 points)
  5. Comprehension (5 points)
- E. The assessment will be conducted by two raters, namely the researcher and the teacher.

## Appendix XVIII Curriculum Vitae

**Curriculum Vitae****A. Personal Identit**

1. Name : Siti Maesaroh
2. Student ID Number : 2017404111
3. Gender : Female
4. Address : Tayem RT 04/RW 03 Karangpucung, Cilacap
5. Email : [2017404111@mhs.uinsaizu.ac.id](mailto:2017404111@mhs.uinsaizu.ac.id)
6. Father's Name : Sobari
7. Mother's Name : Mardiyah

**B. Educational Background**

1. Formal Education
  - a. SD/MI : SD N Tayem 02
  - b. SMP/MTS : SMP N 2 Karangpucung
  - c. SMA/MA : SMK Miftahul Ihsan Banjar
  - d. S1 : UIN Prof. K.H. Saifuddin Zuhri Purwokerto
2. Non-Formal Education
  - a. 2017-2020 : Pondok Pesantren Miftahul Ihsan
  - b. 2021-2022 : Pesantren Mahasiswa An Najah Purwokerto

**C. Organization Experiences**

1. 2018-2019 : OSIS SMK MI Banjar
2. 2018-2019 : Scout SMK MI Banjar
3. 2021-2022 : Pengurus Putri Pesma An Najah Purwokerto
4. 2021-2022 : EASA UIN Saizu Purwokerto

Purwokerto, November, 14<sup>th</sup> 2024


**Siti Maesaroh**  
**S.N. 2017404111**