

**THE EFFECTIVENESS OF BLINDFOLD GAMES
ON STUDENTS WRITING SKILL AT 7th GRADE
SMP NEGERI 1 KARANGMONCOL PURBALINGGA**



AN UNDERGRADUATE THESIS

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

by

**Opi Dwi Prastowo
Student Number 2017404059**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2025**

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Here with I,

Name : Opi Dwi Prastowo

Student' Number : 2017404059

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, **"The Effectiveness of Blindfold Games on Students' Vocabulary Mastery in SMP Negeri 1 Karangmoncol Purbalingga"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation prediacate and bachelor degree).

Purwokerto, 12 Maret 2025

I Who Declare,



Opi Dwi Prastowo
S.N. 2017404059

APPROVAL SHEET

APPROVAL SHEET

This thesis, entitled

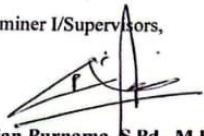
**THE EFFECTIVENESS OF BLINFOLD GAMES ON STUDENTS WRITING
SKILL AT 7th GRADE SMP NEGERI 1 KARANGMONCOL
PURBALINGGA**

Written by, Opi Dwi Prastowo (Student Number. 2017404059) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto has examined on 18th March 2025 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

Purwokerto, 16 April 2025

Approved by:


Examiner I/Supervisors,


Yulian Purnama, S.Pd., M.Hum
NIP. 197607012008011030

Examiner II/Secretary,


H. Agus Husein As Sabiq, M.Pd
NIP. 1987081120201210006

The Main Examiners,


Muflifah, S.S., M.Pd
NIP. 197209232000032004

Legalized,

The Head of Education Department


Maria Upah, M.Si
NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To :

The Head of Education Departement
Faculty of Tarbiya and Teacher Training,
State Ismalic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamualaikum Wr. Wb.

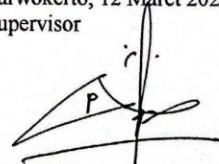
After conducting guidance, review, direction, and correction, then through this letter, I convey that:

Name : Opi Dwi Prastowo
Student Number : 2017404059
Departement : Education
Study Program : English Education Program
Faculty : Tarbiya and Teacher Training
Title : The Effectiveness of Blindfold Games on
Students' Vocabulary Mastery in SMP Negeri 1 Karangmoncol
Purbalingga.

I recommend that this thesis be submitted to the Head of Education Departement, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, and examined in order to attain *Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Eduaction.*

Wassalamu'alaikum Wr. Wb

Purwokerto, 12 Maret 2025
Supervisor



Yulian Purnama, S.Pd., M.Hum
19760710 2008011030

MOTTO

No Pain No Gain



DEDICATION

*I dedicate this thesis to myself Opi Dwi Prastowo who has worked hard to finish it
and to my parents also my wife and my son.*



ACKNOWLEDGEMENT

Assalamu'alaikum Wr.Wb

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “*The Effectiveness Of Blindfold Games On Students Writing Skill At 7th Grade Smp Negeri 1 Karangmoncol Purbalingga*” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation for:

1. Prof. Dr. Fauzi, M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Suparjo, M.A., as the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi M.Pd.I., as the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M. Ag., as the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., the Head of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto
6. Abdal Chaqil Harimi, M.Pd.I., the Secretary of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.

7. Desi Wijayanti Ma'rufah, M. Pd., the English Education Study Program Coordinator in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
8. Yulian Purnama, S.Pd., M.Hum., the Supervisor who always give me support, knowledge, motivation, guidance, and suggestions for finishing this thesis.
9. Lecture and Administration Staff on State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
10. School Principal, Teachers, Staffs of SMP Negeri 1 Karangmoncol Purbalingga that help to arrange this thesis.
11. English Teacher of SMP Negeri 1 Karangmoncol Purbalingga, who had helped me with my thesis research.
12. My beloved parents, Mr Yudhi Utomo and Mrs Sumarni who had struggled for my educational career so far and provide motivation and always praying so that this thesis can be completed.
13. My beloved Son, Muhammad Darren Al Fatih and my beloved wife Indah Lestari.
14. My friends who always support and help me in writing this thesis.
15. Special thanks to my favorite football club Manchester United who always keeps me motivated to go through the day..

Wassalamualaikum wr.wb

**THE EFFECTIVENESS OF BLINDFOLD GAMES ON STUDENTS'
WRITING SKILLS IN SMP NEGERI 1 KARANGMONCOL PURBALINGGA**

OPI DWI PRASTOWO

SN : 2017404059

ABSTRACT

Abstract: The Blindfold game works well for text learning, which is the main goal of this study on improving students' English writing skills. This study aims to test the effectiveness of blindfold games on improving students' English writing skills at SMP Negeri 1 Karangmoncol Purbalingga. This study used a quantitative method, while the type of research is used a quasi-experimental type of research. The sample of this study was class VII D as the experimental class and VII B as the control class, each class containing 30 students, with the sampling carried out using technique random sampling. The research instrument used pre-test and post-test with the result of the study showing that the pre-test of the experimental class had an average score 10.633 with the highest score 15. The control group had 30 student, the pre-test of the control class had average score 10.066 with the highest score 16. The results of the hypothesis test obtained a significance value of $0.000 < 0.05$ which means that ***H₀*** was rejected and ***H₁*** was accepted. Thus, it can be said that Blindfold Games are effective in improving English writing skills in class VII students of SMP Negeri 1 Karangmoncol Purbalingga.

Keyword : Blindfold Games, Writing Skill

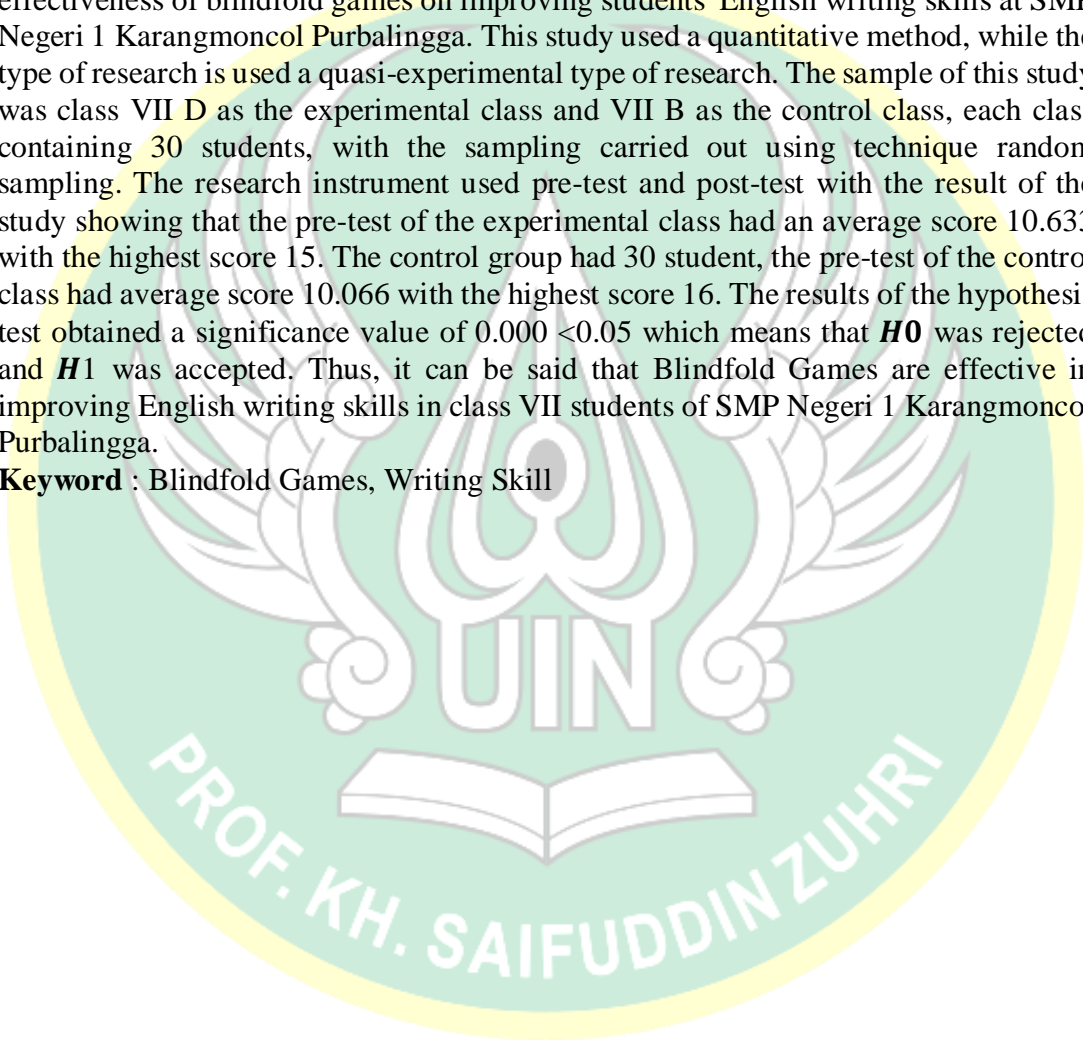
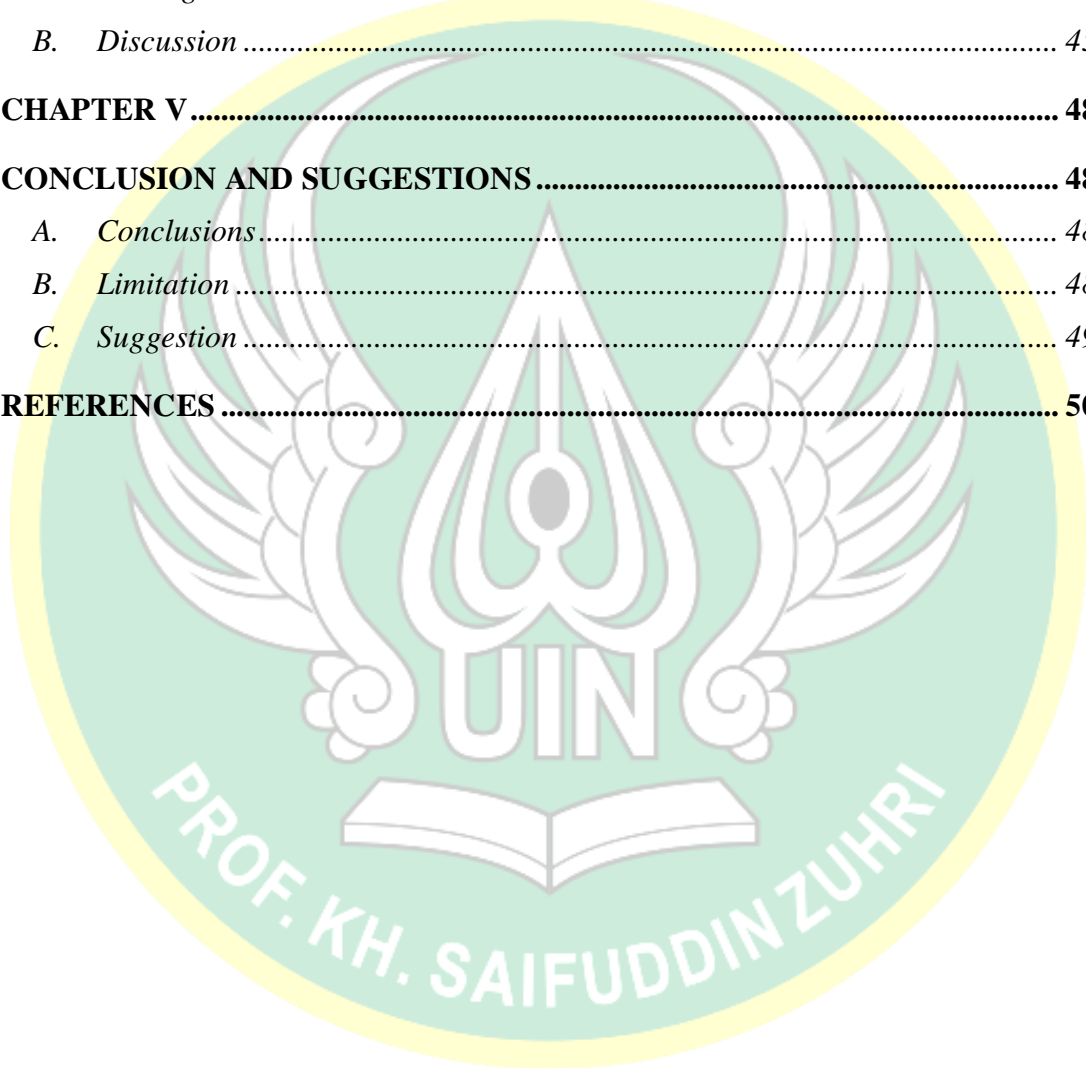


TABLE OF CONTENT

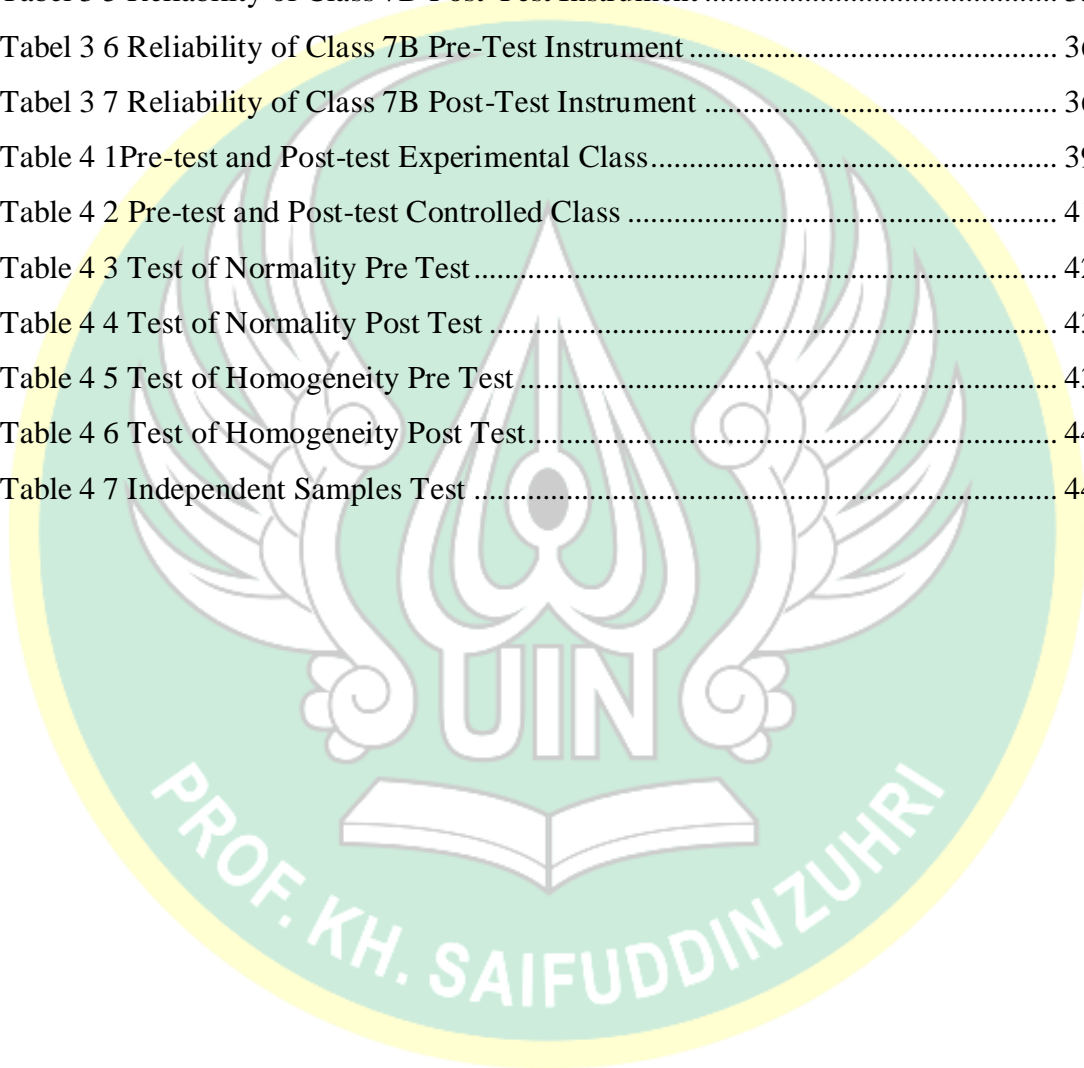
STATEMENT OF ORIGINALITY	i
APPROVAL SHEET	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT.....	ix
LIST OF TABLE.....	xii
LIST OF APPENDIX	xiii
CHAPTER I	1
INTRODUCTION	1
<i>A. Background of the Study.....</i>	<i>1</i>
<i>B. Clarification of Key Terms.....</i>	<i>5</i>
<i>C. Research Questions</i>	<i>5</i>
<i>D. Aims and Significance of the Study.....</i>	<i>6</i>
<i>E. Organization of the Paper.....</i>	<i>6</i>
CHAPTER II.....	8
THEORETICAL REVIEW.....	8
<i>A. Theoretical Framework.....</i>	<i>8</i>
<i>B. Previous Studies.....</i>	<i>24</i>
<i>C. Hypothesis</i>	<i>27</i>
CHAPTER III.....	28
METHODOLOGY.....	28
<i>A. Research Method</i>	<i>28</i>
<i>B. Research Setting.....</i>	<i>29</i>
<i>C. Population and Sample.....</i>	<i>30</i>
<i>D. Variables of The Research</i>	<i>30</i>

<i>E. Data Collection Techniques.....</i>	<i>32</i>
<i>F. Validity and Reliability of Data</i>	<i>34</i>
<i>G. Data Analysis</i>	<i>36</i>
CHAPTER IV	39
FINDINGS AND DISCUSSION	39
<i>A. Findings.....</i>	<i>39</i>
<i>B. Discussion</i>	<i>45</i>
CHAPTER V	48
CONCLUSION AND SUGGESTIONS	48
<i>A. Conclusions.....</i>	<i>48</i>
<i>B. Limitation</i>	<i>48</i>
<i>C. Suggestion</i>	<i>49</i>
REFERENCES	50



LIST OF TABLE

Tabel 3 1 Treatment schedule of Experimental Group	29
Tabel 3 2 Descriptive Text Writing Skills Assessment Rubric	33
Tabel 3 3 Validity Expert Judgement.....	35
Tabel 3 4 Reliability of Class 7D Pretest Instrument	35
Tabel 3 5 Reliability of Class 7D Post-Test Instrument	35
Tabel 3 6 Reliability of Class 7B Pre-Test Instrument	36
Tabel 3 7 Reliability of Class 7B Post-Test Instrument	36
Table 4 1 Pre-test and Post-test Experimental Class.....	39
Table 4 2 Pre-test and Post-test Controlled Class	41
Table 4 3 Test of Normality Pre Test.....	42
Table 4 4 Test of Normality Post Test	43
Table 4 5 Test of Homogeneity Pre Test.....	43
Table 4 6 Test of Homogeneity Post Test.....	44
Table 4 7 Independent Samples Test	44



LIST OF APPENDIX

Appendix 1 1 Research Permission Latter.....	55
Appendix 1 2 Expert Judgement	56
Appendix 1 3 Research Instrument	57
Appendix 1 4 Lesson Plan Experimental Group	59
Appendix 1 5 Lesson Plan Control Group.....	64
Appendix 1 6 Assessment Rubric	68
Appendix 1 7 Student Wokrsheet.....	69
Appendix 1 8 Result Pre-test and Post-test of Eksperimental Group	70
Appendix 1 9 Documentation.....	73
Appendix 1 10 Proposal Seminar Sertificate.....	74
Appendix 1 11 Certificate of Passing Comprehensive Examination	75
Appendix 1 12 BTA/PPI Certificate	76
Appendix 1 13 Arabic Language Sertificate	77
Appendix 1 14 English Language Sertificate	78
Appendix 1 15 KKN Certificate.....	79
Appendix 1 16 PPL Certificate.....	80
Appendix 1 17 Biography.....	81

CHAPTER I

INTRODUCTION

This chapter presents the introduction that consist of the background of the study, contains about background of the study, clarification of the key terms, research questions, aims and significanes of the study, and organization of the paper.

A. Background of the Study

English is international language that used by most of people in the world, including our country Indonesia. Goodwyn & Branson (2005:1) states English is vitally important and typically described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and life. Most of people know about English language, it has an important part in Indonesian education. English has been taught from elementary school until university. If someone is understanding well about English, they will able to understand about a lot of information and knowledge.

One of the important skills in teaching English is writing. Harmer (2004) as cited in (Apsari, 2018) states that in teaching English, writing has always formed part of the syllabus. According to Alves (2008) as cited in (Farizi et al., 2019), the way of communication of making contact between the readers and the writer is writing. For the readers, the writer truly gives something that may be valuable, and the people who will read what they write. Besides, Firdaus & Sunaryo (2013) as cited in (Farizi et al., 2019) states that writing is a kind of social communication where someone reads what others have written. It all means that there is a communication between reader and writer. There are several components involved in writing, which must be considered such as word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into cohesive and coherent form Gebhard (1996) as cited in (Apsari, 2018).

According to Nation (2009:113) writing is an activity that can usefully be prepared for work in the other skills of listening, speaking and reading. This

preparation can make it possible for words that have been used receptively to come into productive use. Writing is also considered as the indicator toward the student success in learning English. Since writing is productive skill, it also helps the students to develop their ability in expressing what they feel and think. Writing, speaking, and listening are communication skills that are important in all subject areas in the curriculum. This is because the students should be able to communicate in the target language in spoken and written language.

A language is a tool of communication. There are several forms of communication, the form is spoken language and written language. The purpose of communications is to send a message from the writer to the reader or the listener. The fact that human is social mankind; they certainly realize that they cannot survive without interacting with other people. The importance of language includes all the aspects of life because experience, feeling, and the idea of someone can only be known by other people by using language. It means that language is used for communication. According to Keraf, there are two understanding about language. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced using said, human. Second, language is a communication system that uses symbols vocal (a speech sound) which are arbitrary.

Writing is a complex skill progressing from the level of copying familiar words and phrases to developing and awareness of text structures, genres, the processes of drafting and editing, and writing for an audience. Reading and writing are usually taught in parallel because children who begin to read enjoy writing too. English native speakers children begin with that we call emergent writing, this start with pretend writing and then gradually they begin to write word and short texts but without knowing exactly how to spell.

Writing is one of the productive skills that should be emphasized in education. Writing skill is the ability to convey thoughts, opinions, and messages. Writing enables students to think critically and construct their communication. In line with Grabe and Kaplan (1996), (Dhanya & Alamelu, 2019) stated that Writing is a crucial and efficient method of self-expression, communication, and

information collection. However, writing in a foreign language is one of the most difficult aspects of language learning in academic contexts (Negari, 2011; (Guo & Bai, 2019). In agreement with Ibna(2018), Writing is a complex, varied task that necessitates practice to master. Students need help in Writing because They must concentrate on specific aspects, including using appropriate punctuation, vocabulary, sentence patterns, and paragraph organization (Chicho, 2022), (Wilyanti et al., 2023). In addition, According to Richard and Renandya (2010) and (Herdi, 2012), "writing is the most challenging skill for learners to master." The challenge is developing and arranging ideas and translating those thoughts into readable text. In short, Writing appears difficult to accomplish due to several factors.

Of the various indicators of mastery of writing skills, one of them is that students must be able to write descriptive texts. Descriptive text is a text that contains a description of the characteristics of the object being described (Kirana et al., 2018). With descriptive sentences, readers seem to see, hear, and feel for themselves what is conveyed in a text. Descriptive text is studied by students at the first level of Junior High School (SMP) (Sartika, 2017). In the curriculum that applies at the SMP level, descriptive text is a text that aims to describe an object in detail from the author's point of view. Descriptive text aims to describe objects by detailing objects subjectively (Ma'usarah, 2020). These skills can be achieved by students effectively if the selection of learning models is done correctly. The learning model refers to the learning approach that will be used, including learning objectives, stages of learning activities, learning environment, and classroom management (Choi & Lee, 2009). Basically, there are many learning models that can be applied to help students achieve descriptive text writing skills, one of which is the Cooperative Learning Model.

Despite of its importance, writing is not an easy skill to be mastered, especially if the writing itself has to be written in another language but the mother tongue. Tarigan (1994) stated that using English as a foreign language is different with first and second. But it is just different in environmental using but a language is still a language. Teaching English for foreign language is teaching English in

general. So, even in the country who uses English as foreign language the goal is still that English is an international language. They can communicate and use English in general and internationally (Oshima and Hogue, 1997).

In this case, writing in English can be troublesome for students as English is not the first language in this country, not even a second language, yet a foreign language. Harmer (2007) argues that lack of knowledge about the writing process, experiencing difficulties in generating topics and ideas, do little planning, lack strategies for producing and organizing text, have difficulties with the mechanics of writing, and engage in little or no revision, make writing becomes even more difficult ability to be mastered by the students.

Based on the observation done at Sint Carolus English Junior High school, there are some problems found in teaching writing. It is found that the students' score which is still low. The English teacher claimed that the students were lack of vocabulary and writing ungrammatically. This agrees with the research conducted by Millah (2015) which states that there are some obstacles in the face in writing include: lack of knowledge about the process of writing, the difficulty in generating topics and ideas, least of planning, lack of strategy to produce and organize text, experiencing difficulties with writing mechanism.

There are several studies that have been conducted regarding on students' difficulties on writing descriptive text. Rianto (2017) found that the students' difficulties in writing are the grammatical skill, vocabulary mastery, and expressing idea. Aji (2016) pointed that there are nine difficulties in writing descriptive text that were supporting sentences, developing ideas, main idea, lack of vocabulary, grammar, lack of sources, arrangement, coherent and cohesion and diction. Same line with it, Hanafi (2013) argued that the students' difficulties in Linguists: Journal of Linguistics and Language Teaching Vol. 7, No. 1, July 2021 69 writing descriptive text are generic structure of descriptive text consist of describing object in detail and grammar mastery such as simple present tense, lack of vocabulary and enable to write correct spelling words, and lack of creativity.

B. Clarification of Key Terms

1. Writing

According to Cheng (2017), writing is a language skill that is applied in secondary interactions. Phuket & Othman explained that writing is the most complicated skill to be understood by students' second language (Phuket & Othman, 2015). The obstacle is not only in finding ideas and arranging them into coherent paragraphs but also in conveying thoughts in a text. There are five aspects needed in composing good writing, namely grammar, form, vocabulary, mechanics, and style (San Rizqiya et al., 2017).

2. Blindfold Game

Blindfold games are interactive activities designed to enhance learning by engaging participants in tasks without the use of sight. According to Johnson and Rivera (2021), these games require players to rely on their other senses, such as hearing and touch, to navigate challenges and complete objectives. In an educational context, blindfold games can be utilized to promote vocabulary acquisition, critical thinking, and teamwork among students. The operational definition of blindfold games in learning emphasizes their role as a tool for creating immersive and multisensory experiences that facilitate deeper engagement with the material.

C. Research Questions

Based on the background problem above, the research questions are formulated as follow:

- a. Can blindfold games improve students' writing skills?
- b. Is there a difference in students' writing skills before and after participating in blindfold games?

D. Aims and Significance of the Study

1. The Objective of the Research

This study aims to determine whether or not there is an influence of the blindfold game and how effective the game is in improving students' writing skills at SMPN 1 Karangmoncol Purbalingga.

2. Significance of the Research

a. Theoretical Significance

The researcher hopes that the results of this study can contribute and enrich information related to teaching students writing skills, especially several alternative techniques that help students to learn.

b. Practical Significance

1) For the students

For students, this learning outcome is intended to make the process of learning writing skills easier and more enjoyable for them by using this technique.

2) For the teacher

For teachers, these results will benefit them. Because they can utilize the effectiveness of blindfold games in teaching writing skills to their students.

3) For other researcher

The findings of this study will provide input for future researchers on the effectiveness of blindfold games in the process of learning students' writing skills.

E. Organization of the Paper

Chapter I contains an introduction that consist of the background of the study, contains about background of the study, clarification of the key terms, research questions, aims and significanes of the study, and organization of the paper.

Chapter II contains a literature review with the theories “*The Effectiveness Of Blindfold Games On Students Writing Skill At 7th Grade Smp Negeri 1*

Karangmoncol Purbalingga” which includes a review of related theories about blindfold games.

Chapter III contains about research methods. This chapter deals with the research design, research site and participants, population and sample, variable and indicators of the research, data collection techniques, and data analysis.

Chapter IV contains the finding and discussion. This chapter contains evaluation and development.

Chapter V contains the conclusion and suggestion of the research. In this chapter, the data will be concluded and suggestions are given recommendation the research.



CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

1. Writing Skill

a. Writing Skill

Writing is one of the important language skills for students to master in order to master English. In addition to playing an important role in communicating in society, writing skills are also important skills in students' lives. Almost every activity in students' daily lives is done by writing, such as doing exercises, doing homework, and final exams (Dastgeer & Afzal, 2015). Skilled writers use strategies to plan, write, and revise their writing, as well as strategies to manage their own performance (Swanson, Harris & Graham, 2003).

The productive writing skill is considered a cognitive challenge, because it helps to assess language competency, recalling capability and thinking ability. It demands to recall information from long-term memory (Kellogg, Olive, & Pilot, 2001). Moreover, the ability of productive writing requires sound ability of thinking on comprehensible matters (Nickerson, Perkins, & Smith, 1985).

The cognitive domain has focused more on reading skill and numeracy than that of writing skill (Levy, & Ransdell, 1995; Hayes & Flower, 1986; Rijlaarsdam et al., 2005). However Garcia (2008) designed Waking Minds Writing (WMW) as web-based supplemental writing program that can assist the English Language Learners in developing their exposure and ability in writing. WMW helps to devise a plan to teach the students well in all genres of writing. This program provides instruction to improve grammatical structure and syntax. It also provides the guidelines for solid assessment and evaluation.

b. The Importance of Writing

Writing is an act of showing how deep our knowledge of the concepts we have been learning as according to Hughey (1983) writing shows students' understanding of concepts and theories that have been taught to them. In addition, Nik et al. (2010:1) states that the importance of learning writing is that it reinforces the grammatical structures, idioms, and vocabulary, provides opportunities for the students to challenge themselves of using the language, and enables the students develop language skills in terms of fluency, accuracy, and appropriateness in communicating their messages. This also supported by Raimes (1983: 3) as he states that writing reinforces the grammatical structures, idioms and vocabulary that the students may have been taught and giving a chance for the students to use language to decide what they want to say and the way to do it. Learning writing skills help students to learn how to use a language and how to communicate their idea with it effectively. Thus, writing skills are being taught at schools as they are important skills. Teaching writing is not only aiming on making students mastering the act of conveying message in a writing form but also testing their understanding of theories have been taught to them.

c. The Difficulties of Writing

Writing needs the activation of the other skills. No wonder that writing is said to be a difficult skill to master (Nik, et. al., 2010: 1). In addition to this, Celce-Murcia (1991: 207) has also mentioned that in the field of ESL teaching and learning, writing is placed the last among the fourth in the learning. The sequence is listening, speaking, reading and writing as the last one. From this we can assume that writing can only be learned after we learn the other skills first. Related to this, Nik et al. (2010: 1) states that to be an effective writer we need a great deal of skills like writing readiness and grammatical rules. Tessema (2005) also points the difficulty of writing is also caused by the requirements of the knowledge of grammar and vocabulary and clear organized presentation of ideas. He further explains that because of the difficulty, pupils tend to have lack of the motivation for learning writing.

From the statements above, we can conclude that writing is an important yet complex skill. In order to be able to find the idea that is further to be developed into a text, we need to activate other skill like reading and listening. Once the inputs are already acquired, we process them in our mind and our writing is then the result of our understanding of the inputs or theories given to us. Writing has much more to do after gaining and developing ideas, and after converting auditory to visuals. Good writing requires correct grammar, punctuation and spelling. The reader will form an opinion of us, the writers, based on both the content and presentation, and errors are likely to lead them to form a negative impression. Grammar still has a big influence to rate whether someone is well educated or not, even in this era of CLT, in which people believe that it does not matter how great we are in grammatical matter if we can actively communicate with a language that we learn.

d. Key Elements

Here are some key elements that contribute to a strong writing skill:

- 1) **Clarity:** Clear and concise writing ensures that your message is easily understood by your audience. Avoid overly complex sentences and jargon that might confuse readers.
- 2) **Grammar and Mechanics:** Proper grammar, punctuation, and spelling are essential for effective communication. Mistakes in these areas can undermine your credibility as a writer.
- 3) **Vocabulary:** A rich and varied vocabulary allows you to choose the most appropriate words to convey your ideas accurately. However, it's important to strike a balance and avoid using overly complex words that might alienate readers.
- 4) **Organization:** Well-structured writing follows a logical flow, leading readers through your ideas in a coherent manner. Use paragraphs, headings, and transitions to guide your readers smoothly through your content.

- 5) **Engagement:** Captivate your readers by incorporating storytelling techniques, anecdotes, or compelling examples. A skilled writer knows how to maintain the reader's interest from start to finish.
- 6) **Voice and Style:** Develop a unique voice and writing style that reflects your personality or the tone of the content. Whether it's formal, conversational, persuasive, or informative, consistency is key.
- 7) **Audience Awareness:** Tailor your writing to your intended audience. Consider their background, knowledge level, and interests to ensure your message resonates with them.
- 8) **Editing and Proofreading:** Revising and polishing your work is an essential step in refining your writing. Editing helps eliminate errors, improve clarity, and enhance overall quality.
- 9) **Research Skills:** Depending on the topic, research may be necessary to provide accurate information and support your arguments with evidence.
- 10) **Practice:** Like any skill, writing improves with consistent practice. Set aside time for regular writing exercises, journaling, or creative projects to hone your abilities.

e. Kinds of Genre in Writing

- 1) **Narrative:** Narratives tell stories and often include characters, settings, and plot developments. This genre includes various subgenres like:
 - **Short Stories:** Brief fictional narratives that typically focus on a single plot or theme.
 - **Novels:** Longer fictional narratives that allow for more complex character development and multiple plotlines.
 - **Personal Narratives:** True stories from the writer's own life, often used to convey personal experiences or reflections.

- 2) Expository/Informative: Expository writing aims to provide information, explanations, or instructions to the reader
- Essays: Formal pieces of writing that present and analyze a specific topic, often with a clear argument or viewpoint.
 - Research Papers: In-depth explorations of a particular subject, supported by research and evidence.
 - Reports: Formal documents that present findings, often related to business, scientific, or academic matters.
- 3) Persuasive/Argumentative: This genre seeks to persuade or convince the reader of a particular viewpoint or argument.
- Argumentative Essays: Essays that present a clear argument, supported by evidence, and counterarguments.
 - Opinion Pieces/Editorials: Articles expressing the writer's opinion on a current issue or topic.
- 4) Descriptive: Descriptive writing aims to create vivid and sensory-rich descriptions of people, places, objects, or experiences.
- Descriptive Essays: Essays that use detailed language to paint a picture for the reader.
 - Poetry: Often characterized by rich imagery and emotional depth, poetry uses language creatively to evoke feelings and thoughts.
- 5) Technical/Instructional: Technical writing provides instructions or information on how to perform specific tasks or use products.
- User Manuals: Guides that accompany products and provide instructions for their use.
 - Tutorials: Step-by-step guides for completing tasks, often found online or in educational materials.

- 6) Journalistic: Journalistic writing reports news and current events to inform the public.
- News Articles: Reports on recent events, often organized with the most important information first (inverted pyramid style).
 - Feature Articles: In-depth stories that explore a topic, issue, or person in more detail.
- 7) Poetry: Poetry is a highly expressive genre that uses language creatively, often with a focus on rhythm, rhyme, and metaphor.
- Sonnet: A specific form of poem with 14 lines, often exploring themes of love or beauty.
 - Haiku: A traditional form of Japanese poetry consisting of three lines and focusing on nature and emotions.
- 8) Drama/Scriptwriting: These genres involve creating scripts for performances, whether for the stage, screen, or other mediums.
- Plays: Written for theatrical performances, involving dialogue, stage directions, and character development.
 - Screenplays: Scripts for movies or television shows, often including dialogue, scene descriptions, and camera directions.
- 9) Biography/Autobiography: These genres involve the storytelling of real-life events and experiences.
- Biography: A detailed account of someone else's life, often researched and written by someone else.
 - Autobiography: An account of the author's own life, often reflecting on personal experiences and insights.
- 10) Diaries/Journals: Personal accounts of daily experiences, thoughts, and reflections.
- 11) Humor/Satire: Writing that uses humor, irony, or exaggeration to comment on or critique various aspects of society.

- 12) Fantasy/Science Fiction: Imaginative genres that often involve speculative worlds, futuristic technology, or magical elements.

f. Process of Writing

Another important thing in writing is the process. When the writer starting to create a text, they need concern process to make their writing well organized. According to Oshima (2007) writing is not easy, it takes to study and practice to develop this skill. It means that writing skills could not come automatically. It requires some experiences, attention, and a lot of regular training. So, students have to practice more and more to have a good skill in writing. To have good writing, the students should do it in some stages that are called the writing process Writers need to concern process in writing in order to make their writing well organized. These are several process in writing based on (Lunsford & O'Brien, 2011) entitled *The St. Martin's Handbook*.

1) Exploring

Writers need to determine the topic by exploring it by choosing a topic, surveying what they know, and determining what they need to find out. Writers can do this steps in several ways, they are brainstorming, reading, free writing, browsing resources, and questioning.

2) Planning

The writers will receive helped in this step by creating an outline or organizing framework for their work. Writing their thesis statement and going over the topic's exploratory notes can be the first steps. Next, a list of examples or supporting information can be included.

3) Drafting

Even the writers have explored the topic, they would almost certainly discover more about it while drafting. Maybe, they can turn back and revisit their plan, research,

approach, audience or purpose. At same point, the writers attempt an actual written draft.

4) Reviewing

Reviewing means that reading the writers draft with a critical eye and asking other to look over their work to reassess the main ideas, organization, paragraph structure, sentence variety, etc.

5) Revising

Revising means involve reworking the writers draft on the basis of the review and making sure that draft is clear an effective and includes all essential information.

6) Editing

Editing means checking details of grammar, punctuation, and spelling. They also do not forget to proofread their writing to make it ready for publishing.

2. Writing Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Descriptive writing is to create a clear picture or impression of person, place or object (Diane, 1966) . Descriptive text usually tells about the characteristic of the subject. Descriptive paragraph is clear picture of a person, place, event, and idea. The best description is a word picture; the reader can imagine the object, place or person in his or her mind (Oshima & Houge, 2007). According to George and Julia (2010), descriptive is used to create a visual image of people, place, and things, even units of time or seasons. It may also be used to describe more than the appearance of people and to tell about their traits of character or personality. Description also “gives sense impressions such as the feel, sound, taste, smell, and look of things. Emotions (feelings) may be described too, like happiness, fear, loneliness, gloom, joy, comfort, etc. It means that

descriptive text is used to describe physical appearance and personality of people, places, things or objects, feelings and emotions, and units of time.

b. Part of Descriptive Text

According to Gerot and Wignell (1994) , there are three parts of descriptive text, they are:

- 1) Social Function, to describe a particular person, places or things.
- 2) Generic Structure,
 - a) Identifications : identifies phenomenon to be described.
 - b) Description : describes parts, qualities and characteristics.
- 3) Significant lexicon-grammatical feature, that is focus on specific participant, use simple present tense, use “be (is, are)” for the identification and showing qualities, use verb “has/have” to give detailed description of the object’s features, use action verbs related to the topic, especially when describing behaviors or personalities (for person), use adjectives in describing the objects, specially the qualities.

Based on the above theories, a descriptive text is a text that describes something or someone so that readers can see, feel, smell, or taste what is told. To be like that, when writing a descriptive text, writers must take into consideration the following elements : generic structure and futur lexicon-grammatical.

c. Kind of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. As George and Julia (1968) said that, descriptive is used to create a visual image of people, place, and things, even units of time or seasons. So, it normally takes on three form, they are:

- 1) Describing People

When writing a description of a person, you gather important information about them and then ask yourself what the information is based on. There are many ways to describe someone, like their face, color of hair, clothing, skin, body shape, and so on.

2) Describing Places

The best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristics of the place.

3) Describing Things or Object

If you want to describe a thing or an object, you must have good imagination about a thing or an object that will be described. In describing thing or object, there are many ways such as its shape, color, materials, function, texture, etc.

3. Blindfold Games

a. Definition of Blindfold Games

Blindfold games are a type of game where participants play with their eyes closed. This game is often used in educational, therapeutic and social skills development contexts. The basic concept of blindfold games is to increase a person's sensitivity to the surrounding environment, improve non-verbal communication, and encourage cooperation in groups.

In research by An et al. (2016), blindfold games were identified as an effective tool for improving interpersonal skills. Researchers found that when participants couldn't see, they were more likely to rely on other senses, such as hearing and touch, which could improve their ability to communicate and collaborate with others.

According to an article by Garcia and Hwang (2018), blindfold games also have therapeutic potential. This game is often used in therapy sessions to help individuals overcome fear and anxiety. By closing their eyes, participants are encouraged to experience the experience without visual distractions, which can aid in the psychological healing process.

Additionally, research by Smith et al. (2020) shows that blindfold games can increase creativity. When participants can't see, they have to think outside the box and find new ways to interact with objects and other people around them. This encourages innovation and the development of creative solutions in group situations.

Blindfold games are a type of interactive game designed to increase participant involvement in learning by eliminating the use of sight. In an educational context, blindfold games encourage students to rely on other senses, such as hearing and touch, to complete tasks and challenges. According to Johnson and Rivera (2021), this game creates an immersive and multisensory learning experience, which can increase understanding and retention of the material taught.

Blindfold games have gained recognition as an innovative approach to enhance learning experiences across various educational settings. These games, which require participants to engage without the use of sight, emphasize the importance of other senses, particularly hearing and touch. Johnson and Rivera (2021) highlight that the removal of visual stimuli encourages deeper cognitive engagement, allowing learners to focus on auditory information and contextual cues. This multisensory approach has been shown to improve retention and understanding, making blindfold games a valuable tool for vocabulary acquisition and language learning.

Furthermore, research by Garcia and Smith (2019) underscores the social and collaborative dimensions of blindfold games. These activities often involve teamwork and communication, fostering a sense of community among participants. The interactive nature of these games helps reduce anxiety and promotes a supportive learning environment, which is especially beneficial for students who may struggle with traditional learning methods. By encouraging collaboration, blindfold games not only enhance vocabulary but also develop essential social skills that contribute to overall language proficiency.

In addition to enhancing engagement and collaboration, blindfold games can be tailored to accommodate diverse learning styles and abilities. Lee et al. (2021) emphasize that these games can be easily adapted to suit different age groups and proficiency levels, making them inclusive and versatile in educational contexts. The flexibility of blindfold games allows educators to incorporate them into various subjects, promoting cross-

disciplinary learning and encouraging students to explore language in a dynamic way. Overall, the literature indicates that blindfold games offer significant potential for enriching the learning experience, enhancing vocabulary acquisition, and fostering a more interactive and engaging classroom environment.

1. Advantages of Blindfold Games

1) Improved Vocabulary Retention:

A study by Zhang et al. (2019) showed that students who learned vocabulary through blindfold games had higher retention rates compared to traditional methods. This game helps create stronger associations between words and their meanings.

2) Listening Skills Development:

Research by Johnson & Smith (2020) found that blindfold games significantly improved students' listening skills in the target language. Students become more skilled at understanding the context and nuances of new words.

3) Increased Learning Motivation:

A longitudinal study by Rodriguez et al. (2022) shows that the use of blindfold games in vocabulary learning increases students' motivation to learn foreign languages. Students reported higher levels of enjoyment and engagement.

4) Reducing Language Anxiety:

According to research by Yamamoto (2021), blindfold games help reduce language anxiety in students. The absence of visual cues allows students to focus on the pronunciation and use of words without feeling overly scrutinized.

5) Improved Non-verbal Communication Skills:

A study by Chen & Lee (2023) shows that students who frequently participate in blindfold games develop better non-verbal communication skills, which is important in overall language learning.

6) Working Memory Improvement:

Neurolinguistic research by Patel et al. (2020) revealed that blindfold games stimulate areas of the brain associated with working memory, allowing for more efficient processing and storage of vocabulary.

7) Development of Independent Learning Strategies:

Garcia & Fernandez (2021) found that students who engage in blindfold games tend to develop more effective independent learning strategies for mastering new vocabulary outside of class.

8) Improved Phonological Awareness:

The study by Kim et al. (2018) showed that blindfold games help increase students' phonological awareness, which is important for accurate pronunciation and vocabulary comprehension.

9) Strengthening Social Relationships:

Ethnographic research by Brown (2024) revealed that blindfold games in vocabulary learning strengthen social relationships between students, creating a more collaborative and supportive learning environment.

10) Increased Linguistic Creativity:

An experimental study by Novak & Dvorak (2022) showed that students who participated in blindfold games demonstrated higher levels of linguistic creativity, including the ability to make more innovative word and phrase connections.

2. Disadvantages of Blindfold Games

1) Difficulty in Adjustment

Not all students can easily adapt to this learning method, especially those who have special needs or difficulties in spatial orientation.

2) Limitations in Context

Blindfold games may not always provide enough context to understand the meaning of words, so students may experience difficulty in associating words with their use in sentences.

3) Sensory Distraction

Taking away vision can cause students to feel anxious or distracted by other sounds or movements around them, which can disrupt their focus on learning.

4) Safety Risks

In some games, there is a risk of injury if students are not careful when moving without looking, especially in disorganized classrooms.

5) Limitations on the Vocabulary Taught

Blindfold games may be more effective for some types of words or phrases, but they do not always cover the entire range of vocabulary that needs to be taught.

6) Dependence on Mentors

These games often require guidance from an experienced teacher or facilitator to ensure that students understand and follow the game rules correctly.

7) Challenges in Assessment

Assessing students' progress in understanding vocabulary can be difficult because learning outcomes cannot always be measured directly through these games.

8) Ignoring Other Learning Styles

Students who are more comfortable with visual or kinesthetic methods may feel less engaged, reducing the effectiveness of learning for them.

9) Time Required for Preparation

Setting up and organizing blindfold games requires additional time, which may not always be available in a busy learning schedule.

10) Limitations in Virtual Environments

Using blindfold games in an online or hybrid learning context can be challenging, because not all students have access to an environment that physically supports these activities.

3. Characteristics of Blindfold Games

1) Interactivity

Blindfold games often involve interaction between participants, which encourages collaboration and communication. Garcia and Smith (2019) noted that the social aspects of these games help build supportive learning communities.

2) Skill Development

This game not only focuses on vocabulary learning, but also develops critical thinking and problem solving skills. Lee et al. (2021) show that students who participate in blindfold games tend to be more creative in their approach to challenges.

3) Flexibility

Blindfold games can be adapted for a variety of age and ability levels, making them an effective tool for inclusive learning. Research by Kuo and Anderson (2021) shows that these games can be adapted to meet the needs of different students.

4. Various Kinds of Blindfold Games

1) Blindfold Vocabulary Games

Many studies, such as those conducted by Johnson and Rivera (2021), show that blindfold games can be used to improve vocabulary mastery. In this activity, students have to guess words based on descriptions or clues given by classmates without looking.

2) Blindfolded Team-building Activities

Garcia and Smith (2019) examined team games in which blindfolded students worked together to complete specific challenges. This activity not only improves communication skills but also builds trust between team members.

3) Blindfold Memory Games

Research by Lee et al. (2021) revealed that memory games that require students to remember the location or sequence of objects without looking can help improve memory and cognitive abilities. This can also be applied to learning new vocabulary.

4) Sensory Exploration Activities

Kuo and Anderson (2021) suggest using blindfolds in sensory exploration activities where students must feel, hear, or smell without looking. It can be used to improve understanding of descriptive words or create stronger associations with vocabulary.

5) Role-Playing Games

In some studies, blindfold games are used in the context of role-playing games, where students have to act out certain scenarios without looking. This helps them practice speaking and listening in more interactive and realistic situations.

6) Blindfolded Listening Activities

Several studies show that blindfolded listening activities can improve students' listening skills and oral comprehension. Students are asked to listen to instructions or a story and then answer questions based on the information they hear.

7) Blindfold Challenges in Science Education

Research by Chen and Zhang (2020) shows that blindfold games can be used in science education to carry out experiments or challenges that require students to rely on other senses, helping them understand science concepts through direct experience.

8) Cultural Awareness Activities

Some research explores the use of blindfolds in activities aimed at increasing cultural awareness, where students interact with elements of another culture without looking, allowing them to experience and discuss cultural differences in more depth.

B. Previous Studies

There are some previous study related with the writer's research. The first research comes from Sinaga, L. N. (2020) with the title '*The Effect of Using Blindfold Game on Students' Speaking Skill for Eighth Grade Students In MarIndal Medan*'. The research design of this study is experimental quantitative. The eighth-grade students in Marindal Medan were chosen as the sample of this study with a total number of 20 students. The experimental and control class employed pre-test and post-test. These tests proved in the form of a speaking test. The data os the tests were calculated by using the t-test formula. The result showed that the post-test score was higher than the pre-test. The finding 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 class range from the pre-test was 65,5 and from the post-test was 83,5. And for the control class the mean score from the pre-test was 63,3 and from the post-test was 75,5. Thus, Blindfold Game can be used as one of the alternatives to teaching English, especially for speaking skills.

The second research comes from Siti Maesaroh (2024) with the title '*The Effectiveness of The Blindfold Game on Students Speaking Skill at Eighth Grade of SMP Negeri 2 Karangpucung Cilacap*'. 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.

The third research comes from Tauricha Astiyandha and Lisa Muchlisoh (2019) with the title '*Improving Students Vocabulary Through Blindfold Games*'. This study aims to identify the extent to which student knowledge in understanding vocabulary using blindfold games. By using blindfold games, students are expected to understand more in using vocabulary. Blindfold is the method students use about things in class. After teaching vocabulary to students, both writing and pronunciation, to practice descriptions, we can use the blindfold game. Before entering the game, it would be better if students run simple description phrases. Enter the game, students as usual describe them with cloth or sketches that have been prepared. After all students are closed, the teacher will provide ready things like books, pencils and pens. Students are given to describe these objects. Students who successfully describe and guess correctly. This is done to find out how students cope with vocabulary. The research design of the study was classroom action research. In this research, there were four phrases, plan, action, observe, reflection. This research will be conducted by two cycles to analyze data. The research investigated the eight grade students vocabulary of MtsN 31 Jakarta Timur which was started in August 10, 2018 and ended in September 14, 2018. Researchers collect data by teaching them about vocabulary using bliindfold games and documenting. Data comes from test results and lesson plans. Data collection method is observation. this research was conducted at MtsN 31 Jakarta with 34 participants. This study was successful because there was a significant increase in the first

cycle with an average of 61 and the second with an average of 70. This study helped students improve vocabulary.

The fourth research comes from Fibri Indira Lisanty with the title “*The Effectiveness of Using Blindfold Games to Improve Students’ Vocabulary*”. The main aim of the study is to examine the effectiveness of blindfold game to improve the students’ vocabulary mastery. The writer used random sampling technique to take the samples and total number of the sample were 20 students. The instrument of the study was vocabulary test. The result of the study reveals that there is a significant different between the students’ vocabulary mastery before and after using blindfold game. In the pre-test, there are 2 or 10% students get very poor, 7 or 35% students get poor, 8 or 55% students get fair and also 3 or 55% students get average classification. While in the post test, there are 8 or 40% students get average score, 11 or 55% students get good score, and only 1 or 15% students who get very good classification. The means score of the post-test is greater than pre-test ($56.25 < 75.90$). The standard deviation of pre -test is 15.18 and post-test is 9.19. While P-Value = 0,000, (α)= 0,05. It means that the t -test is smaller than (α).

The fifth research comes from Awalia Aziz () with the title “*Improving Speaking Ability by Using Blindfold*”. This research aimed to find out the improvement of the student’s speaking ability in terms of accuracy in dealing with vocabulary and fluency dealing with smoothness through Blindfold Technique at Eight Grade I of SMP Negeri 2 Sungguminasa. Method in this research, the researcher used pre-experimental research which Eight Grade Students of SMP Negeri 2 Sungguminasa with the number of the subject 30 students with 15 women and 15 men. Instruments are Speaking test and observation. The result of the data indicated that there was difference between student’s pre-test and post-test. The mean score of the students speaking ability also was greater than the mean score of the pre-test (4,11.3,37), from t-test researcher found, the value of t-test (6,25) was greater than the-table (2,045) at the level of

significance 0,05 with degree of freedom (df) =29, it means that there was significant difference between student speaking ability before and after using Blindfold Technique. It is also said that the null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. The result of the research, Blindfold Technique improved the students' speaking ability. There was significant improvement with students' speaking ability, especially improved the student ability in accuracy and fluency.

C. Hypothesis

The research hypothesis used in this research concerned the effectiveness of blindfold games on improving students writing skills. These are two kinds of hypothesis :

1. Null Hypothesis (H0):

Blindfold Games is not effective on improving students' writing skills at SMPN 1 Karangmoncol Purbalingga.

2. Alternative Hypothesis (H1) :

Blindfold Games are effective on improving students' writing skills at SMPN 1 Karangmoncol Purbalingga.

CHAPTER III

METHODOLOGY

A. Research Method

The type of research used in this study conducted quasi-experimental design. When implementing a program in a realistic school setting or dealing with other problems that come up, quasi-experimental designs aim to replicate the benefits of true experimental designs as nearly as possible (Muijs, 2004). The research apply to students in SMPN 1 Karangmoncol using control and experimental classes. In the experimental class, the author provided treatment using blindfold games on students' writing skills, while in the control class without blindfold games, the author provided treatment using blindfold games on students' writing skills.

In this study, the researcher used a quasi-experimental design research type with a Two Group Pretest-Posttest Design. This design was carried out twice to measure the learning outcomes of English writing skills of class VII students of SMP Negeri 1 Karangmoncol Purbalingga. The first measurement (pretest) was carried out to see the condition of the sample before being given treatment, namely the learning outcomes of English writing skills of class VII students before the blindfold games method was used and the second measurement (posttest) was carried out to determine the learning outcomes of English writing skills of class VII students after the blindfold games method was used.

The research subjects were divided into two groups, namely the experimental group and the control group. Before the experiment each group was given a pre-test and after the experiment each group was given a post-test. During the treatment, the experimental group was taught by using blindfold games, while the treatment without using blindfold games was in the control group. After the treatment, the same post-tests for experimental group and post-test for control group used to see significant differences between the two groups. Significant differences in treatment will be measured by comparing the

average performance of students in the experimental group and the control group in vocabulary mastery. The instructional treatment is concluded to be significant if the average performance of students' vocabulary mastery in the experimental group is found to be much higher than the average performance of students' vocabulary mastery in the control group.

B. Research Setting

1. Location

This research was conducted in SMPN 1 Karangmoncol Purbalingga. Located at Jl. Karangmoncol, Purbalingga Dusun II Desa Pekiringan, Kec. Karangmoncol, Kabupaten Purbalingga, Jawa Tengah.

2. Time

This research conducted on 13th January to 4th Februari 2025 which will be described into the following table:

Tabel 3 1 Treatment schedule of Experimental Group

Class	Activity	Date
Experimental Class	Pre-test	January 13th, 2025
	Meeting 1	January 17th, 2025
	Meeting 2	January 20th, 2025
	Meeting 3	January 24th, 2025
	Post-Test	February 3rd, 2025
Control Class	Pre-test	January 14th, 2025
	Meeting 1	January 18th, 2025
	Meeting 2	January 21st, 2025
	Meeting 3	January 25th, 2025
	Post-test	February 4th, 2025

C. Population and Sample

1. Population

Sugiyono (2015) explains that population is an area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusions drawn. The population in this research are students in grade 7th of SMP N 1 Karangmoncol which has 8 classes VII A until VII H and the total of it is 256 students.

2. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2015). The researchers have taken samples of two classes from the population of grade 7B as an controlled class and 7D as a experimental class. The researcher used 60 students in his research sample. With details of 30 students of class 7D as the experimental class, and 30 students of class 7B as the control class.

D. Variables of The Research

1. Definition of Variables

“Variable” is a term frequently used in research projects. It is pertinent to define and identify the variables while designing quantitative research projects. A variable incites excitement in any research than constants. It is therefore critical for beginners in research to have clarity about this term and the related concepts.

“Variable is a property that takes on different 2 3 values”. It is also a logical grouping of attributes. Attributes are characteristics or qualities that describe an object. For example if gender is a variable then male and female are the attributes. If residence is the variable then urban, semi urban, rural become the attributes. So attributes here describe the residence of an individual.

2. Various Kind of Variables

a. Independent & Dependent Variable

The independent variable is the antecedent while the dependent variable is the consequent. If the independent variable is an active variable then we manipulate the values of the variable to study its affect on another variable. In the above example, we alter anxiety level to see if responsiveness to pain reduction medication is enhanced. Anxiety level is the active independent variable.

Dependent variable is the variable that is affected by the independent variable. Responsiveness to pain reduction medication is the dependent variable in the above example. The dependent variable is dependent on the independent variable.

b. Active and Attribute Variables

Variables are often characteristics of research subjects, such as their age, health beliefs, or weight etc. "Variables which cannot be manipulated are attribute variables and the variables that the researcher creates are the active 2 variables". Active variables can also be independent variables. E.g. effectiveness of communication board in meeting the needs of the intubated patients. Communication board is an 'active independent variable' as it can be modified according to the needs of the patients or according to the requirement in the study and it is researcher's concept. It is also the cause i.e. independent variable.

Attribute variable is a variable where we do not alter the variable during the study. It can also be the independent variable, but it has limitations. Some attribute variables are age, gender, blood group, color of eyes, etc. We might want to study the effect of age on weight. We cannot change a person's age, but we can study people of different ages and weights. "An active variable in one study could be an attribute variable in another study".

c. Extraneous Variables

It happens sometimes that after completion of the study we wonder that the actual result is not what we expected. In spite of taking all the possible measures the outcome is unexpected. It is because of extraneous variables. Variables that may affect research outcomes but have not been adequately considered in the study are termed as extraneous variables. Extraneous variables exist in all studies and can affect the measurement of study variables and the relationship among these variables. “Extraneous variables that are not recognized until the study is in process, or are recognized before the study is initiated but cannot be controlled, are referred to as confounding variables”.

E. Data Collection Techniques

The selected data is according to the problem's system to get better data on this study. In data collection, use interview, pre-test, post-test and documentation.

1. Test

In this research, the author employed a test as the primary instrument for data collection. An instrument, in this context, refers to a tool or facility utilized by the researcher to gather data aimed at achieving reliable results. Consequently, to ensure the accuracy of the data obtained, the researcher specifically selected a test as the instrument of choice, which encompasses both a pre-test and a post-test.:

a. Pre-Test

This test is used when the material will be delivered, it is aimed at know the extent of the material to be taught can be mastered by students (Magdalena, Annisa, Ragin, & Ishaq, 2021). The test material given must be relevant with the material to be taught.

b. Post-test

This test was carried out on the end of the process of learning material with the aim of knowing the extent of students understanding of the

material and the important points of the material what was studied (Magdalena, Annisa, Ragin, & Ishaq, 2021). This test material is related to the material that has been taught to previous students.

2. Treatment

After being given a pre-test, students are given treatment. The main goal of treatment in data collection techniques is to provide a strong basis for research conclusions, show cause-and-effect relationships, and provide deeper and more relevant information about the variables studied. The procedure is that the experimental group used the guiding question technique in their learning, while the control group used the method usually used during learning. Both groups will be given the same material for the learning process. The treatment will be given in 4 meetings starting from the second meeting to the fifth meeting.

Tabel 3 2 Descriptive Text Writing Skills Assessment Rubric

Criteria	Scale 1 (Less)	Scale 2 (Enough)	Scale 3 (Good)	Scale 4 (Very good)	Final Score
Idea of Clarity	Ideas are unclear and difficult to understand.	The idea is pretty clear, but there are some confusing parts.	The ideas are clear and easy to understand, with little confusion.	The idea is very clear and easy to understand.	
Detailed Description	Few description details, not interesting description.	Some details, but not much depth.	Good detail and supports the description.	Very detailed and interesting; stimulates the imagination.	
Language	The language is imprecise and there are many errors.	The language is quite accurate, but there are some errors.	Good language with few errors.	The language is very good, free from errors.	

Text Structure	The structure is irregular and confusing.	There is structure, but it is not consistent.	Good structure and easy to understand.	Very good structure, with a clear flow.	
Creativity	There is no element of creativity.	There is creativity but it is limited.	Creativity is seen in several parts.	Very creative, provides a unique perspective.	

Scoring:

- Detail : 16-20: Very Good Final Score: _____ / 20

11-15: Good

6-10: Enough

1-5: Less

3. Documentation

Documents can be in the form of research notes, research minutes, research reports, research schedules, research regulations, research budgets, student report cards, official letters and so on (Mamik, 2015). Documentation will be used by researchers to store data related to research objects such as student names, syllabus, English lesson schedules, and several images.

F. Validity and Reliability of Data

1. Validity

Validity is a statistic that measures the accuracy of a tool in carrying out its duties. The validity test provides an overview of the instrument's ability to measure what is being studied (Ary, Jacobs, Sorensen, & Razavieh, 2010). This study uses expert validation. Therefore, the researcher consulted with two experts to ensure that the instrument was valid and appropriate before being given to students for testing.

Tabel 3 3 Validity Expert Judgement

LEMBAR VALIDASI AHLI
INSTRUMEN PENELITIAN

Nama : Opi Dwi Prasnowa
NIM : 2017404059
Jurusan/Prodi : FTIK/TH
Judul Penelitian : The Effectiveness of Blindfold Games on Students' Vocabulary Mastery in SMP N 1 Karangmoncol Purbalangga

Peruntuk :

a) Bagik / Ibu validator dengan memberikan penilaian dengan memberikan tanda cek di pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai

b) Apabila menurut bapak/ibu validator instrumen ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami			✓	
2	Kalimat menggunakan bahasa yang baik dan benar			✓	
3	Soal sudah sesuai dengan materi pembelajaran			✓	

Komentar dan Saran

Kesimpulan
Berdasarkan penilaian di atas, lembar instrumen soal ini dinyatakan:
a. Layak digunakan b. Layak digunakan c. Tidak layak digunakan

Dosen Pembimbing
Purwokerto, 10 Januari 2025

Yulian Purnama, S.Pd., M.Hum
NIP. 197607102008011030

Desi Widyanti, M.Pd
NIP. 199212152018012003

2. Reability

a. Reliability of Class 7D Pre-Test Instrument

Tabel 3 4 Reliability of Class 7D Pretest Instrument

Reliability Statistics

Cronbach's	
Alpha	N of Items
.931	5

Data is declared reliable if the Cronbach's Alpha value is ≥ 0.05 . From the reliability test results table above, the Cronbach's Alpha value is $0.931 > 0.05$, so the data is declared reliable.

b. Reliability of Class 7D Post-Test Instrument

Tabel 3 5 Reliability of Class 7D Post-Test Instrument

Reliability Statistics

Cronba	
ch's	
Alpha	N of Items
.911	5

Data is declared reliable if the Cronbach's Alpha value is ≥ 0.05 . From the reliability test results table above, the Cronbach's Alpha value is $0.911 > 0.05$, so the data is declared reliable.

c. Reliability of Class 7B Pre-Test Instrument

Tabel 3 6 Reliability of Class 7B Pre-Test Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.929	5

Data is declared reliable if the Cronbach's Alpha value is ≥ 0.05 .

From the reliability test results table above, the Cronbach's Alpha value is $0.929 > 0.05$, so the data is declared reliable.

d. Reliability of Class 7 Post-Test Instrument

Tabel 3 7 Reliability of Class 7B Post-Test Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.890	5

Data is declared reliable if the Cronbach's Alpha value is ≥ 0.05 .

From the reliability test results table above, the Cronbach's Alpha value is $0.890 > 0.05$, so the data is declared reliable.

G. Data Analysis

SPSS software and the t-test formula is employed to analyze the data. SPSS is utilized for assessing normality and homogeneity within the test data. The normality assessment determines whether the data from the experimental and control groups are normally distributed or not, while the homogeneity assessment evaluates whether the data from the two groups possess the same variance, thereby establishing the appropriateness of employing the t-test for hypothesis testing. Furthermore, the application of the t-test formula aims to discern the difference in scores between students who are instructed using blindfold games and those who are not. The t-test formula is as follows:: (Hanief & Himawanto, 2017)

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Explanation:

t : the score sought

$\overline{X_1}$: the average score of the experimental class

$\overline{X_2}$: the average of control class

n_1 : the experimental class number

n_2 : the control class number

S_1 : the experimental class standard deviation

S_2 : the control class standard deviation

S_1^2 : the sample variant experimental class

S_2^2 : the sample variant of control class

r: the correlation between two samples

The t-test is used to compare a calculated sig value against a calculated sig value of 0.05. In this research, the following is the hypothesis that will be used. H_0 is accepted if the test statistic t value < t table sig value. (2-tailed) > 0.05 H_1 is accepted if the t test statistic value > t table sig value. (2-tailed) < 0.05 If acceptance occurs at H_0 , it can be concluded that there is no significant effectiveness. Meanwhile, if H_0 is rejected, it can be concluded that the blindfold games is effective for students in SMPN 1 Karangmoncol Purbalingga.

Data must be tested with normality and homogeneity tests before being tested with the t-test.

1. Normality Test

A statistical method for determining whether or not a data sample is regularly distributed is the normality test. To make sure the data you use for statistical analysis are accurate, this test is crucial. Normality test is used to know whether the data from experimental and controlled class are normally distributed or not. The test used Kolmogorov-Smirnov in SPSS software. The hypotheses tested are: H_0 = data is normally distributed, H_1 = data is not normally distributed.

The conclusion of the homogeneity test is that if the sig. value ≥ 0.05 , then H_0 is accepted and H_1 is rejected and if the sig. value < 0.05 , then H_0 is rejected and H_1 is accepted.

2. Homogeneity Test

The homogeneity test is used to ensure whether the data comes from the same population or not (Isnawan & Galang, 2020). Usually the data used in quasi-experimental research is two sample class data, namely the control class and the experimental class. The homogeneity is used to find out whether the data from two classes have the same variant in order that hypothesis can be tested by t-test or not. The hypotheses tested are: H_0 = homogeneous data, H_1 = non-homogeneous data.

The conclusion of the homogeneity test is that if the sig. value ≥ 0.05 , then H_0 is accepted and H_1 is rejected and if the sig. value < 0.05 , then H_0 is rejected and H_1 is accepted.

3. Hypothesis Test

Hypothesis testing in this study used the independent-sample t test which was processed using SPSS. The data analysis technique used the t-test. The t-test is designed to test the differences the students vocabulary using blindfold games between the controlled and experimental classes, the experimental class which is taught by using blindfold games and the controlled class which is taught without using blindfold games. Researchers calculate using the t test. By comparing the values of two classes. Namely the experimental class as variable X and the control class as variable Y. H_0 = Blindfold Games are not effective in improving students' writing skills at SMPN 1 Karangmoncol Purbalingga., and H_1 = Blindfold Games are effective in improving students' writing skills at SMPN 1 Karangmoncol Purbalingga.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section provides an overview of the results derived from the study.. The author uses two types of data, namely pre-test data and post-test data on the writing skills component which focuses on clarity of ideas, detailed descriptions, language use, text structure and creativity. The test object associated with the guiding question technique is employed to assess the proficiency of students' writing skills both prior to and following the intervention. The results obtained will also provide a comprehensive description of the mean, frequency, standard deviation, and other relevant statistical measures.

1. Description of the Data

The classification students' score pre test and posts test experemintal class. The final score of the students were :

Table 4 1Pre-test and Post-test Experimental Class

No.	Students Initial	Score	
		Pre-test	Post-test
1.	ARH	6	11
2.	ACP	15	13
3.	ANF	5	7
4.	ANR	14	14
5.	AFP	10	7
6.	ANF	11	12
7.	DKR	13	15
8.	DTR	11	11
9.	FNA	7	10

10.	FNR	5	10
11.	FAD	6	10
12.	FV	13	15
13.	FNH	8	13
14.	HS	7	10
15.	IZA	13	15
16.	JBP	8	8
17.	KSZ	12	13
18.	MAY	10	6
19.	MI	6	11
20.	MS	5	10
21.	MZA	6	10
22.	NAP	6	10
23.	NAY	10	6
24.	RS	10	9
25.	RZP	14	16
26.	RVA	7	10
27.	RFS	7	8
28.	SFU	20	18
29.	WDR	8	13
30.	ZNA	10	15
SUM		283	336
MEAN		9,433333333	11,2
MAXIMUM SCORE		20	18
MINIMUM SCORE		5	6

The table above shows the pre-test final scores of the total students (30 students) from class VII D. There are five assessment categories in writing

skills given, namely: clarity of ideas, detailed descriptions, use of language, text structure, creativity.

The classification students' score pre test and posts test controlled class. The final score of the students were :

Table 4 2 Pre-test and Post-test Controlled Class

No	Students Initial	Score	
		Pre-test	Post-test
1.	ABZ	12	9
2.	AK	5	5
3.	AZ	5	7
4.	ANZ	17	13
5.	AS	7	8
6.	AFW	6	5
7.	AZM	6	5
8.	DANA	10	11
9.	DDC	10	12
10.	EFN	11	10
11.	EF	11	8
12.	FFT	8	6
13.	FAP	10	10
14.	FA	9	9
15.	HAS	14	15
16.	LDU	10	11
17.	MIA	6	6
18.	NT	11	9
19.	NAR	14	13
20.	NMF	8	10
21.	NFA	6	8
22.	RAP	10	10

23.	RDNES	5	10
24.	RD	9	6
25.	SSA	5	6
26.	SANH	11	9
27.	SSS	6	6
28.	SSU	11	10
29.	WDS	11	9
30.	ZII	11	10
SUM		275	266
MEAN		9,166666667	8,866666667
MAXIMUM SCORE		17	15
MINIMUM SCORE		5	5

The table above shows the pre-test final scores of the total students (30 students) from class VII D. There are five assessment categories in writing skills given, namely: clarity of ideas, detailed descriptions, use of language, text structure, creativity.

1. Data Analysis

1. Normality Test

The normality is used to test whether the data is normally distributed. Data is called normal if the significance value is > 0.05 . The normality test result are presented below:

Table 4 3 Test of Normality Pre Test

Tests of Normality

		Kolmogorov-Smirnov ^a		
KELAS		Statistic	df	Sig.
HASIL	Pretes Kelas Eksperimen	.153	30	.070
	Pretes kelas Kontrol	.142	30	.124

In the sig. column, the data is said to be normal if the sig. value is ≥ 0.05 . In the table above, the sig. value of the experimental class pretest is $0.070 \geq 0.05$, so the experimental class pretest data is normally distributed.

Then, the sig. value of the control class pretest is $0.124 \geq 0.05$, so the control class pretest data is stated to be normally distributed.

Table 4 4 Test of Normality Post Test

		Kolmogorov-Smirnov ^a		
HASIL		Statistic	df	Sig.
	Postes Kelas Eksperimen	.152	30	.076
	Postes Kelas Kontrol	.134	30	.176

In the sig. column. Data is said to be normal if the sig. value is ≥ 0.05 .

In the table above, the sig. value of the experimental class posttest is $0.076 \geq 0.05$, so the experimental class posttest data is normally distributed.

Then, the sig. value of the control class posttest is $0.176 \geq 0.05$, so the control class posttest data is stated to be normally distributed.

2. Homogeneity Test

A homogeneity test is a test to termine whether the data is homogeneous or heterogeneous. The Levene test was used to calculate homogeneity. The results of the homogeneity test in SPSS are presented as follows:

Tests of Homogeneity of Variances Pre-test Experiment Class and Controlled Class

Table 4 5 Test of Homogeneity Pre Test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	.468	1	58	.497
	Based on Median	.340	1	58	.562
	Based on Median and with adjusted df	.340	1	57.785	.562
	Based on trimmed mean	.434	1	58	.513

In the sign column. (based on the average). Data is said to be homogeneous if the sig. value ≥ 0.05 . In the table above, the sig. value of the pretest of the experimental class and the control class is $0.497 \geq 0.05$, so the pretest data of the experimental class and the control class are declared homogeneous.

Tests of Homogeneity of Variances Post-test Experiment Class and Controlled Class

Table 4 6 Test of Homogeneity Post Test

	Levene Statistic	df1	df2	Sig.
HASIL Based on Mean	1.297	1	58	.259
Based on Median	1.059	1	58	.308
Based on Median and with adjusted df	1.059	1	55.867	.308
Based on trimmed mean	1.152	1	58	.288

In the sig column. (based on mean). Data is said to be homogeneous if the sig value. ≥ 0.05 . In the table above, the sig value. The experimental class and control class posttests were $0.259 \geq 0.05$, so the experimental class and control class posttest data were declared homogeneous.

c. Hypotesis Test

After the data was declared normal and homogeneous, than the data was calculated using t-test to show if there was a significant difference between the experimental class using the Blindofld Games compared to the control class. The hypotesis can be presented as follows:

Table 4 7 Independent Samples 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	1.297	.259	3.19	58	.002	2.333	.732	.868	3.799
	Equal variances not assumed			3.19	56.2	.002	2.333	.732	.867	3.800

In the sig. column (2-tailed). The criteria for drawing conclusions in the independent sample t-test are if the sig. value is < 0.05 , then the learning model implemented in the learning process is effective in improving mastery of writing skill.

In the table above, the sig. value shows $0.002 < 0.05$, so H_0 is rejected and H_1 is accepted. Thus, the blindfold learning model is effective in improving mastery of writing skills.

B. Discussion

This study was conducted to determine whether there is an influence of Blindfold Games on improving students' English writing skills. The population in this study were students of grade VII and the sample was 30 students. In this study, VII D became the experiment class, VII B became the controlled class. Both classes were given different treatments, in VII D, namely the experimental class, the Blindold Games treatment was given in learning activities, while in class VII B the control group used conventional learning activities.

Before the treatment was given to the experimental class, this research distributed a validated and reliable pretest in VII D class, the pretest was given to the experimental class and the control class on January 13, 2025. the experimental class had 30 students, and the pre-test of the experimental class had an average score of 9.4333333 with the highest score 20. The control group had 30 students, the pre-test of the control class had an average score of 9.16666667 with the highest score of 17.

After the students had completed the pretest, the next step was to provide material with different treatments between the experimental class and the control class. In the experiment class, treatment was given using blindfold games, while in the control class, treatment was given using a conventional learning activity. The two classes were given different treatments to measure students' English writing skills so that it could be seen whether there were differences in results between the experimental class and the control class.

Next, after the two classes were given different treatments, the post-test was given. The post-test was distributed to students in order to find out whether there was a difference in the results of students' scores between the control class and the experimental class with different treatments. The post-test results in the experimental class were the highest score of 18, the lowest score of 6 with an average score of 11.2. For the control class, the highest

score was 15, and the lowest score of 5 with an average score of 8.86666667. From the post-test results between the experimental class and the control class, there was a difference.

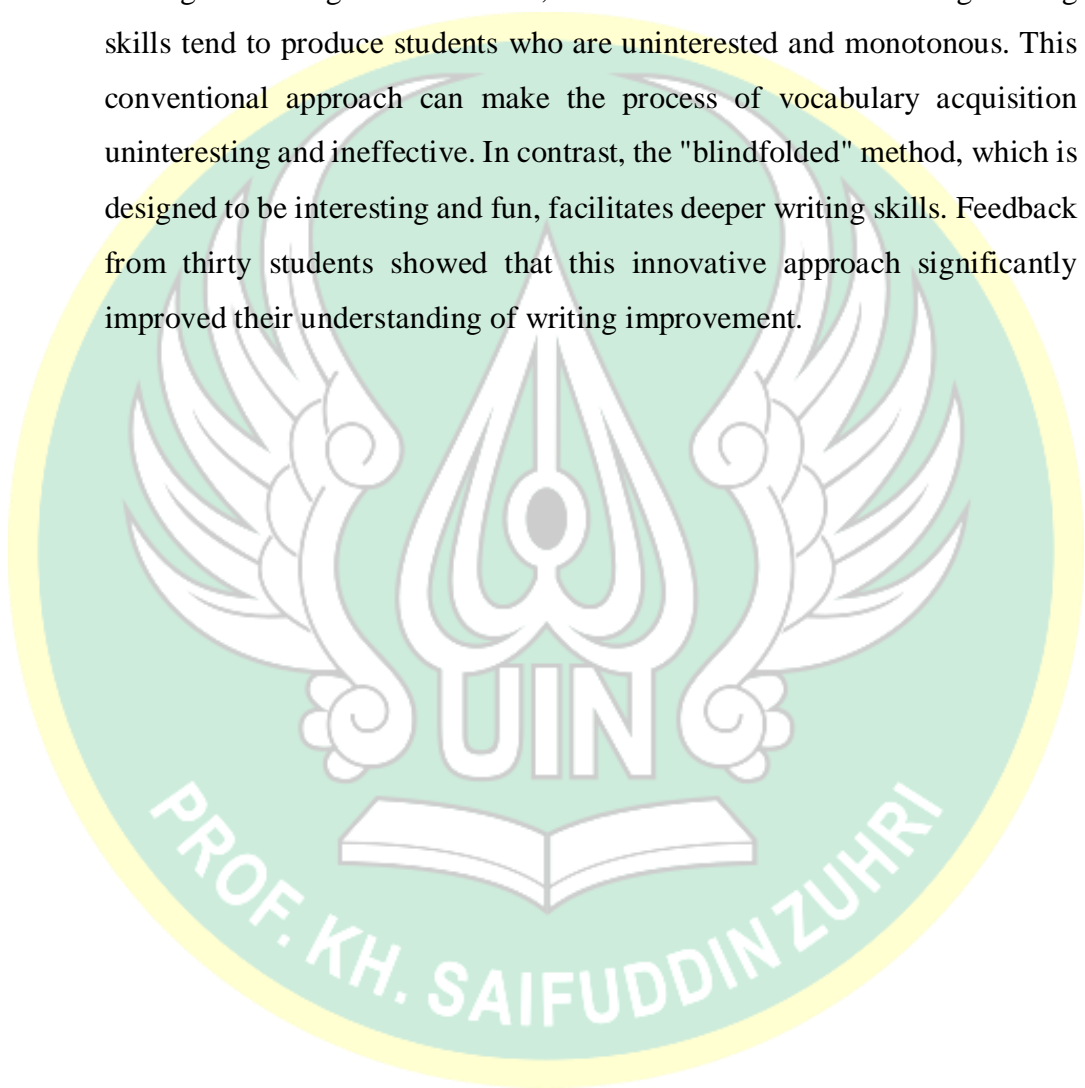
After getting the data from the pretest and post-test values of both classes, this research conducted a prerequisite test, namely a normality test to determine whether the observed data was normally distributed or not, and a homogeneity test to determine whether the data was homogeneous or not. in the experimental class score it got a value of Pre-test $0,070 > 0.05$ and Post-test $0,076 > 0.05$, and the control class got a significant value of Pretest $0,124 > 0.05$ and Post-test $0,176 > 0.05$, It can be concluded that both data are normally distributed because each score has a significant value of more than 0.05.

In the homogeneous test, the significant value between the experimental and control classes is . Data is said to be homogeneous if the sig. value is ≥ 0.05 . In the table above, the sig. value of the pretest of the experimental class and the control class is $0.497 \geq 0.05$, so the pretest data of the experimental class and the control class are declared homogeneous. Data is said to be homogeneous if the sig value. ≥ 0.05 . In the table above, the sig value. the experimental class and control class posttests were $0.259 \geq 0.05$, so that the experimental class and control class posttest data were declared homogeneous.

In this study, the hypothesis testing used was the independent sample t-test, based on the results of the t-test, it can be seen that the sig value level (2-tailed) is $0.002 < 0.05$, which means that H_0 is rejected and H_1 is accepted. Thus, the blindfold games method has an effect on improving students' English writing skills.

Hidaya (2019) stated that writing is one of the English language skills that is more difficult than other skills. It also requires the ability to understand

language patterns such as rules, grammar, structure, and so on to carry out writing activities. It can be concluded that writing skills are more complex and difficult for students to learn because of several aspects that must be considered such as knowledge of grammar, mechanics, and vocabulary. In addition, students rarely practice writing activities so they are not used to writing something. In conclusion, traditional methods of teaching writing skills tend to produce students who are uninterested and monotonous. This conventional approach can make the process of vocabulary acquisition uninteresting and ineffective. In contrast, the "blindfolded" method, which is designed to be interesting and fun, facilitates deeper writing skills. Feedback from thirty students showed that this innovative approach significantly improved their understanding of writing improvement.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study based on the findings and discussion of the findings and suggest the conclusions.

A. Conclusions

Based on the results of the study, it can be concluded that blindfold games have an effect on improving the English writing skills of students at SMP Negeri 1 Karangmoncol. There are differences in improving the English writing skills of students at SMP Negeri 1 Karangmoncol between students in the experimental class who use the blindfold games method and the control class who do not use the blindfold games method.

Based on the outcomes of the assessments performed on the pre-test and post-test scores of students in the experimental group, the author employed the t-test to evaluate the hypothesis. The results of the t-test indicated that the significance value (2-tailed) is 0.000. This finding suggests that the significance value presented in the table is lower than the established level of significance. Consequently, the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected. Therefore, it can be concluded that the use blindfold games of class VII students at SMP Negeri 1 Karangmoncol Purbalingga in the second semester of the 2024/2025 academic year.

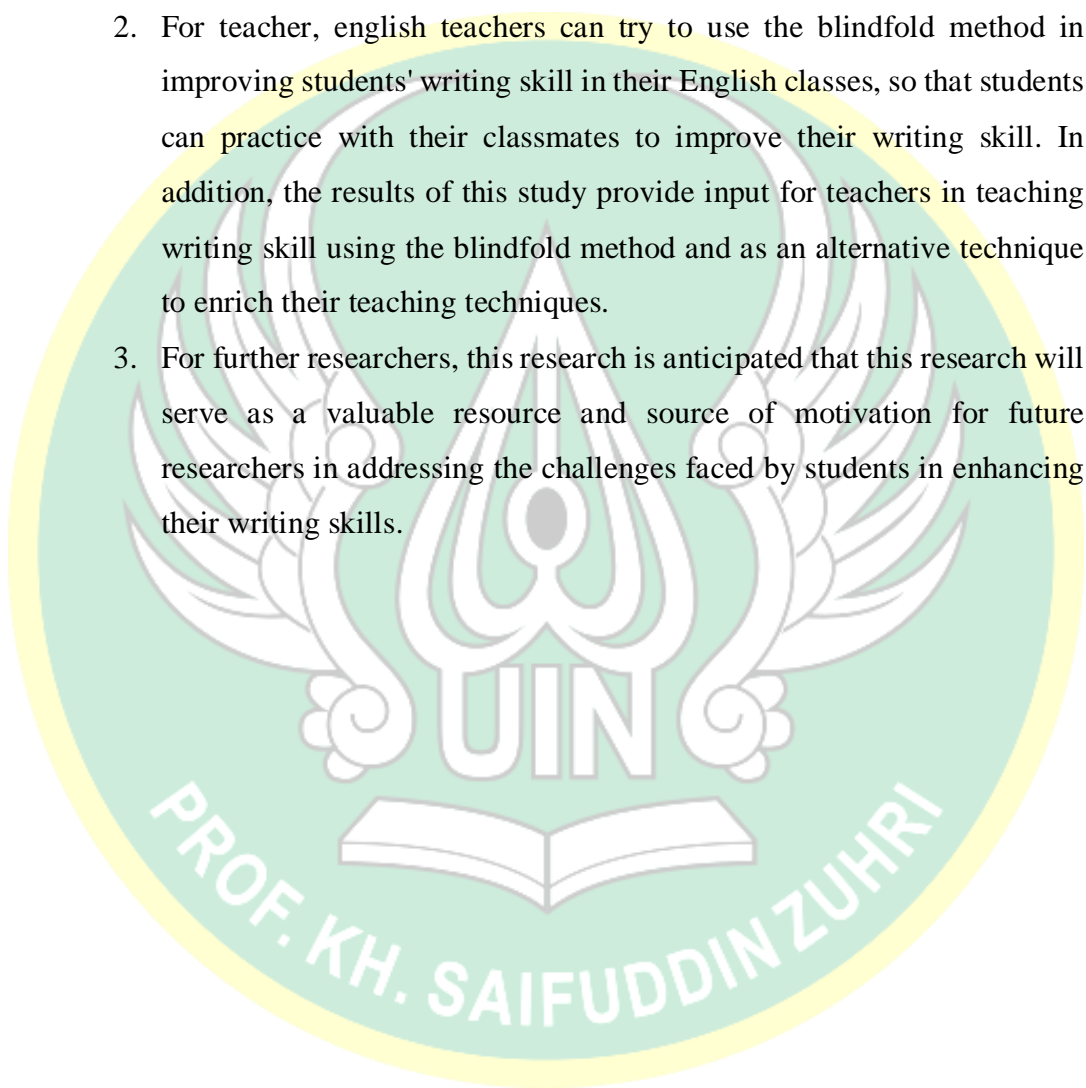
B. Limitation

Based on research conducted, most students still have difficulty writing English, so it takes a long time to learn.

C. Suggestion

Based on the conclusion of the study above, the researcher has several suggestion :

1. For students, the use of blindfold games to improve English writing skills. This technique is very easy to use, and can also be used for ice breaking.
2. For teacher, english teachers can try to use the blindfold method in improving students' writing skill in their English classes, so that students can practice with their classmates to improve their writing skill. In addition, the results of this study provide input for teachers in teaching writing skill using the blindfold method and as an alternative technique to enrich their teaching techniques.
3. For further researchers, this research is anticipated that this research will serve as a valuable resource and source of motivation for future researchers in addressing the challenges faced by students in enhancing their writing skills.



REFERENCES

- Amalia. (2017). The Effectiveness of Guided Question Technique on Students Writing Skill of Recount Text. *a thesis*, 3.
- Anyiendyah, M. S. (2017). Challenges Faced by Teachers When Teaching English in Public Primary Schools in Kenya. *Frontiers in Education*.
- Arianti, A. (2021). A Study of Students' Efforts to Improve the Ability in English. *Surakarta English and Literature Journal Vol 4 No 1*, 1.
- Axelrod, R. B., & Cooper, C. R. (1985). *The St. Martin's Guide to Writing*. New York: St. Martin's Press.
- Brown, H. D. (2000). *Principles of Language, Learning, and Teaching Fourth Edition*. Addison Wesley Longman.
- Brown, H. D. (2001). *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Damayanti, N., Dayu, A. T., & Nurhasanah. (2020). The Effectiveness of Guiding Question Technique in Teaching Writing Recount Text. *Proceeding of Shepo*, 125.
- Decarrico, J. S. (2001). Teaching English as a Second or Foreign Language. 287.
- Durga, S. S., & Rao, C. S. (2018). Developing Students Writing Skills in English - A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*.
- Fadli, R., Hidayati, S., Cholifah, M., Siroj, R. A., & Afgani, M. W. (2023). Validitas dan Reliabilitas pada Penelitian Motivasi Belajar Pendidikan Agama Islam Menggunakan Product Moment. *JlIP (Jurnal Ilmiah Ilmu Pendidikan)* (eISSN: 2614-8854) Vol 4, 1735.
- Fadlilah, & Nurul, L. (2019). The Effectiveness of Guiding Question Technique to Teach Recount Text Writing.
- Fahmi, S., & Rachmijati, C. (2021). Improving Students Writing Skill Using Grammarly Application for Second Grade in Senior High School. *Professional Journal of English Education*, 69.

- Fitriani, Firdani, & Sarah, S. (2017). Teaching Writing through Guiding Questions Technique to Improve Students Writing Skill. *Research in English and Education READ*, 41.
- Gu, Y. &. (1996). Vocabulary learning Strategies and language learning outcome. 643-679.
- Gündoğmuş, H. D. (2018). The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties. *Universal Journal of Educational Research*.
- Hacker, D., & Sommers, N. (2016). *Rules for Writers*. Newyork: Bedford/St. Martin's.
- Hanief, Y. N., & Himawanto, W. (2017). *Statistik Pendidikan*. Yogyakarta: Deepublish (Grup Penerbitan CV BUDI UTAMA).
- Harahap, R. R. (2020). The Effect of Guided Question Technique on Students Writing Skill of Descriptive Text at Eight Grade Student SMP Satrya Budi Karang Rejo.
- Hariyanto. (2018). The Influence of Using Guided Questions Technique Towards Students' Procedure Text Writing Ability. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 81.
- Hariyanto. (2018). The Influence of Using Guided Questions Technique Towards Students' Procedure Text Writing Ability. *Journal of Research & Method in Education (IOSR-JRME)*, 78.
- Harmer, J. (1998). *How to Teach English*. Edinburgh Gate, Harlow, Essex CM20 2JE, England.: Longman.
- Harmer, J. (2004). *How to teach Writing*. England : Pearson Longman.
- Hidayah, I. (2015). The Effectiveness of Guided Questions Towards Students' Writing Skill of Descriptive Text.
- Isnawan, & Galang, M. (2020). *Kuasi-Eksperimen*. Lombok: Nashir Al-Kutub Indonesia.
- Kurniasih, E. (2011). Teaching the Four Language Skills in Primary EFL Classroom:Some Considerations. *Journal of English Teaching*, 71.
- Kusrini, N. R., & Amalia, E. R. (2021). The Influence of Integration of Four Skills to the Performance of Undergraduate Students on Toefl Sample Test.

Scholastica: Jurnal Pendidikan dan Kebudayaan, Website: jurnalsttunualhikmah.ac.id, 66.

Lubis, & Febriyanti, F. (2022). The Teachers Strategies in Teaching Writing Descriptive Text at Senior High School. *Jurnal Unimed*.

Lunsford, A., & O'Brien, A. (2011). *The St. Martin's Handbook, Seventh Edition*. New York: Bedford/St. Martin's.

Magdalena, I., Annisa, M. N., Ragin, G., & Ishaq, A. R. (2021). Analisis Penggunaan Teknik Pre-Test dan Post-Test Pada Mata Pelajaran Matematika Dalam Keberhasilan Evaluasi Pembelajaran di SDN Bojong 04. *Nusantara : Jurnal Pendidikan dan Ilmu Sosial*, 153.

Mamik. (2015). *Metodologi Kualitatif*. Jl. Taman Pondok Jati J 3, Taman Sidoarjo: Zifatama Publisher.

Maulida, F. (2016). The Use of Guiding Question Technique to Improve Students Descriptive Text Writing. 16.

Misbah, N. H., Mohamad, M., Yunus, M. M., & Ya'acob, A. (2017). Identifying the Factors Contributing to Students' Difficulties in the English Language Learning. *Scientific Research Publishing*.

Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Scientific Research Publishing*, 3389.

Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London, Thousand Oaks, New Delhi: Sage Publications.

Nabu, Pakaya, N., & Rezkita, A. (2022). Identifying students' difficulties in essay writing course. *Jetli Ejournal*, 67.

Ningrum, M. (2015). The Effect of Using Guided Questioning Technique to the Students Writing Ability on Recount Text at Tenth Grade Students of SMAN 4 Kediri in Academic Year 2014-2015. *Thesis*, 4-5.

Nyasimi, N. B. (2014). Challenges Students Face in Learning Essay Writing Skills in English Language in Secondary Schools in Manga District, Nyamira Country Kenya. *Thesis*.

Oktora, M. (2015). Second Language Development of Indonesian Learners of English. *Jurnal Bahas Unimed* , 253.

- Olimovna, A. M. (2023). The Importance of Writing in English Language Classes. *Global Scientific Review*, 22.
- Oshima, A., & Houge, A. (2007). *Introduction to Academic Writing*. New York: Pearson Education.
- Purnama, Y. (2023). MACHINE TRANSLATION ENHANCING ENGLISH VOCABULARY MASTERY FOR UNIVERSITY STUDENTS. *The Seybold Report*.
- Putri, & Faisya, I. (2021). English in Education. *ResearchGate*.
- Putri, D. (2021/2022). The Effect of Guided Questions Technique to Improving Students' Skill in Writing Descriptive Text. *Thesis*, 13.
- Rao, & Srivinas, P. (2019). The Role of English as a Global Language. *Research Journal of English*, 66.
- Sabiq, A. H. (2017). IMPROVING STUDENTS' MOTIVATION AND READING SKILLS IN. *DIKSI*, 25(1).
- Setiawan, A. (2014). The Challenges in Teaching Writing Skill at Junior High School: Problems and Solutions.
- Sugiyono. (2015). *Statistika Untuk Penelitian*. Bandung: Alfabeta Bandung.
- Sukirno, M. A., & As Sabiq, A. H. (2020). VISUAL MEDIA ULTIZATION IN MASTERING ENGLISH VOCABULARY OF HEARING-IMPAIRED STUDENTS. *Isnania*, 162.
- Suryani, A. I., K, S., & Mursalam, M. (2019). Pengaruh Penggunaan Metode Mind Mapping terhadap Hasil Belajar Ilmu Pengetahuan Sosial Murid Kelaasa V SDN no. 166 Inpres Bontorita Kabupaten Takalar. *Jurnal Pendidikan Dasar*, 747.
- Suyanto, A. (2016). Improving Students' Ability in Writing Descriptive Text Using Instagram and Process-Based Approach. 101.
- Taylor, G. (2009). *A Student's Writing Guide*. United States of America: Cambridge Univercity Press.
- Traver, R. (1998). *What is a Good Guiding Question?* Educational Leadership.
- Zemech , D., & Islam, C. (2006). *Writing in Paragraphs*. Macmillan.

APPENDIX



Appendix 1 1 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.1436/Un.19/D.FTIK/PP.05.3/03/2024
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

28 Maret 2024

Kepada
Yth. Kepala SMP Negeri 1 KARANGMONCOL
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Opi Dwi Prastowo
2. NIM : 2017404059
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2023/2024

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek : Observasi Pendahuluan
2. Tempat / Lokasi : SMP Negeri 1 KARANGMONCOL
3. Tanggal Observasi : 29-03-2024 s.d 12-04-2024

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix 1 2 Expert Judgement

**LEMBAR VALIDASI AHLI
INSTRUMEN PENELITIAN**

Nama : Opi Dwi Prastowo
NIM : 2017404059
Jurusan/Prodi : FTIK/THH
Judul Penelitian : The Effectiveness of Blindfold Games on Students' Vocabulary Mastery in SMP N 1 Karangmoncol Purbalingga

Petunjuk :

a) Bapak / Ibu validator dimohon memberikan penilaian dengan memberikan tanda cek (✓) pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai

b) Apabila menurut bapak/ibu validator instrument ini perlu adanya revisi, mohon ditulis pada bagian komentar dan saran guna perbaikan.

No	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1	Kalimat pada soal mudah dipahami			✓	
2	Kalimat menggunakan bahasa yang baik dan benar			✓	
3	Soal sudah sesuai dengan materi pembelajaran			✓	


Komentar dan Saran

Kesimpulan


Berdasarkan penilaian di atas, lembar instrument soal ini dinyatakan:

☒ a. Layak digunakan ☐ b. Layak digunakan ☐ c. Tidak layak digunakan

Dosen Pembimbing


Yulian Purnama, S.Pd., M.Hum
NTP. 197607102008011030

Purwokerto, 10 Januari 2025


Desi Wijayanti, M.Pd
NIP. 199212152018012003



Appendix 1 3 Research Instrument

Pre-test

Pre Test

Name :

Class :

Date :

Score :

Describe one favorite thing in your room at least 7 sentences!



Post-test

Post Test

Name :

Class :

Date :

Score :

Describe your favorite animal at least 7 sentences!



Appendix 1 4 Lesson Plan Experimental Group

LESSON PLAN

EXPERIMENT CLASS

Nama Penyusun	Opi Dwi Pastowo
Nama Institusi	SMP Negeri 1 Karangmoncol
Tahun Pembuatan	2025
Mapel	Bahasa Inggris
Kelas/Semester	VII/Genap
Alokasi Waktu	2 x 40 menit
Tahapan	Fase D
Elemen	Menulis-Mempresentasikan
Tujuan Pembelajaran	Peserta didik mampu mendeskripsikan ruangan dan benda yang ada diruangan tersebut
Konten Utama	Peningkatan kosakata
Profil Pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
Target Peserta Didik	Kelas VII D
Jumlah Peserta Didik	30
Model Pembelajaran	Discovery Learning

Media Pembelajaran	Alat tulis, buku paket, lembar kerja, gambar
--------------------	--

Kegiatan Pembelajaran

Pertemuan ke 1

Tahap Pendahuluan

1. Guru memberi salam dan meminta peserta didik untuk memimpin doa.
(kesadaran diri dan pengelolaan diri)
2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran.
5. Guru memberikan pertanyaan pemantik seputar ruangan yang ada dirumah dan benda benda yang ada diruangan tersebut.

Tahap Inti

Stimulation:

1. Guru memberi sedikit penjelasan tentang teks deskriptif berupa tujuan, struktur, dan ciri cirinya.
2. Guru menanyakan pertanyaan pemantik agar peserta didik mulai memahami teks deskriptif.
3. Siswa diminta mencari contoh teks deskriptif dibuku paket lalu diminta untuk mencoba membacanya.
4. Selanjutnya guru memberi penjelasan dan contoh tentang game yang akan dimainkan.
5. Guru meminta 2 peserta didik untuk maju dan memberi contoh kepada temannya.
6. Selanjutnya peserta didik diminta untuk membentuk kelompok kecil berisi 2 peserta.
7. Peserta 1 diberi satu kata/gambar diatas kepala dan diminta untuk menebak kata/gambar tersebut.
8. Peserta 2 hanya boleh memberi bantuan/clue berupa yes/no/maybe.

9. Guru membimbing jalannya permainan agar peserta didik tidak kebingungan/kesulitan.
10. Setelah kelompok pertama berhasil menebak kata/gambar tersebut kemudian dilanjut dengan kelompok yang lain dengan tata cara yang sama seperti kelompok pertama.

Tahap Penutup

1. Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.
2. Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru.
3. Peserta didik mendapatkan informasi untuk pertemuan selanjutnya.
4. Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.
5. Guru menutup pembelajaran dengan doa dan salam.

Pertemuan ke 2

Tahap Pendahuluan

1. Guru memberi salam dan meminta peserta didik untuk memimpin doa. (kesadaran diri dan pengelolaan diri)
2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran.
5. Guru memberikan pertanyaan pemantik seputar hewan.

Tahap Inti

Stimulation:

1. Guru membahas tentang pertemuan terakhir.
2. Guru menanyakan pertanyaan pemantik agar peserta didik mulai mengingat kembali teks deskriptif.
3. Guru memberi contoh teks deskriptif lalu dilanjutkan siswa diminta membuat teks deskriptif seperti yang dibuat oleh guru.

4. Guru kembali meminta peserta didik maju untuk bermain blindfold games seperti pada pertemuan pertama.
5. Peserta 1 diberi satu kata/gambar diatas kepala dan diminta untuk menebak kata/gambar tersebut.
6. Peserta 2 hanya boleh memberi bantuan/clue berupa yes/no/maybe.
7. Guru membimbing jalannya permainan agar peserta didik tidak kebingungan/kesulitan.
8. Setelah kelompok pertama berhasil menebak kata/gambar tersebut kemudian dilanjut dengan kelompok yang lain dengan tata cara yang sama seperti kelompok pertama.

Tahap Penutup

1. Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.
2. Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru.
3. Peserta didik mendapatkan informasi untuk pertemuan selanjutnya.
4. Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.
5. Guru menutup pembelajaran dengan doa dan salam.

Pertemuan ke 3

Tahap Pendahuluan

1. Guru memberi salam dan meminta peserta didik untuk memimpin doa. (kesadaran diri dan pengelolaan diri)
2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran.
5. Guru memberikan pertanyaan pemantik seputar makanan.

Tahap Inti

1. Guru membahas tentang pertemuan terakhir.

2. Guru menanyakan pertanyaan pemantik agar peserta didik mulai mengingat kembali teks deskriptif.
3. Guru memberi contoh teks deskriptif lalu dilanjutkan siswa diminta membuat teks deskriptif seperti yang dibuat oleh guru.
4. Guru kembali meminta peserta didik maju untuk bermain blindfold games seperti pada pertemuan pertama.
5. Peserta 1 diberi satu kata/gambar diatas kepala dan diminta untuk menebak kata/gambar tersebut.
6. Peserta 2 hanya boleh memberi bantuan/clue berupa yes/no/maybe.
7. Guru membimbing jalannya permainan agar peserta didik tidak kebingungan/kesulitan.
8. Setelah kelompok pertama berhasil menebak kata/gambar tersebut kemudian dilanjut dengan kelompok yang lain dengan tata cara yang sama seperti kelompok pertama.

Tahap Penutup

1. Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.
2. Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru.
3. Peserta didik mendapatkan informasi untuk pertemuan selanjutnya.
4. Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.
5. Guru menutup pembelajaran dengan doa dan salam.

Appendix 1 5 Lesson Plan Control Group
Control Class

Nama Penyusun	Opi Dwi Pastowo
Nama Institusi	SMP Negeri 1 Karangmoncol
Tahun Pembuatan	2025
Mapel	Bahasa Inggris
Kelas/Semester	VII/Genap
Alokasi Waktu	2 x 40 menit
Tahapan	Fase D
Elemen	Berbicara-Mempresentasikan
Tujuan Pembelajaran	Peserta didik mampu mendeskripsikan ruangan dan benda yang ada diruangan tersebut
Konten Utama	Peningkatan kosakata
Profil Pelajar Pancasila	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif.
Target Peserta Didik	Kelas VII B
Jumlah Peserta Didik	30
Model Pembelajaran	Discovery Learning
Media Pembelajaran	Alat tulis, buku paket, lembar kerja.

Metode Pembelajaran	Diskusi, tanya jawab
---------------------	----------------------

Kegiatan Pembelajaran

Pertemuan ke 1

Tahap Pendahuluan

1. Guru memberi salam dan meminta peserta didik untuk memimpin doa.
(kesadaran diri dan pengelolaan diri)
2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran.

Tahap Inti

1. Guru menanyakan pertanyaan sederhana tentang benda benda yang ada di ruangan kelas.
2. Peserta didik diminta untuk mencoba menerjemahkan benda benda tersebut ke dalam bahasa Inggris.
3. Peserta didik diminta untuk berlatih mengucapkan kata tersebut dengan pelafalan yang baik dan benar sesuai arahan guru.
4. Guru mengevaluasi tingkat pengucapan peserta didik.
5. Peserta didik diajak untuk mengerjakan soal halaman 103-105 dibuku paket.
6. Guru menunjuk peserta didik secara random untuk menjaawab pertanyaan.
7. Guru memberi feedback.

Tahap Penutup

1. Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.
2. Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru.
3. Peserta didik mendapatkan informasi untuk pertemuan selanjutnya.

4. Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.
5. Guru menutup pembelajaran dengan doa dan salam.

Pertemuan ke 2

Tahap Pendahuluan

1. Guru memberi salam dan meminta peserta didik untuk memimpin doa.
(kesadaran diri dan pengelolaan diri)
2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran.

Tahap Inti

1. Guru meminta peserta didik untuk mengingat pelajaran pertemuan terakhir.
2. Peserta didik diminta untuk mengerjakan soal dibuku paket halaman 107-110.
3. Peserta didik diperbolehkan diskusi dengan teman satu meja.
4. Setelah selesai mengerjakan peserta didik diminta untuk mempresentasikan hasil kerjanya didepan.
5. Guru memberi feedback terhadap jawaban dan penampilan peserta didik.

Tahap Penutup

1. Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.
2. Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru.
3. Peserta didik mendapatkan informasi untuk pertemuan selanjutnya.
4. Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.
5. Guru menutup pembelajaran dengan doa dan salam.

Pertemuan ke 3

Tahap Pendahuluan

1. Guru memberi salam dan meminta peserta didik untuk memimpin doa. (kesadaran diri dan pengelolaan diri)
2. Guru mengecek kehadiran peserta didik sebagai sikap disiplin.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik selama pembelajaran.

Tahap Inti

1. Guru meminta peserta didik untuk mengerjakan halaman 114.
2. Guru memberi arahan dan membantu peserta didik yang kesulitan.
3. Peserta didik yang sudah selesai diminta untuk maju mempresentasikan hasil kerjanya didepan kelas.
4. Guru memberi feedback terhadap penampilan peserta didik.

Tahap Penutup

1. Peserta didik menyimpulkan hasil pembelajaran pada hari ini dengan menyebutkan poin-poin yang dibahas.
2. Peserta didik melakukan refleksi pembelajaran dengan menjawab pertanyaan yang diberikan oleh guru.
3. Peserta didik mendapatkan informasi untuk pertemuan selanjutnya.
4. Peserta didik mendapatkan apresiasi dan motivasi atas proses pembelajaran yang telah dilakukan.
5. Guru menutup pembelajaran dengan doa dan salam.

Appendix 1 6 Assessment Rubric

Rubrik Penilaian Writing Skill Teks Deskripsi

Criteria	Scale 1 (Less)	Scale 2 (Enough)	Scale 3 (Good)	Scale 4 (Very good)	Final Score
Idea of Clarity	Ideas are unclear and difficult to understand.	The idea is pretty clear, but there are some confusing parts.	The ideas are clear and easy to understand, with little confusion.	The idea is very clear and easy to understand.	
Detailed Description	Few description details, not interesting description.	Some details, but not much depth.	Good detail and supports the description.	Very detailed and interesting; stimulates the imagination.	
Language	The language is imprecise and there are many errors.	The language is quite accurate, but there are some errors.	Good language with few errors.	The language is very good, free from errors.	
Text Structure	The structure is irregular and confusing.	There is structure, but it is not consistent.	Good structure and easy to understand.	Very good structure, with a clear flow.	
Creativity	There is no element of creativity.	There is creativity but it is limited.	Creativity is seen in several parts.	Very creative, provides a unique perspective.	

Scoring:

- Detail : 16-20: Very Good Final Score: _____ / 20

11-15: Good

6-10: Enough

1-5: Less

Appendix 1 7 Student Wokrsheet

Pre-test of student worksheet

Lembar Soal Pre Test

Name : Sasmita A. F. U.
 Class : 7D/29
 Date :
 Score :

Describe one favorite thing in your room at least 7 sentences!

My Favorite doll

My Favorite doll is penguin doll. My mom bought it for me when I was 6th.

I don't know it was penguin or apple jack. Because it's yellow like apple jack and have a wing like penguin. It have hair and tail, it's also fluffy and cute.

I love it so much, I will keep it forever.

4
 3
 3
 3
 3

 17

Lembar Soal Pre Test

Name : Aisyito Nur Rahma
 Class : 7D
 Date :
 Score :

Describe one favorite thing in your room at least 7 sentences!

My favorite thing is pillow

- My favorite thing in my room is pillow
- the color of my pillow is blue
- In my room have two pillow
- One is mine and one is for my little brother
- My pillow is very soft
- and it smell so good
- I really love my pillow because can be comfort

4
 4
 3
 4
 4

 19

Post-test of student worksheet

Lembar Soal Post Test

Name : Dwi Kurnia Rika
 Class : 7D
 Date :
 Score :

Describe your favorite animal at least 7 sentences!

My favorite cat

cat is animal cute and adorable
 cat have wings soft and wings
 always eat sweet food
 My cat is like running around
 when is sleep, she always sleep in my side
 because I really love her
 love my cat favorite

3
 3
 3
 3
 3

 15

Lembar Soal Post Test

Name : Sasmita A. F. U.
 Class : 7D/29
 Date :
 Score :

Describe your favorite animal at least 7 sentences!

Jelly fish

My favorite animal is jellyfish. I like white jellyfish.
 Jelly fish is cute but also very dangerous. It looks so beautiful,
 but don't you dare try to touch it. or you will die. it don't have heart, brain and nerve. it move with it's insking.
 I really love jelly fish because it's cute

4
 4
 4
 4
 4

 20

Appendix 1 8 Result Pre-test and Post-test of Eksperimental Group

No.	Students Initial	Score	
		Pre-test	Post-test
1.	ARH	6	11
2.	ACP	15	13
3.	ANF	5	7
4.	ANR	14	14
5.	AFP	10	7
6.	ANF	11	12
7.	DKR	13	15
8.	DTR	11	11
9.	FNA	7	10
10.	FNR	5	10
11.	FAD	6	10
12.	FV	13	15
13.	FNH	8	13
14.	HS	7	10
15.	IZA	13	15
16.	JBP	8	8
17.	KSZ	12	13
18.	MAY	10	6
19.	MI	6	11
20.	MS	5	10
21.	MZA	6	10
22.	NAP	6	10
23.	NAY	10	6
24.	RS	10	9

25.	RZP	14	16
26.	RVA	7	10
27.	RFS	7	8
28.	SFU	20	18
29.	WDR	8	13
30.	ZNA	10	15
SUM		283	336
MEAN		9,433333333	11,2
MAXIMUM SCORE		20	18
MINIMUM SCORE		5	6

Result Pre-test and Post-test of Control Group

No	Students Initial	Score	
		Pre-test	Post-test
1.	ABZ	12	9
2.	AK	5	5
3.	AZ	5	7
4.	ANZ	17	13
5.	AS	7	8
6.	AFW	6	5
7.	AZM	6	5
8.	DANA	10	11
9.	DDC	10	12
10.	EFN	11	10
11.	EF	11	8
12.	FFT	8	6
13.	FAP	10	10

14.	FA	9	9
15.	HAS	14	15
16.	LDU	10	11
17.	MIA	6	6
18.	NT	11	9
19.	NAR	14	13
20.	NMF	8	10
21.	NFA	6	8
22.	RAP	10	10
23.	RDNES	5	10
24.	RD	9	6
25.	SSA	5	6
26.	SANH	11	9
27.	SSS	6	6
28.	SSU	11	10
29.	WDS	11	9
30.	ZII	11	10
SUM		275	266
MEAN		9,166666667	8,866666667
MAXIMUM SCORE		17	15
MINIMUM SCORE		5	5

Appendix 1 9 Documentation
Experimental Class Documentat



Control Class Documentation



Appendix 1 10 Proposal Seminar Sertificate



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. B- 4263.Un.19/FTIK.TBI/PP.00.9/10/2024

Yang bertanda tangan dibawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Effectiveness of Blindfold Games on Students' Vocabulary Mastery in SMPN 1 Karangmoncol Purbalingga"

Sebagaimana disusun oleh :

Nama : Opi Dwi Prastowo
NIM : 2017404059
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 25 Oktober 2024

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 28 Oktober 2024
Koordinator Prodi Tadris Bahasa Inggris



Appendix 1 11 Certificate of Passing Comprehensive Examination



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281)
635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN

No. B-5039/Un.19/WD1.FTIK/PP.05.3/12/2024

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Opi Dwi Prastowo
NIM : 2017404059
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal : Rabu, 04 Desember 2024
Nilai : 88 / (A)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 6 Desember 2024
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001



SERTIFIKAT

Nomor: In.17/UPT.MAJ/19906/10/2022

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : OPI DWI PRASTOWO
NIM : 2017404059

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	91
# Tartil	:	85
# Imla'	:	70
# Praktek	:	78
# Nilai Tahfidz	:	76



Purwokerto, 14 Okt 2022



ValidationCode

Appendix 1 13 Arabic Language Sertificate



MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية بجمهورية إندونيسيا
جامعة الأستاذ كيهي الحاج سيف الدين زهري الإسلامية الحكومية بـوروكرتو
الوحدة لتنمية اللغة

CERTIFICATE
الشهادة
No R-3135/Un.19/K.Bhs/PP.009/47/174

This is to certify that
Name :
Place and Date of Birth
Has taken
with Computer Based Test,
organized by Language Development Unit on :
with obtained result as follows :

Listening Comprehension: 50 Structure and Written Expression: 47
فهم السموع فهم العبارات والتراكيب

Obtained Score : 486

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.



منحت إلى
الاسم
محل وتاريخ الميلاد
وقد شارك/ت الاختبار
على أساس الكمبيوتر
التي قامت بها الوحدة لتنمية اللغة في التاريخ
مع النتيجة التي تم الحصول عليها على النحو التالي:
Reading Comprehension: 48
فهم المقروء

المجموع الكلي : 486

تم إجراء الاختبار بجامعة الأستاذ كيهي الحاج سيف الدين زهري الإسلامية الحكومية بـوروكرتو.





Purwokerto, 16 April 2024
The Head of Language Development Unit,
رئيسة الوحدة لتنمية اللغة

EPTUS
English Proficiency Test of UIN PROF. KH. SAIFUDDIN ZUHRI

ISLA
Institut Agama Islam Prof. KH. Saifuddin Zuhri

Muflihah, S.S., M.Pd.
NIP.19720923 200003 2 001



Appendix 1 14 English Language Sertificate



MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
 STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
 LANGUAGE DEVELOPMENT UNIT
 Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

CERTIFICATE

الشهادة
 No.B-3136/Un.19/K.Bhs/PP.009/ 4/2024

This is to certify that

Name :

Place and Date of Birth

Has taken

with Computer Based Test,

organized by Language Development Unit on :

with obtained result as follows :

Listening Comprehension: 50

فهم السموع

Structure and Written Expression: 50

فهم العبارات والتراكيب

Obtained Score :

516

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيف الدين زهري الإسلامية الحكومية بوروبورتو.



Purwokerto, 16 April 2024

The Head of Language Development Unit,

رئيسة الوحدة لتنمية اللغة

EPTUS
 English Proficiency Test of UIN PROF. KH. SAIFUDDIN ZUHRI

IKLA
 Institut al-Qudrah al-Lughah al-Arabiyyah

Muflihah, S.S., M.Pd.
 NIP.19720923 200003 2 001



Appendix 1 15 KKN Certificate



Sertifikat

Nomor Sertifikat : 0735/K.LPPM/KKN.53/03/2024

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

Nama Mahasiswa : **OPI DWI PRASTOWO**
NIM : **2017404059**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-53 Tahun 2023,
dan dinyatakan **LULUS** dengan nilai **89 (A)**.



Certificate Validation

Appendix 1 16 PPL Certificate



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR K. H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A telp. 0281-635624 Fax. 636553 Purwokerto 53126

SURAT KETERANGAN TELAH MENGIKUTI PPL II

Nomor : B. 051/Un. 19/K.Lab.FTIK/PP.009/X/2024

Yang bertanda tangan dibawah ini Kepala Laboratorium Fakultas Tarbiyah dan Ilmu Keguruan UNIVERSITAS ISLAM NEGERI PROFESOR K. H. SAIFUDDIN ZUHRI (UIN) Purwokerto menerangkan dengan sesungguhnya :

Nama : OPI DWI PRASTOWO
NIM : 2017404059
Fakultas / Jurusan : Tarbiyah & Ilmu Keguruan / TBI
Tahun Akademik : 2023 - 2024

Saudara tersebut benar-benar mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UNIVERSITAS ISLAM NEGERI PROFESOR K. H. SAIFUDDIN ZUHRI (UIN) Jurusan Tadris Bahasa Inggris (TBI) dan telah mengikuti *PPL II Tahun Akademik 2023 / 2024* dengan nilai "A"

Demikian surat keterangan ini dibuat untuk menjadikan maklum dan guna seperlunya dan Sebagai ganti sertifikat

Di keluar di : Purwokerto
Pada tanggal : 30 Oktober 2024.
Laboratorium FTIK,


Dis. H. Yuslam, M.Pd.
NIP. 196801091994031001

Appendix 1 17 Biography

A. Personal Identity

Name : Opi Dwi Prastowo

Student Number : 2017404059

Date of Birth : Purbalingga, 9th Februari 2002

Addres : Tlahab Lor, Karangreja, Purbalingga

B. Educational Background

Formal Education

1. SDN 1 Tajug (2013)
2. SMPN 1 Karangmoncol (2016)
3. SMKN 2 Purbalingga (2020)
4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Informal Education

1. Pondok Pesantren Roudlotul Ulum, Karangsalam Kidul, Purwokerto (2020-2023)

C. Organization Experiences

1. Trerasurer Rohis SMKN 2 Purbalingga: 2018/2019
2. Secretary Pondok Pesantren Roudlotul Ulum: 2022/2023

