

**IMPROVING STUDENTS' VOCABULARY MASTERY USING
BLINDFOLD GAMEFOR THE SECOND GRADE STUDENTS
AT MA ANNAJAH SESELAIN ACADEMIC YEAR 2021/2022**



ARRANGED BY:

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2021/2022**

THESIS

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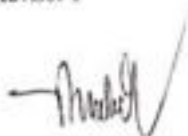
**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
2021/2022**

ADVISOR'S APPROVAL

Thesis by Najwa Inayati, Nim 170107047 entitled "Improving Students' Vocabulary Mastery Using Blindfold Game For The Second Grade at MA Annajah Sesela In Academic Year 2021/2022" has fulfilled the requirement and has been approved by the thesis advisor to be examined.

Approved on 21/12-2021

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Mataram, 21-12-2021

Subject: Thesis Examination
The Honorable
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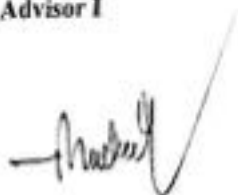
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Wassalammu'alaikum, Wr.Wb

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STATEMENT OF THE THESIS AUTHENTICITY

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THESIS RATIFICATION

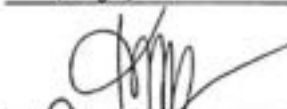
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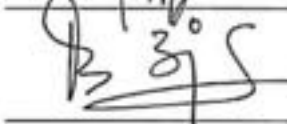
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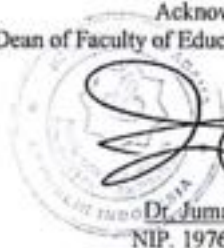

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MOTTO

*“ The amazing thing in life is when
you feel you’re stupid but you never
try to give up”*

DEDICATION

“I dedicate this thesis for my almamater, all of my lecturers and my teachers, my mother Hj. Hidayati, my father H. Nador, my brother Nahmadani, my sister Nadira Abnawati, my aunty Rosida (alm), my aunty Fuziati (alm), my grandfather H. Saidi, all my families and all my friends who always support me to complete this thesis”.

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The researcher realizes that the process of completing this thesis will not be successful without the help and involvement of various parties. Therefore, the writer gives the highest appreciation and thanks to those who have helped as follows.

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TABLE OF CONTENTS

Cover	i
Title	ii
Advisor Approval	iii
Advisor Official Note	iv
Statement The Thesis Authenticity	v
Thesis Ratification	vi
Motto	vii
Dedication	viii
Acknowledgment	ix
Table of Content	x
List of Table	xii
List of Appendices	xiii
Abstract	xiv
CHAPTER I INTRODUCTION	
A. Background of Research	1
B. Subject of Action	4
C. The Statement of Problem	4
D. Object of Research	4
E. Significance of Research	4
CHAPTER II THEORETICAL REVIEW AND HYPHOTHESIS	
A. Review of Previous Research	6
B. Theoretical Bases	12
C. Hyphothesis	24
CHAPTER III RESEARCH METHOD	
A. Research Setting	25
B. Object of Research	25

C. Design of Research.....	25
D. Instrument of Research.....	28
E. Data Analysis and Reflection	31
F. Validity and Reliability	32
CHAPTER IV RESEARCH METHODOLOGY	
A. Research Finding	33
1. Cycle I	33
2. Cycle II	43
B. Discussion	51
CHAPTER V. CONCLUSSION AND SUGRESSION	
A. Conclussion	54
B. Suggestion	55
REFERENCES	56

TABLE OF LIST

Figure.....	26
Level of students' individual	30
The category score of the percentage students' activity.....	31
The table observation first cycle.....	38
The table of students' vocabulary mastery.....	40
The table of students' criteria and percentage	43
The table observation the second cycle	46
The table of students' vocabulary mastery the second cycle.....	48
The table of students' percentage	50
The table of summary.....	50

LIST OF APPENDICES

Appendix I Rencana Pelaksanaan Pembelajaran.....	59
Appendix II Post-test I, Post-test II	77
Appendix III Observation, Interview	85
Appendix IV Documentation	88

**IMPROVING STUDENTS' VOCABULARY MASTERY USING
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ABSTRACT

The objective of this research was to improve students' skills in vocabulary mastery using blindfold game for the second grade at MA Annajah Sesela Gunungsari. This research applied classroom action research (CAR). The data analyses were used qualitative and quantitative. The instruments of this research were vocabulary test, observation, interview, and documentation. The sample of this research were 20 students. The design of this research were used cycle I and cycle which consists planning, action, observing, and reflection. The result of this research showed the mean score of pre-test before treatment was 63,25, the mean score of post-test cycle I was 75,25, and the mean score of post-test cycle II was 80,5. Based on the research findings the result of post-test cycle II was higher than pre-test, and post-test in the cycle I. The percentage of students who passed the KKM was 85% means there was an improvement after using blindfold game, it can be concluded that blindfold game can be used to improve students' vocabulary.

Keyword: Blindfold Game and Vocabulary Matery

**MENINGKATKAN KOSA-KATA SISWA MENGGUNAKAN
PERMAINAN TUTU MATA DI MA ANNAJAH SESELA
GUNUNGSARI TAHUN PELAJARAN 2021/2022**

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ABSTARCT

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan siswa dalam penguasaan kosakata menggunakan permainan penutup mata untuk kelas dua di MA Annajah Sesela Gunungsari. Penelitian ini menggunakan penelitian tindakan kelas (PTK). Analisis data menggunakan kualitatif dan kuantitatif. Instrumen penelitian ini adalah tes kosakata, observasi, wawancara, dan dokumentasi. Sampel penelitian ini adalah 20 siswa. Rancangan penelitian ini menggunakan siklus I dan siklus yang terdiri dari perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian menunjukkan nilai rata-rata pre-test sebelum perlakuan adalah 63,25, nilai rata-rata post-test siklus I adalah 75,25, dan nilai rata-rata post-test siklus II adalah 80,5. Berdasarkan hasil penelitian hasil post-test siklus II lebih tinggi dari pada pre-test, dan post-test pada siklus I. Persentase siswa yang lulus KKM adalah 85% berarti ada peningkatan setelah menggunakan permainan penutup mata, dapat disimpulkan bahwa permainan penutup mata dapat digunakan untuk meningkatkan kosakata siswa.

Kata kunci: Permainan Blindfold dan Penguasaan Kosa-kata

CHAPTER I

INTRODUCTION

A. Background of Research

English is one of many lessons in the school are learned by students. Studying English is very important to improve every students' skills in English mastery and English has four skills that are Listening, Writing, Speaking, and Reading. In this era students have to master English which has four skills. Therefore, to support students' learning of English is by fostering their vocabulary mastery.

Richards and Renandya state that "Vocabulary is a core of component of language proficiency and provides much basic for how well learners speak, listen, read, and write."¹ Therefore vocabulary is important to learn by students because to measure how far students ability in writing, reading, listening and speaking skills if students want to master in English students have to learn vocabulary, because vocabulary is the most important aspects to learn English and then as the basic of English study.

According to Gairns and Redman there are three techniques used in presentation of new vocabulary items. The first one is visual techniques including mime, gestures, and visuals such as photographs, blackboard drawings, wall charts. The second one is verbal techniques: 1) use of illustrative situations, 2) use of synonymy and definition, 3) contrasts and opposites, 4) scales and 5) example of

¹Richards, Jack C. And Willy A. Renandya. 2002 : 255. *Methodology in Language Teaching*. New York: Cambridge University Press.

the type. The last one is translation. It is considered a quick, easy, and effective way of conveying the meaning of vocabulary.²

The most faced problems students in English learning that is because many students lack in vocabulary and give the effect toward learning English such as writing, reading, listening, speaking and grammar. Wilkins said without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that although the students have good ability in grammar, students can analyze the English structure, students can memorize the formula of tenses, but the ability is useless if students don't have enough vocabulary mastery in English because students don't know what words they will analyze and use.³

Based on the problems at MA Annajah Sesela Gunungsari, students found it difficult to memorize English vocabulary. It will affect the four skills that are reading, listening, writing and speaking. Therefore, to solve the problems that exist in students, the researcher tries to use game as the method to improve students' vocabulary and help students at MA Annajah Sesela Gunungsari to memorize English vocabulary through the game. This game will make students happy and enjoy during the vocabulary learning in the class.

Furthermore there are many kinds of media we can use to improve students' vocabulary, one of them is blindfold game. Lee states that "A vocabulary is one in which learners' attention is focused

²Gairns, S.(1990). *Working With Words :A Guide to Teaching and Learning Vocabulary*. Cambridge University Press.

³Scott Thornbury,(2002). *How To Teach Vocabulary*. England: Person Education Limited, P.13

mainly on word”.⁴ Therefore the teacher must be able to make students interested in the class when the teacher start to learning vocabulary game and it will be make students feel enjoy and lively in teaching vocabulary using blindfold game. And teacher hope trough the blindfold game students be able to improve their vocabulary.⁵

The Blindfold game is a game that students can use to improve students’skills in vocabulary the way to play this game are by practicing in the verbal communication that used blindfold in the game. Students will close their eyes cover by scarf and line up with their group then students pay attention to teacher’s instructions in this game. This game is very useful to improve students’vocabulary through blindfold game students will try to remember the vocabulary about verb, adjective, adverb and ask students to try to study vocabulary before the game started by their teacher. The teacher can teach directions and making instruction to students, the blindfold game can be played in a group and working together more closely and wearing blindfold game can make students in theclass fun and students will not stressful.

Based on the reason above the researcher is inspired to make a classroom action research mixed method because the researcher want to know how far the blindfold game can helps students to improve students’vocabulary and finally the researcher make a classroom action research with title“ Improving Students’Vocabulary Mastery Using Blindfold Game”

⁴Lee,WR.1979.*Language Teaching Games and Content*. New York. Oxford University Press.

⁵Yanuri (2015) *The Use of Blindfold Game to Improve the Vocabulary Mastery OF The Fifth Grade at SDN TerteK Tulungagung1-27*.

B. Subject of Action

The subject of this research is the 2nd grade students of MA Annajah Sesela Gunungsari in academic year 2021/2022 this study was taking XII IPA as participant based on teacher's recommendation. This class consists of 20 students which are all of students in class are female.

B. The Statement of problem

Based on the background of the study above the problem can be formulated is as follow; How can teaching vocabulary using blindfold game improve student's vocabulary study at the 2nd grade of MA Annajah Sesela Gunungsari academic year 2021/ 2022?

C. Objective of research

Base of the statement of problem above the purpose of this study is as follow; The objective of this research to Improve students' skills in vocabulary mastery using blindfold game at MA Annajah Sesela Gunungsari academic year 2021/2022.

D. Significance of Research

1. Theoretical significance
 - a. The result of this research will give more understanding about blindfold game in teaching vocabulary.
 - b. The result of this research can be the references for another researchers.

2. Practical significance

- a. For School,1) To contribute to the MA Annajah Sesela Gunungsari with the innovation of the Blindfold Game, 2) As the consideration toward upgrading teachers' performance,3) As the efforts of upgrading quality the management instruction.
- b. For Teacher,1) Teacher should provide the better game technique to improve students' vocabulary could use the study, 2) Improving the teacher' professionalism in implemented learning activity,3) Improving teacher's skill in using various of learning method.
- c. For Students, To improve students' activity in learning English students can have a deep understanding of the new material and more easy since the teaching learning process will be meaningful for them. Especially in learning vocabulary so that they can be more motivated to improve their abilities.
- d. For The other researcher,The result of this research can be references for the reader and use as an input in English teaching and learning process.
- e. For the researcher, To increase the insight as well as the knowledge and identify some ways to study that could be make the students more active and interactive in teaching English vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPHOTHESIS

A. Review of Related Literature

In this research there are some review of previous research. The research conducted by Rini Andriani, Fatimah, Nur Fahmiati, and Wahyuni Tobaharu;

The first previous study is written by Rini Andriani.⁶ The title of this research The Implementation on Blindfold Game Media to Improve students' vocabulary Mastery. The objective of this research To find out the implementation of blindfold game media to improve students' vocabulary mastery and To find out Blindfold game media to improve the students' vocabulary mastery. the subject action of this research were eight grade students of MTs Nurul Huda Tanjung Pura. The research method in this research used Classroom Action Research Mixed Method. This research was used pre-test and pos-test data, interview sheet ,observation sheet, dairy notes data. The result of this research the pre-test was 35,36, the mean of the first cycle was 58,57 and the mean of the second cycle was 77,86, they showed that the mean in second cycle were better than the first cycle. The percentage of students who got the point 75 up also grew up. In he pre-test, nobody of students who got point 75 up. In the post-test of cycle I, the students who got point 75 up there were 11 of students (26%). It means that there was an increasing about (26%). In the post-test

⁶Andriyani,R. *The Implementation of Blindfold Game Media to Improve Students' Vocabulary Mastery At MTs Nurul Huda Tanjung Pura*, (Thesis, FTK UIN SU Medan, Medan, 2017).

of cycle II, students who got point 75 up were 37 students (88%) and the increasing was about 62,09%. For the total increasing of the students' score from pre-test to post-test of cycle II was 88,09%. In other words, the students' vocabulary mastery improve from the first meeting to the next one. For the hypothesis testing, it was used t-test formula from the computation. It could be seen that coefficient of $t_{\text{observation}} = 10.21$ and t_{table} to $df = 42 - 1 = 41$. With fact level $\alpha = 0,05$. The coefficient of $t_{\text{observation}} (10.21) \geq t_{\text{table}} (2,02)$. Thus, alternative hypothesis (H_a) stating that Blindfold Game Media could improve the students' vocabulary mastery and could make the classroom activities alive and active.

From the research above, the researcher find the difference and similarities of this research with the study conducted by Rini Andriani. The difference between this research with previous study are the objective, subject action. The objective of the first study are, 1) To find out the implementation of blindfold game media to improve students' vocabulary mastery, 2) To find out Blindfold game media to improve the students' vocabulary mastery. While the objective of this research is To improve students' skill in vocabulary using blindfold game at MA Annajah Sesela Gunungsari. The subject action of the first study is at MTs Nurul Huda Tanjung Pura, while in this research the researcher take the place at MA Annajah Sesela Gunungsari. Therefore the similarities both of them are the variable where the first study entitle "The implementation on Blindfold Game Media to Improve Students' Vocabulary Mastery". In this research entitle is "Improving Students' Vocabulary Mastery Using Blindfold Game at the

Second Grade of MA Annajah Sesela Gunungsari". The first study used classroom action research mixed-method. In this research, the researcher using the classroom action research mixed method and use

The second previous study conducted by Fatimah.⁷ The objective of this research was to know whether or not using picture card improve the students' vocabulary after the writer applied picture card in teaching vocabulary at the eighth grade of SMP Negeri 9 Parepare. This research was aimed to find out the improvement of students ability in vocabulary mastery after bein thought by using picture card. The design of this research is quantitative method. It was conducted in eight grade of SMP Negeri 9 Parepare in population 174 students. The sample was VIII.6 and total numbers of the sample were 22 students as the sample of this research. Improving Students' Vocabulary Using the Picture Card at the eighth grade of SMP Negeri 9 Parepare was effective according the result of pre-test and post-test score below. The result of the research was found that there is a significant difference between the pre-test and post-test. The pre-test mean score is 38,3 (very poor) and post-test score is 79,6 (good). The degree freedom significance 5% was 1,711. It was higher than the result of the significance difference of the post-test that was 2,10 > 1,711.

From the research above, the researcher find the difference and similarities of this research between with the study conducted

⁷Fatimah. *Improving The Students' Vocabulary Mastery By Using Picture Card At The Eighth Grade Of SMP Negeri 9 Parepare*,(Thesis,FTK IAIN Parepare, Parepare 2019)

by Fatimah. The difference between this research with the previous objective, subject action, and method. The objective of the second study To improve students' skills in vocabulary using blindfold game at MA Annajah Sesela Gunungsari. The second study used the quantitative method. While in this research using the classroom action research mixed-method. The second study take the place at SMP Negeri 9 Parepare. While in this research the researcher take the place at MA Annajah Sesela Gunungsari. Furthermore the similarities between both of them are variable. The second study entitle "Improving Students' Vocabulary Using Picture Card at The Eighth Grade of SMP Negeri 9 Parepare". While in this research entitle "Improvin Students' Vocabulary Mastery Using Blindfold Game at the Second Grade of MA Annajah Sesela Gunungsari".

The third previous of research conducted by Nur Fahmiati.⁸ Improving Students' Vocabulary Achievement Through Word Game, the objective of this research are, To describe the improving students' vocabulary achievement using Word Games is the implemented at 5th students grade of MI Tarbiyatul Islamiyah Lengkong. This study used conventional methods to teach students. The result of this study shows that in the pre cycle the students' average score is 55,6. In the first cycle the students' average score is 59,4. In the second cycle the students' average score is 78,3. From pre cycle, first cycle and second cycle. The average of students score is always increasing. It means that there

⁸Fahmiati, N. *Improving Students' Vocabulary Achievement Through Word Games at the fifth Grade of Tarbiyatul Islamic Elementary School*, (Thesis, FTK Universitas Negeri Islam Walisong, Semarang 2016)

is an improvement of students' conclusion, Word Games are effective to improve students' vocabulary achievement. The use of Word Games as media to improve students' vocabulary is also able to make students interested and motivated in learning process. The games can make them more interested.

From the research above, the researcher find the difference and similarities between this study conducted by Nur Fahmiati. The difference between this research are, objective, method, and subject action. The object of the third study is To describe the improving students' vocabulary achievement using Word Games is the implemented at 5th students grade of MI Tarbiyatul Islamiyah Lengkong. While the aim of in this research To improve students' skills in vocabulary using blindfold game at the second grade of MA Annajah Sesela Gunungsari. The third study used a conventional methods to teach students. While in this research the researcher using classroom action research. The subject action of the third study at MI Tarbiyatul Islamiyah Lengkong. The subject action in this research at MA Annajah Sesela Gunungsari. The similarities between this research is variable. The third study entitle is "Improving Students ' Vocabulary Through Word Game". In this research entitle is "Improving Students' Vocabulary Mastery Using Blindfold Game at the Second Grade of MA Annajah Sesela Gunungsari"

The fourth previous study conducted by Wahyuni Tobaharu⁹. The research about Improving Students' Vocabulary

⁹ Tobaharu,W. *Improving Students' Vocabulary Through Blindfold Game at the Seventh Grade of MTs Al Mawari Padang Kalua Lamasi*, (Thesis,FTK IAIN PALOPO, Padang 2019)

Through Blindfold Game at the Seventh Grade of MTs Al Mawasir Padang Kalua Lamasi. The objective of this research is To find out whether or not blindfold game improve students' vocabulary of the seventh grade students of MTs Al Mawasir Padang Kalua Lamasi. The researcher used pre-experimental method. The research analyzed the data quantitatively by using inferential statistics SPSS 20. The students result of the mean score in the pre-test of pre-experimental was lowest than the mean score in the post-test ($30.00 < 85.95$). The researcher found that the ρ Value was 0,00 and the alpha was 0,05, therefore $\rho < \alpha$ ($0.00 < 0.05$). The researcher found that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Its means that the used of blindfold game effective to improve students' vocabulary.

From the research above, the researcher find the difference and similarities between this study conducted by Wahyuni Tobaharu. The difference between this research are method, subject action and data analysis. The fourth study used the experimental method. While in this research the researcher using classroom action research mixed-method. The subject action of the fourth study at the Seventh Grade MTs Al Mawasir Padang Kalua Lamasi. While in this research the researcher take the subject action at the Second Grade of MA Annajah Sesela Gunungsari. The data analysis of the fourth study is used quantitative data by using inferential statistics SPSS 20. While in this research using mixed between qualitative and quantitative data. Furthermore the similarities between the fourth study and in this research is variable. The fourth study entitle "Improving Students'

Vocabulary Through Blindfold Game at the Seventh Grade of MTs Al Mawasir Padang Kalua Lamasi. And in this research entitle “Improving Students’ Vocabulary Mastery Using Blindfold Game at the Second Grade of MA Annajah Sesela Gunungsari”.

B. Theoretical Bases

1. Vocabulary

Vocabulary is the total number of words that make up language states by Hornby.¹⁰ Like and Nunastates that “vocabulary is a collections of words that someone knows“.¹¹ Then why without sufficient vocabulary students will be difficulties in language learning. Vocabulary is the most important aspect because it will be basic in language learning,if we cannot study or practice English how do we can understand anything written in English, while we don’t have enough vocabulary. Can we imagine how we can speak English while we don’t have enough vocabulary and the fact that vocabulary is a very important aspect in Englishlearning.

Teaching English in senior high school is useful because in educational world to get the scholar

ship abroad students must know the other language especially English as the foreign language. Moreover, many countries that provide scholarships for high achieving students and that is a good opportunity for students who want continue their study in abroad through scholarship. In this case vocabulary plays an important role as well as the basis of

¹⁰Hornby.1995.*Advance Learner’ Dictionary* .New York : Oxford University Press.

¹¹Nuna,2005.*Language Teaching Methodology. A Textbook For Teacher*. London : Prentice Hall,P.121

learning English because to get a scholarship in abroad students must have a basic of English.

- Types of Vocabulary

According to FachrurrazyEnglish vocabulary can be divided into two types:

- a. Function words : Words that fulfill a particular function in a sentence (cannot easily be assigned a dictionary meaning). Function words are the words we use to make our sentences grammatically correct..

Example of function word :

- Article : a, an, the
- Preposition :
about,before,concerning,of,under,etc.
- Demonstratives : this,that,these,those
- Conjunctions : and,but,or,not,only,but also,etc.
- Pronouns :(
subjective,objective,possessive,reflective)

I, me, my, mine, myself.

We,its, our, ours, ourselves, etc.

The characteristic of function words are that they are fixed in forms and limited in number.

- b. Content Words :it isn't surprising that content words are usually nouns, verbs,adjective, and sometimes adverbs. The characteristic of content words are that the numbers are unlimited and the forms are changeable.

Example of content words :

- Nouns : book, water, honesty
- Verbs : go, study, walk
- Adjectives : warm, diligent, beautiful
- Adverbs: fast, happily, differently

These can be in the form of

- Simple words :book, go, warm
- Compound words : blackboard, green-house, school-boy
- Idioms/proverbs : for good, look down, pass with flying colours
- Special expressions: how do you do ?.

The characteristics of content words are that the unlimited, and the forms are changeable .¹²

- Vocabulary Assessment

Teaching vocabulary is conducted to determine the degree to which the examiner whiser to concentrate on testing the students' vocabulary mastery. Thornbury states that testing is one way of assessing learning outcomes the product of learning. It providea form of feedback both for the students and teachers.¹³

According to Hughes, there are many kind of vocabulary, as follows¹⁴;

1) Multiple Choice

¹²Fachrurazy,1993.*Teaching English Language Skills and Components*. Malang: IKIP Malang,P.14-15

¹³Thornbury,S,2002.*How To Teach Vocabulary*. Person Longman,P.142

¹⁴Huges.1976.*Kind of Vocabulary Test* . Cambridge University Press.Gramedia;1984,P.179-185

Multiple choice items take many forms. In multiple choice, students must choose one of the answer available before.

Example :

Amy : me, Sir !

Do you know where the post office is ?

Mr. Dody : Yes, little girl, I'll show you.

a. Let b. excuse c. help d. Give

2) Matching

Students must found the meaning synonym, or anything that related with the words given.

Example : Match to its Pair !

- Topic _____
- Audience _____
- House _____

- a) Livingroom, bathroom, kitchen
- b) Focus Idea, theme,subject
- c) Viewer, listener, spectator

3) Pictures

Write down the name of the object or pictures given.

Pictures method only uses the simple vocabulary.

Example : what is animals in the picture ?



- a. Elephant b. Chicken c. Rabbit d. Monkey

- Vocabulary Mastery

Mastery a term that all educators use and believe they understand well. But when pressed to describe precisely what is mean to “master” a concept, skill, or subject, everyone has a different definition.¹⁵

Vocabulary mastery is a skill of students in language. While in oxford Dictionary vocabulary is all the words in a language.¹⁶Therefore vocabulary is the basic compenent of language that students must learn to master in language.

2. Teaching English Through Blindfold Game

a. Game

A game is a structured form of play, usually performed for the entertainment of fun and sometimes used as an educational tool. Furthermore, in this study the researcher using games as a vocabulary learning medium. Using game in education is very useful for

¹⁵ Thomas R. Guskey and Eric M. Anderman, 2014, *Educational Leadershi: Getting Students to Mastery*, vol.71.No.4,(http://www.ascd.orgpublications/educational_leadership/dec13/vol71/num04/In-Search-of-a-Useful-Defination-of-Mastery.aspx). Accessed on February 20,2017,10:54 A.M

¹⁶ Oxford., Op.cit,P.495

students and teachers because besides having fun, students easier to understand.

Halliwell argued that due to the creative language skill young learners bring into the classroom, teachers have to provide them with a communicative atmosphere where they could express themselves.¹⁷ Rixon state that understanding games will help teachers finding and creating games that make their students learn while they play.¹⁸

b. Types of Game

According to Hadfield, there are eight types of game as follow:¹⁹

- Guessing Games are familiar variant of games. The player with the information deliberately with holds it, while others guess what it might be.
- Search Games are another variant, involving the whole class. In those games, everyone in the class has one piece of information player must all or a large amount of the information available to fill in a chart or picture or to solve a problem.
- Matching Games are based on a different principle, but they also involve a transfer or

¹⁷Halliwell, S. (1992). *Teaching English in the Primary Classroo*. New York: Longman.

¹⁸ Rixon, S. (1981). *How to Use Games in Language Teaching*. Phoenix ELT: Hertfordshire

¹⁹ 16th Januari 2016

information. These involve matching corresponding pairs of a cards, pictures, and may be played as a whole class activity

- Labeling Games involve matching labels to items in pictures.
- Exchanging games are based on the “better” principle. Players have certain article, cards or ideas which they wish to exchange for others. The aim the games is to make an exchange which is satisfactory to both sides.
- Role play games are given the name and some characteristics of a fictional character.
- Board Games and Card Games are familiar game types, where the aim is to be the first round the board, or to collect the most cards, or to get rid of the cards and squares on the board are used as stimulus to provoke a communication exchange

c. The Concept of Teaching Vocabulary Using Blindfold Game

Blindfold game is strip of cloth to cover the eyes (oxford learner’s pocket dictionary).There are some advantage of blindfold game such as : blindfold game can impel team members into working together more closely, make some team building activities more memorable, and the students can memorize about direction. It is very simple

game, it is important to make learning English fun for the students.

b. Types of Blindfold Game

1) Blindfold Cat and Mouse

Blindfold cat and mouse is a fully accessible card game inspired by the kipbo card game, for both sighted and visually impaired people, designed for rapid audio play.

The objective of the game is to be first one to empty your stock pile. You have a stock pile with 30 cards, 4 discard piles, and your hand of 5 cards. Your opponent has the same. The deck consists of cards from 1 to 12.

The game starts by playing a 1 card from your hand into a build pile. Then if you have a 2 card, you play it, then a 3 card and so on, until you play a 12. The build pile is cleared off, and you start again. If you cannot play a card, you discard a card, and your opponent goes. There are other rules, but that's a quick summary of the game.

2) Blindfold Word Games

Blindfold Word Games are a fully accessible word game for both sighted and visually impaired people, designed for rapid audio play. Word games include the games word ladder, word flick, connect word, hangman, unscramble and 7 small words, 1) The Game Word Ladder : the objective of blindfold word

ladder is to convert one word into another word by changing only one letter time. For example to change the word COLD to WARM, you can first change the third letter of COLD from L to R making the word CORD. Then the second letter of CORD, so the new word is CARD. Then the fourth letter of CARD, so the new word is WARD. Finally change the last letter of WARD, so the new word is WARM, 2) Word Flick : you have a 16 randomly choose letters arranged in a 4 by grid. You build as many words as possible using adjacent letters. The longer the word, the higher you score. For example, if the top line has the letters CATS, and the second line has OLDX, you could form CATS from the first line and COLD using the C from the first line, and OLD, from the second line, 3) Connect Word : first you have to mention a noun, verb, or adjective, like the word B,A,G to connect word become GARDEN, 4) Hangman: you must discover the word before using up your moves. In seven small word, you must combine word fragments into a word that matches the definition you are given, 5) Unscramble: you must unscramble the words become. The letters L-E-H-O-L unscramble to become the word HELLO.

3) Blindfold Wildcard

Blindfold Wildcard is a fully accessible card game that is a variant of the game UNO for both sighted and visually impaired people, designed for rapid audio

play. Blindfold wildcard tells you if a card can be played. You can customize the game to your liking: how much extra information is spoken and quickly it is spoken. Blindfold wildcard includes several modes of play, such as discard or draw, and discard or draw until you can discard. Since there are many rules choices for the game, you can customize it for many of those rules. You play against the computer. The cards are not visible, instead, you play by listening. You flick up or down to hear the cards, and tap to play a card or draw from the deck. A complete guide to the gestures is included in the help.

4) Blindfold War

Blindfold war is a fully accessible classic card war game for both sighted and visually impaired people, designed for rapid audio play. Blindfold War tells the cards you and the computer played, and the number of total cards in your hand. You can customize the game to your liking: how much extra information is spoken and how quickly it is spoken. The way of blindfold war is each player starts with a deck of 26 cards. The game takes place through a series of battles in which each player reveals one card. The player with the highest card wins both cards. If both players reveal cards of the same rank, a war ensues, giving each player a chance to win many of their opponent's cards. The cards are not visible; instead, you play by listening. Tap the screen to

play your next card, and the computer plays its next card too.

5) Blindfold Bingo

The blindfold Bingo is an fully accessible audio game where you play bingo by yourself, or against several computer players. In bingo, number are announced, and you press to dab your card on that number. You can choose how many other computer players are playing, and how many cards they can buy. If you get the bingo, you win 50% of the coins hat were used to purchase card by you and the other players. Blindfold Bingo comes with over 16 patterns of play, and lets you both explore a pattern and then play that pattern, such as clover leaf, or the letter X, or an inside diamond. You can record yourself saying bingo, and blindfold bingo will play it back to you when you get a bingo. You can also select from other people’s voices, and share you voice with the people who play blindfold bingo.²⁰

Base on the types of blindfold games above, the researcher used Blindfold Word Game in especially in connect word. In connect word students have to connected the last letter from word to new word.

c. The Rules of Blindfold Game

1) After the teacher explain about the material “the direction” like Noun, Verb, and Adjective teacher

²⁰*Marty' Blindfold Game*, (), accessed on February 10,2017,10:00 A.M

prepare some things for this games. Such as: pencil,rope ,book,ruler and another thing.

- 2) Teacher divide class into five group. One group at list four students.
- 3) Teacher prepare the route will be the students passed using the rope.
- 4) Stepping into the game students are asked to close their eyes with cloth and the teacher mention one word for every group starts from the students in the last line, and students who in the last line will whisper their friend continue till front.
- 5) Students must walk through the route that will be made in manner directed by his friend to finds object that will be determined.
- 6) students continue to write in the white board the word or vocabulary example the first word “Tell” students have to write in the white board “ Low” because ‘L’ is the last latter in the word of “Tell”
- 7) If student who have done they must turns with her friend in a group, and so on.
- 8) Students who faster to finish that will be determined, the group will be get score.
- 9) This plays ongoing until 20 until 30 minute.
- 10) The group who has the most widely score, that is the winner.

d. The advantages and Disadvantages of Blindfold Games

- 1) The students could more be active and being sportive.
- 2) They could get something done are complete with the consequences.

e. The disadvantages of Blindfold Game :

- 1) This games need both physically and mentally active, so the students must fully focused.
- 2) If the player not fair ,theparticipant will fight or cheat.²¹

C. Hypothesis

The hypothesis of this research can be formulated as follows: using blindfold game media can improve students' vocabulary mastery.

²¹Oxford,(2008).*Oxford Learner's Pocket*,P.41

CHAPTER III

RESEARCH METHOD

A. Research Method

Research method is a significant element in the research activity :

A. Setting of research

The title of this research is “Improving Students’ Vocabulary Using Blindfold Game at The Second Grade Students of MA Annajah Sesela Gunungsari Academic Year 2021/2022”. Hence, the researcher took research place in MA Annajah Sesela Gunungsari that located in Jl.Patimura,Sesela,Gn.Sari,Lombok Barat.

B. Object of Research

The object of this research are teachers’ activities,students’ activities, and students’ improving vocabulary mastery using blindfold game at second grade of students MA Annajah Sesela Gunungsari in academic years 2020/2021.

C. Design of Research

The model, which is use in implementation of this research as follow²²

²²Kemis,& Mc.Tagart.1982.*The Action Research Planner*. Melbourn, Victoria: Dekan University Press

FIGURE 3.1

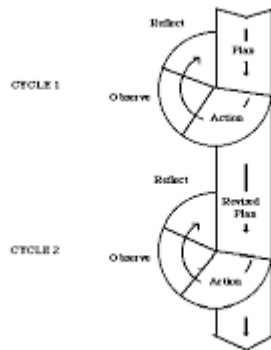


FIGURE Cyclical AR Spiral, Model from Kemmis& Mc Taggart

The Classroom Action Research Using Kemmis designs which consist of four phase ; planning, observing and reflecting in the one cycle. If the researcher get problems in teaching in the first cycle, the researcher will try to solve the problem in the next cycle with the same concept of the first cycle.

1. Planning

Based The researcher makes some plans to choose the action that suitable to be implementing in the school. Therefore, the aim that was use by researcher is using blindfold game in teaching vocabulary.

- a. Making the lesson plan of the study on the syllabus.
- b. Preparing the students' attendance list and the students scoring list.
- c. Preparing the teachers' and students' field note checklist.
- d. Preparing the tools that use to play game.
- e. Preparing the camera or phone to take a picture and videos.

2. Taking Action

a. Initial activities

- Teacher greets students
- Teacher check students' attendance
- Teacher introduce herself
- Teacher explain the objectives of study and study vocabulary
- Teacher explain about blindfold game

b. Main activities

- Teacher divided into small group
- Teacher explain the way to play the game
- Teacher give the material to students and after that teacher start to play blindfold game.
- Teacher help students which faced difficulties in play game.
- Teacher explain the problem that students faced
- Teacher give feedback

c. Closing Activities

- Teacher infers the content of students' activity
- Teacher gives assignment for students
- Teacher informed students for the next material
- Teacher closes the learning program.

3. Observing

In this activities, the researcher will observing teaching learning process by monitoring the students' activity and attention during the action. Observing is focus on students' vocabulary. The researcher also will observing the students' attention, activeness in

asking questions, answering questions, and enthusiasm in doing test.

4. Reflecting

In the reflecting steps, the researcher analysis all the actions in the classroom based on the data collecting. The researcher analysis the result of observation and test. The result of this reflection will taking as a consideration to plan the next action for the next cycle. If the first cycle has been succeeding, the researcher does not need to go to the next cycle and if the result of the first cycle unsuccessful the researcher must be continuing the second cycle.

5. Instrument of Research

The data of this research obtained through several technique such as test, observations, documentation.

a. Test

Test is a stimulus that given to someone in order to get answer or score.²³ using to measure the basic capabilities and achievement of students learning, the researcher would like to give a test to students. The aimed of this test is to know the knowledge in fact to get the data. This test is oral test and paper test which is the students ask to come forward answer the question about vocabulary and paper test such as teacher will

²³ Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, P.78

ask students to answer question in the paper, the researcher use camera such as phone to videos.

In this research the researcher give vocabulary test. Where the researcher provide 20 vocabularies such as ; Noun, Verb, adjective, and adverb. The students must know from vocabulary blindfold game. The test taken from thesis by Rini Andriyani.²⁴

To find out the score of the individual subject, the researcher counted scale from each indicator in addition, it was multiplying by the weight of each component. The maximum score of translating vocabulary (T), memorizing vocabulary (M), writing vocabulary (W), reading vocabulary (R) was 4. Therefore, the score of individual were counting into the following formula.

$$\text{The last score} = \frac{\text{Total of raw score}}{\text{Maximum of scores}} \times 100$$

The formula to calculate the students' scores:

$$X \frac{\sum X}{N}$$

Explanation :

$\sum x$ = Total of Scores

N = Total of subject

X = Classical Achievement

Table 3.2

²⁴ Andriyani,R. *The Implementation of Blindfold Game Media to Improve Students' Vocabulary Mastery At MTs Nurul Huda Tanjung Pura*, (Thesis, FTK UIN SU Medan, Medan, 2017).

**Level of students' individual achievement on vocabulary
ability**

Score	Level
756-100	Good
51-70	Fail
36-50	Poor
12-35	Very Poor

b. Observation

Class observation will doing to monitor the teaching and learning process in the class. During the observation, the researcher will collect the data by observing the class situations, the researcher will record in the form of observation checklist, field notes and photographs. The observation checklist will use to obtained information about implementation of the planning and the procedures of the actions. It will be use to gather data about the students' activity during the teaching and learning process.

Observation sheet interview taken from by thesis Rini Andriani.²⁵ The title is The Implementation of Blindfold Game Media to Improve Students' Vocabulary Mastery.

²⁵ Ibid

Table 3.3

The category scores of the percentage students' activities

Percentage	Category
75%-100%	Good Participation
51%-70%	Enough Participation
25%-50%	Little Participation

c. Documentation

Documentation is note of past event. It needed to record students' activity and teacher in teaching learning process such as photo or video.²⁶in collecting the data will conducting by record and take the pictures students' activities in the class. Then documentation is the way to collected and gained the existing data. In this research, documentation method will do to get source of teaching material, such as lesson plan and students name list.

6. Data Analysis and Reflection

The data will analysis by using qualitative data and quantitative data. The quantitative data will take from mean of students' score in taking vocabulary test.

a. Qualitative data

The qualitative data will take from interview, observation, reflection, test, field notes, photography evidence.

b. Quantitative data

²⁶ Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), P. 93.

The quantitative data will take from the result of pre-test and post-test during the research that was conducting in five meetings.

1) Validity

Validity is one way to measure the effectiveness of a tool or method that use when the research will measure the data from the sample. To see the validity and reliability of the instrument, the researcher took the question of Test are taken from the thesis of Rini Andriani by the title The implementation of blindfold game media to improve students' vocabulary mastery.

The validation of instrument was conducted to see whether the instrument is capable to collect the data or not.

2) Reliability

After doing the test validity of instruments the researcher going to the next step called reliability. Reliability is the result when the same test giving to same students but in different times and the result has similar.

CHAPTER IV

RESEARCH FINDIN AND DISCUSSION

A. Research Finding

Cycle 1

a. Planing

The researcher made some plans and schedule to this research. The researcher have two meeting in every week that is Saturday and Monday from 16.00-18.00. the researcher make lesson plans as the object of study and also made the material for students' learning process and gave the test. The researcher prepared students' needed in playing the blindfold game. In cycle I the researcher was started on September 4th 2021 until October 18th 2021.

b. Action

1) The first meeting

The first meeting was conducted on Saturday at 16.00-18.00 the researcher introduced herself then asked students to introduce themselves. Then researcher explained to students about vocabulary in their class. to students and give explained to students about her research. The researcher give students pre-test to know the ability of students' vocabulary after answer the pre-test the researcher explain about the vocabulary learning.

In the main activities in the first meeting, the researcher gave students a pre-test to know the ability of students in vocabulary the researcher asked students to

answer the questions by themselves. This was conducted on Saturday, September 4th 2021 in second-grade students' class. After that researcher told students about blindfold game the researcher gave an example of how to do the blindfold game researcher showed a shawl to students then the researcher covered her eyes with a shawl after explaininfg to the students about blindfold game the researcher gave papers to students to learn parts of vocabulary. Therefore researcher continued to teach vocabulary such as nouns, adjectives, and verbs. In the the first meeting, the researcher tried to interact with students, the researcher asked students about vocabulary that they knew.

Closing, in this section the researcher asked students to read the paper that the researcher was given and discussed in the next meeting. Students closed this meeting by reading du'a kaffarotul majlis.

2) The second meeting

The second meeting was conducted on Sunday at 16.00-18.00 the researcher came to the class and students greeted the researcher. The researcher asked students to du'a before starting the lesson and the researcher checked students' attendance.

The main activities the second meeting researcher taught vocabulary inside the class, the researcher gave students' material about vocabulary learne, the researcher explained about vocabulary and parts of vocabulary. After

that the researcher invited students to to out class to play the blindfold game as the media to improve students' vocabulary. Many students enjoyed the game. The researcher opened questions to students about who wanted to ask then the researcher gave feedback.

Closing, in this section the researcher told students that tomorrow played the game at the hall pr outclass and the researcher divided students into four groups; every group was brought a shawl. The researcher told students to study hard, always reas the paper that the researcher was given, and prepare for tomorrow. Researcher closed this meeting by reading du'a kaffarotul majlis.

3) The thith meeting

The third meeting was conducted on Saturday at 16.00-18.00 the researcher came to the class and students greeted the researcher. The researcher asked students to du'a before starting the lesson and the researcher checked students' attendance.

The main activities iin the third meeting researcher taught vocabulary to outclass and played the blindfold game students were divided into four groups. The researcher explained the rules of the game; every group had a leader and the leader in front of the members then walked by coverig their eyes to the the whiteboard and writing the answers. After doing the blindfold game the researcher

checked students' answers in every group and who got a high score that was the winner and then the researcher gave all of the group prizes. The researcher opened questions to students who wanted to ask and the researcher gave feedback.

Closing, in this section the researcher told students that tomorrow played the game outclass and the researcher divided students into four groups every group was brought a shawl. Researcher told students to study hard and always respect the paper and spirit to play the game. Researcher closed this meeting by reading du'a kaffarotul majlis.

4) The fourth meeting

The fourth meeting was conducted on Sunday at 16.00-18.00 the researcher came to the class and students greeted the researcher. Researcher asked students to do du'a before starting the lesson and the researcher checked students' attendance.

In the main activities in the fourth meeting, the researcher taught vocabulary to outclass and played the blindfold game students were divided into four groups.

The researcher gave an explanation about the rules of playing this game; every group had a leader and made a line, the leader would be in front. The leader walked by covering their eyes with a shawl on the whiteboard and writing. Then researcher checked students' answers in every group and who got a high score that was the winner and then the researcher gave all of the group prizes. The

researcher opened questions to students who wanted to be asked then the researcher gave feedback.

Closing, in this section the researcher told students that tomorrow did the psot-test I and remained students to prepare themselves by learning vocabulary and resading the paper that researcher was gave. Researcher closed this meeting by reading du'a kaffarotul majlis.

5) The fifth meeting

The fifth meeting was conducted on Sunday 16.00-18.00 the reasercher came to the class and students greeted the researcher. Researcher ask students to du'a before starting the lesson and researcher checked students' attendance.

The main activities and the fifth meeting, the researcher gave students a post-test I to know the improvement of students after doing the blindfold game the researcher asked students to focus worked the test by themselves the students have collected the answers after one hour. Researcher corrected students' answers.

Closing, in this section the researcher told students that tomorrow continued to next cycle because the students' scores were moderate and remained students to prepare themselves by learning vocabulary and reading the paper that researcher was gave. Researcher closed this meeting by reading du'a kaffarotul majlis.

3. Observing

During the learning process the students is noisy, but they are active to asking question they asked about noun, verb, and adjective in the vocabulary part. Students so enthusiast did the blindfold game and enjoying the game.

Table 4.1

The table observation sheet

No	Observation Score				
	1	2	3	4	5
1	Students come to class on time		3		
2	Students responded to be greeting			4	
3	Students' enthusiast			4	
4	Students already to learn the material			4	
5	Students ask researcher about the material that do not understand		3		
6	The interaction				

	between students and researcher			4	
7	Students' interested to learning vocabulary through blindfold game				5
8	Students' participate in learning process			4	
9	Students ask question to researcher		3		
10	Students do the test seriously			4	
Total : 38 Maximum : 50 Percentage : 76% Criteria : Good Participation					

From the table above can be seen that the total score of students' observation sheet was 38 the maximum of the score was 50 percentage of students' observation sheet was 76%, it was included good participation.

In cycle II, after observation and analyzed the result of cycle II can be seen from the observation and the table analyzed. In the cycle II the researcher can be concluded that the percentage of students' observation scores was 80% from the total score was 40 it was included enough

categorized. The result of students' score in post-test II was 1610 the mean of the score was 80,5 the table percentage of the score was 85% got the pass and 15% of students got fail it means improving students' vocabulary using blindfold game cycle II wa a success. The table analyzed can be seen as follow:

Table 4.5

The students' vocabulary mastery after treatment
(post-test II)

No	The initial os students' name	Post-test	Criteria of Success ≥ 75
1	DA	100	Pass
2	NN	85	Pass
3	F	75	Pass
4	AN	80	Pass
5	SS	90	Pass
6	M	75	Pass
7	HZ	75	Pass
8	HN	100	Pass
9	AS	80	Pass
10	FW	75	Pass
11	Md	70	Fail
12	NF	100	Pass
13	RS	75	Pass
14	HY	75	Pass
15	RF	80	Pass

16	HU	75	Pass
17	ER	70	Pass
18	NW	75	Pass
19	KN	85	Pass
20	JA	70	Pass
	Total of Score	1610	
	Mean	80,5	

4. Reflection

In the cycle 1 after observation and analyzed the researcher can be concluded that in this cycle studentore is were unsuccessful because many students failed in post-test I, this can be seen from the percentage of observation' scores and the post-test I score. The observation score was 38 and the percentage was 76% it was enough categorized then the post-test score was 1450 the mean of the score was 72,25 it means improving students' vocabulary using the blindfold game in the first cycle was moderate that means the researcher needed to the cycle II. The table analyzed of the first cycle can be seen as follow:

Table 4.2

The Students' vocabulary Mastery after treatment (Post-Test I)

No	The initial of students' name	Pre-test	Criteria of Success ≥ 75
1	DA	85	Pass
2	NN	75	Pass
3	F	60	Fail
4	AN	70	Fail
5	SS	75	Pass

6.	M	65	Fail
7	HZ	70	Fail
8	HN	85	Pass
9	AS	70	Fail
10	FW	65	Fail
11	MD	75	Pass
12	NF	80	Pass
13	RS	75	Pass
14	HY	75	Pass
15	RF	70	Fail
16	HU	75	Pass
17	ER	65	Fail
18	NW	75	Pass
19	KN	75	Pass
20	JA	65	Fail
	Total of Score	1450	
	Mean	72,25	

From the table analyzed in post- test I, the researcher concludes that students' vocabulary mastery was moderate in cycle I, it can be seen from the mean of the scores. The total score of 20 numbers of students was 1450 and if we divided it with the numbers of students the result was 72,25 and that was the mean of students' score in post-test I. Then, it can be concluded that the first cycle was moderate. Then to know the percentage of the score the researcher calculated as follow:

$$P = \frac{R}{T} \times 100$$

$$P1 = \frac{10}{20} \times 100$$

$$= 50\%$$

$$P2 = \frac{10}{20} \times 100$$

$$= 50\%$$

Table 4.3

Table of the students' criteria

P	Criteria	Total Students	Percentage
P1	Pass	10	50%
P2	Fail	10	50%
Total		20	100%

In the cycle I percentage, there are 20 students in the class 50% of students were passed, it means that there are 10 students are passed and 50% of students are failed or 10 students were failed in post-test I, then researcher continued to cycle II because the result of the first cycle score was moderate.

Cycle 2

a. Planing

In the second cycle, the researcher made plans and schedules to learn the vocabulary mastery the researcher have three meetings in the second cycle it was conducted from September 19th until September 26th 2021 at Ma Annajah Sesela that was Saturday, Sunday and Saturday. The researcher make the material for the second cycle, prepared for playing the blindfold game and in the second cycle the researcher invited students to study to outclass for playing the blindfold game.

b. Action

1) The first meeting

The first meeting was conducted on Saturday at 16.00-18.00 the researcher came to the class and students greeted the researcher. Researcher asked students to du'a before starting the lesson and the researcher checked students' attendance after that researcher invited students to play the blindfold game and gave evaluations from the learned before.

The main activities in the first meeting, the researcher taught vocabulary to outclass, evaluated the learned before. The researcher opened the questions to students, the researcher gave feedback. Then researcher groups. The researcher explained the rules of the game; every group had a leader and the leader in front of the members then walked by covering their eyes to the white board and writing the answer. After doing the blindfold game researcher checked students' answers in every group and who got a high score that was the winner, and then the researcher gave all of the groups prizes. The researcher opened questions to students who asked about the material that they did not understand, then the researcher gave feedback.

Closing, in this section the researcher told students that tomorrow would be played the game to outclass and the researcher divided students into four groups, every group was brought a shawl. The researcher told students to study hard and always read the paper and spirit to play the game. Researcher closed this meeting by reading du'a kaffarotul majlis.

2) The second meeting

The second meeting was conducted on Saturday at 16.00-18.00 the researcher came to the class and students greeted the researcher. The researcher asked students to do du'a before starting the lesson and researcher checked students' attendance after that researcher invited students to outclass and played the blindfold game and gave evaluations of the learner before.

In the main activities in the second meeting, the researcher taught vocabulary to outclass and played the blindfold game again students were divided into four groups. The researcher explained the rules of the game; every group had a leader and the leader in front of the group then walked by covering their eyes to the white board and writing the answer. After doing the blindfold game the researcher checked students' answers in every group and who got a high score that was the winner then the researcher gave all of the group prizes. The researcher opened the questions to students who did not understand the material then the researcher gave feedback.

Closing in this section the researcher told students that tomorrow played the game again to outclass, and the researcher divided students into four groups every group was brought a shawl. The researcher told students to study hard and always read the paper that was researcher gave. Researcher closed this meeting by reading du'a kaffarotul majlis.

3) The third meeting

The third meeting was conducted on Saturday at 16.00-18.00 the researcher came to the class and students greeted the

researcher. The researcher checked attendance and asked students to du'a before starting the post-test II.

In the main activities in the third meeting, the researcher gave students post-test II to know the improvement of students after doing the blindfold game the researcher asked students to focus worked the test by themselves. Students were answered the post-test for one hour then collected the answer in the researcher. After doing the test the researcher checked students' scores in post-test II who students got a high score would be interviewed by the researcher.

Closing, in this section the researcher said sorry to students if there were mistakes that the researcher made during the learning process. The researcher told students to study hard and the last researcher closed this meeting by reading du'a kaffarotul vationmajlis.

c. Observing

During the learning process, the students in cycle II were still noisy, but they were active to answer every question that the researcher gave. Students so enthusiastic did the blindfold game and enjoyed the game, which can be seen in the table below.

Table 4.4

The table observation sheet of students' score

No	Observation Item	Observation Score				
		1	2	3	4	5
1	Students come to class on time				4	

2	Students responded to be greeting				4	
3	Students' enthusiasts					5
4	Students already to learn the material				4	
5	Students ask researcher about the material that do not understand			3		
6	The interaction between students and researcher				4	
7	Students' interest in learning vocabulary through blindfold game					5
8	Students' participate in					

	learning process				4	
9	Students ask question to the reasercher			3		
10	Students do the test seriously				4	
Total : 40 Maximum : 50 Percentage : 80% Criteria : Good Participant						

From the table above can be seen that the total score in cycle II was 40 and the maximum score was 50 the percentage of studenrs' observation in cycle II was 80% it was concluded in good participation.

d. Reflection

In cycle II, after observation and analyzed the result of cycle II can be seen from the and the table analyzed. In cycle II the researcher can be concluded that the percentage of students' observation scores was 80% from the total score was 40 it was included enough categorized. The result of students' score was 80,5 the table percentage of the score was 85% got the pass and 15% of students got fail it means improving students' vocabulary using blindfold game cycle II was success. The table analyzed can be seen as follow:

Table 4.5

The Students' vocabulary Mastery after treatment (Post-Test II)

No	The initial of students' name	Post-test II	Criteria of Success ≥ 75
1	DA	100	Pass
2	NN	85	Pass
3	F	75	Pass
4	AN	80	Fail
5	SS	90	Pass
6.	M	75	Pass
7	HZ	75	Pass
8	HN	100	Pass
9	AS	80	Pass
10	FW	75	Pass
11	MD	70	Fail
12	NF	100	Pass
13	RS	75	Pass
14	HY	75	Pass
15	RF	80	Pass
16	HU	75	Pass
17	ER	70	Fail
18	NW	75	Pass
19	KN	85	Pass
20	JA	70	Fail
	Total of Score	1610	
	Mean	80,5	

Based on the table above could be seen the score of students' vocabulary mastery in cycle II was 1610 and the mean

of students was 80,5 it mean the students' grades have been exceeded from the standard score. The percentage of students' vocabulary mastery will be calculated as follow:

$$P = \frac{R}{T} \times 100$$

$$P1 = \frac{17}{20} \times 100$$

$$= 85\%$$

$$P2 = \frac{3}{20} \times 100$$

$$= 15\%$$

Table 4.6

Table percentage of students' score

P	Criteria	Total Students	Percentage
P1	Pass	17	85%
P2	Fail	3	15%
Total		20	100%

Based on the table above the students who got pass was 85% it mean 17 students were passed in post-test II, and students who got fail was 15% it mean 3 students were failed in the post-test II. In the post-test II can be seen that the students in the post-test cycle II was moderate.

Table 4.7

The summary score pre-test, post-test I, post-test II

Test	Mean Score	Criteria	Percentage P-1	Percentage P-2
Pre-test	63,25	Fail	10 %	90%

Score				
Post-test I score	72,25	Fail	50%	50%
Post-test II score	80,5	Pass	85%	15%

Based on the summary table above the pre-test score was 63,25 it included the fail categorized. In the first cycle, the students' score was 72,25 and haven't got maximal categorized. Then the second cycle in the students score was passed categorized by the percentage 85% of students, and 15% was fail categorized.

B. Discussion

This research was conducted to find out the improving students' vocabulary using the blindfold game as the media in the teaching and learning process. It can be used by the teachers in learning vocabulary because the blindfold game was able to improve students' vocabulary. In addition, to make the enjoyable class it also makes students interested in learning vocabulary because the game was the most important way to attract students in learning vocabulary. It can be seen from the table analyzed that showed the score of pre-test, post-test I, post-test II the improvement of score can be seen in the table.

Based on the data analyzed using qualitative data and quantitative data. To know the students' activity in the class, the situation in class, and the improvement of students' score in vocabulary mastery researcher used the observation sheet, pre-test, and post-test.

In this research can be concluded that improving students' vocabulary using blindfold game was improved students' vocabulary mastery students in the second grade of Ma Annajah Sesela Academic year 2021. The result can be seen from the pre-test score, cycle I score, cycle II score, and observation score. The research was successful because 80% of students got better score. It can be seen in the summary table os students' scores. The table score showed the improvement students' vocabulary using the blindfold game from cycle I and cycle II the table was as follow:

Table 4.8

The summary of students' score

Pre-test Mean score/ percentage	Cycle I Mean score/ percentage	Cycle II Mean score/ percentage	Cycle I Observation score/ percentage	Cycle II Observation score/ percentage
63,25	72,25	80,5	38	40
10% P-1 90%-P2	50% P-1 50% P-2	15% P-1 90% P-2	76%	80%

Based on the table summary above can be seen, showed there is an improvement in every cycle the summary of students' scores from the first cycle, the second cycle, and students' activities score. It showed that the blindfold game was interested in improving students' vocabulary, improving students' motivation in learning vocabulary, helping students more be active to ask and aswer in the class, and naking the enjoyable in learning process then made students more working together. As stated by Marty the blindfold game can imple team members into working together

more closely and blindfold game can make some team building activities more memorable and wearing blindfold game can be fun. So that students can be more interested and enjoy in english learning.²⁷

²⁷ Marty's Blindfold Game, (<http://blindfoldgame.org>)

CHAPTE V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous chapter, the blindfold game was one of the important media in the learning process which helped students to improve students' vocabulary mastery and the blindfold game also can increase students' enthusiasm and to be active in the learning process.

Futhermore based on the findings, data analyzed, and discussion after being taught by using blindfold game in cycle I and cycle II the result showed the mean score of pre-test was 63,25, the mean score of post-test cycle I was 72,25, and the mean score of post-test cycle II was 80,5. Then, the result of the post-test cycle II was higher than pre-test and post-test I. It means there was an improvement after using blindfold game, which can be seen from the summary table of the score. The students' response was very good, enthusiastic. And enjoyable, the hypothesis of this research is blindfold game could improve students' vocabulary mastery using blindfold game for the second grade at MA Annajah Sesela Gunungsari.

B. Suggestion

1. For English Teacher; It is useful to apply the blindfold game to teaching vocabulary, and the teacher should be active to use various ways or strategies in English teaching and learning.
2. For students; The students should be more active in the learning process after having applied the blindfold game.
3. For the other researchers; This research can be one of the references and useful for the next researchers.

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APPENDICES

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN RPP

Sekolah : MA AN-NAJAH SESELA
Kelas/ Semester : XI-IPA
Mata Pelajaran : BAHASA INGGRIS
Materi Pokok : Vocabulary (Verb/Kata Kerja)
Alokasi Waktu : 60 menit
Cycle : 1

A. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata (verb/kata kerja) dalam bahasa inggris.
- Mampu melafalkan kosa kata bahasa inggris dalam bentuk (verb/kata kerja) dengan baik.
- Siswa dapat menyusun kalimat sederhana menggunakan kosa kata (vrerb/kata kerja)

B. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
1. Menghargai dan menghayati ajaran agama yang di anutnya.	Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional.

<p>2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial alam dalam jangka pergaulan dan keberadaanya.</p>	<p>1.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>1.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>1.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
<p>3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan</p>	<p>1.2 Memahami fungsi sosial, kelas kata dalam vocabulary, sesuai dengan konteks kegunaanya.</p>

kejadian, tampak mata.	
4. Mencoba mengolah, dan, menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri secara efektif dan kreatif dan mampu menggunakan metode secara kaidah keilmuan	4.2 Menyusun kalimat sederhana dan tulis sederhana dengan memperhatikan fungsi sosial, kestruktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media : Worksheet atau lembar kerja siswa, lembar penilaian, blindfold game
- Alat/Bahan : Papan tulis, spidol,
- Sumber Belajar : Easy Way To English Buku by Drs, Rudy Hariyono, Kamus Lengkap by Moh. Kusnadi Wasrie

D. Materi Pokok

- Kosa Kata (verb/kata kerja)

Kata kerja adalah kata yang digunakan untuk menunjukkan perbuatan, menerangkan perbuatan yang dilakukan oleh subyek dalam sebuah kalimat contohnya : teach, learn, go, write, listen, begin, talk, watch, sing, make, work, study, play, etc.

E. Metode Pembelajaran

- Direct Method
- Using Blindfold Game To Teach Vocabulary

F. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan 15 menit
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi sebelumnya dengan materi yang akan di pelajari
Menyampaikan motivasi kepada siswa tentang apa manfaat & tujuan mempelajari materi
Menjelaskan tentang hal-hal yang akan dipelajari, kpetensi yang akan dicapai, serta metode pelajaran yang akan digunakan

Kegiatan Inti 45 menit	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, memahami, menuliskan kembali terkait dengan materi
Critical Thingking	Guru memberikan kesempatan kepada siswa untuk mengidentifikasi terkait hal-hal yang belum dipahami, di mulai dari pertanyaan-pertanyaan terkait dengan materi yang dipelajari
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, untuk mempersentasikan, mengumpulkan informasi, saling bertukar informs mengenai materi tersebut
Communication	Peserta didik mempersentasekan hasil kerja kelompok atau individu secara langsung mengemukakan pendapat atas persentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresntasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi. Peserta didik diberikan kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup 10 menit	
Peserta didik diminta untuk membuat rangkuman/kesimpulan pelajaran tentang poin-poin penting yang disampaikan dalam kegiatan pembelajaran yang baru dilakukan	

Guru membuat rangkuman/kesimpulan pelajaran tentang poin-poin yang muncul

Yang disampaikan dalam kegiatan pembelajaran yang baru dilakukan

G. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis uraian tes lisan atau observasi terhadap diskusi tanya jawab dan persentasi serta penugasan.
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian kedisiplinan, kerapian.

Mengetahui,
2021

Senin, 10 Mei

Guru Mata Pelajaran

Peneliti

NUZULIA FITRIANI, S.Pd

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RENCANA PELAKSANAAN PEMBELAJARAN
RPP

Sekolah : MA AN-NAJAH SESELA
Kelas/ Semester : XI-IPA
Mata Pelajaran : BAHASA INGGRIS
Materi Pokok : Vocabulary (Noun/Kata Benda)
Alokasi Waktu : 60 menit
Cycle : 1

1. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata (Noun/kata benda) dalam bahasa inggris.
- Mampu melafalkan kosa kata bahasa inggris dalam bentuk (Noun/kata benda) dengan baik.
- Siswa dapat menyusun kalimat sederhana menggunakan kosa kata (vverb/kata benda).

B. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
1. Menghargai dan menghayati ajaran agama yang di anutnya	Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai dan menghayati perilaku jujur,	2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar prbadi dengan

<p>disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dala berinteraksi secara efektif dengan lingkungan sosial alam dalam jangka pergaulan dan keberadaanya.</p>	<p>guru dan teman.</p> <p>2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
<p>3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian, tampak mata.</p>	<p>3.2 Memahami fungsi sosial, kelas kata dalam vocabulary, sesuai demgan konteks kegunaanya.</p>
<p>4. Mencoba mengolah, dan,</p>	<p>4.2 Menyusun kalimat sederhana dan tulis sederhana dengan</p>

<p>menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri secara efektif dan kreatif dan mampu menggunakan metode secara kaidah keilmuan.</p>	<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.</p>
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C. Media Pembelajaran , Alat/Bahan & Sumber Belajar

- Media : Worksheet atau lembar kerja siswa, lembar penilaian, blindfold game.
- Alat/Bahan : Papan tulis, spidol.
- Sumber Belajar : Easy Way To English Buku by Drs, Rudy Hariyono, Kamus Lengkap by Moh. Kusnadi Wasrie

D. Materials

- Kosa Kata (Noun/kata benda)

Kata benda adalah suatu kata yang digunakan untuk menunjukkan nama orang, hewan, tumbuhan, tempat atau nama suatu benda, misalnya :

Nama orang : George, Linda, Mrs. Jenny, Mr. David, etc.

Nama hewan : cat, dog, horse, elephant, snake, monkey, etc.

Nama tumbuhan : tree, grass, banana, fruits, orange, grape, etc.

E. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan 15 menit	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi sebelumnya dengan materi yang akan di pelajari	
Menyampaikan motivasi kepada siswa tentang apa manfaat & tujuan mempelajari materi	
Menjelaskan tentang hal-hal yang akan dipelajari, kpetensi yang akan dicapai, serta metode pelajaran yang akan digunakan	
Kegiatan Inti 45 menit	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, memahami, menuliskan kembali terkait dengan materi
Critical Thingking	Guru memberikan kesempatan kepada siswa untuk mengidentifikasi terkait hal-hal yang belum dipahami, di mulai dari pertanyaan-pertanyaan terkait dengan materi yang dipelajari
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, untuk mempersentasikan,

	mengumpulkan informasi, saling bertukar informasi mengenai materi tersebut
Communication	Peserta didik mempersentasikan hasil kerja kelompok atau individu secara langsung mengemukakan pendapat atas persentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempersentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi. Peserta didik diberikan kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup 10 menit	
Peserta didik diminta untuk membuat rangkuman/kesimpulan pelajaran tentang poin-poin penting yang disampaikan dalam kegiatan pembelajaran yang baru dilakukan	
Guru membuat rangkuman/kesimpulan pelajaran tentang poin-poin yang muncul Yang disampaikan dalam kegiatan pembelajaran yang baru dilakukan	

F. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis uraian tes lisan atau observasi terhadap diskusi tanya jawab dan persentasi serta penugasan.
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian kedisiplinan, kerapian.

Mengetahui,
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RENCANA PELAKSANAAN PEMBELAJARAN
RPP

Sekolah : MA AN-NAJAH SESELA
Kelas/ Semester : XI-IPA
Mata Pelajaran : BAHASA INGGRIS
Materi Pokok : Vocabulary(Adjective/Kata Sifat)
Alokasi Waktu : 60 menit

A. Tujuan Pembelajaran

- Siswa dapat meningkatkan kosa kata (Adjective/kata sifat) dalam bahasa inggris.
- Mampu melafalkan kosa kata bahasa inggris dalam bentuk (Adjective/kata sifat) dengan baik.
- Siswa dapat menyusun kalimat sederhana menggunakan kosa kata (Adjective/kata sifat).

B. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti	Kompetensi Dasar
1. Menghargai dan menghayati ajaran agama yang di anutnya.	Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung	2.1 Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar prbadi dengan guru dan teman.

<p>jawab, peduli (toleransi, gotong royong), santun, percaya diri, dala berinteraksi secara efektif dengan lingkungan sosial alam dalam jangka pergaulan dan keberadaanya.</p>	<p>2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>
<p>3. Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian, tampak mata.</p>	<p>3.2 Memahami fungsi sosial, kelas kata dalam vocabulary, sesuai dengan konteks kegunaanya.</p>
<p>4. Mencoba mengolah, dan, menyaji dalam</p>	<p>4.2 Menyusun kalimat sederhana dan tulis sederhana dengan memperhatikan fungsi sosial,</p>

<p>ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri secara efektif dan kreatif dan mampu menggunakan metode secara kaidah keilmuan</p>	<p>struktur teks dan unsur kebahasaan yang benar sesuai konteks.</p>
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C. Media Pembelajaran , Alat/Bahan & Sumber Belajar

- Media : Worksheet atau lembar kerja siswa, lembar penilaian, blindfold game
- Alat/Bahan : Leptop, papan tulis, spidol, seledang,
- Sumber Belajar : Easy Way To English Buku by Drs, Rudy Hariyono, Kamus Lengkap by Moh. Kusnadi Wasrie

D. Material

- Kosa Kata (Adjective/kata sifat)

Kata sifat adalah kata yang digunakan untuk menunjukkan sifat dari suatu benda. Fungsinya adalah membatasi pemakaian kata benda contohnya : funny, busy, strong, sad, happy, heavy, nice. Pretty, big, small, thin, angry, proud, hungry, sick, naughty, etc.

E. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan 15 menit	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi sebelumnya dengan materi yang akan di pelajari	
Menyampaikan motivasi kepada siswa tentang apa manfaat & tujuan mempelajari materi	
Menjelaskan tentang hal-hal yang akan dipelajari, kpetensi yang akan dicapai, serta metode pelajaran yang akan digunakan	
Kegiatan Inti 45 menit	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, memahami, menuliskan kembali terkait dengan materi
Critical Thingking	Guru memberikan kesempatan kepada siswa untuk mengidentifikasi terkait hal-hal yang belum dipahami, di mulai dari pertanyaan-pertanyaan terkait dengan materi yang dipelajari
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, untuk mempersentasikan, mengumpulkan informasi, saling bertukar informs

	mengenai materi tersebut
Communication	Peserta didik mempersentasikan hasil kerja kelompok atau individu secara langsung mengemukakan pendapat atas persentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresntasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait dengan materi. Peserta didik diberikan kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup 10 menit	
Peserta didik diminta untuk membuat rangkuman/kesimpulan pelajaran tentang poin-poin penting yang disampaikan dalam kegiatan pembelajaran yang baru dilakukan	
Guru membuat rangkuman/kesimpulan pelajaran tentang poin-poin yang muncul Yang disampaikan dalam kegiatan pembelajaran yang baru dilakukan	

F. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis uraian tes lisan atau observasi terhadap diskusi tanya jawab dan persentasi serta penugasan.
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian kedisiplinan, kerapian.

Mengetahui,
Guru Mata Pelajaran

Senin, 10 Mei 2021
Peneliti

NUZULIA FITRIANI, S.Pd
NIP.

NAJWA INAYATI
NIM. 170107047

APPENDIX II

**MADRASAH ALIYAH AN-NAJAH PONDOK PESANTREN AL-
HALIMY SESELA LOMBOK BARAT TP 2021/2022**

PRE-TEST

Name :
Date :
No :
Class : XI-IPA
Subject : English Vocabulary

**A. Read the following sentences and decide underlined word
belongs to the specified parts of speech !**

1. My mother buy a cheap book at the book store
(adjective/noun/verb)
2. Where did you sleep last night (verb/adjective/noun)
3. On January, I take a holiday to the Great Wall on china
(verb/adverb/noun)
4. I am student at senior high school (adjective/noun/verb)
5. Black color is my favorite (verb/adjective/noun)
6. She gave the book to me yesterday (noun/adjective/verb)
7. I read a newspaper every morning (verb/noun/adjective)
8. The dog barks loudly (noun/verb/adjective)
9. He goes to the movie once a week (adjective/noun/verb)
10. She is climbing the wall (verb/noun/adjective)

B. Find the provided words in the boxes ! (no.11-20)

- | | |
|------------|--------------|
| 11. Caught | 16. Promised |
| 12. Formed | 17. Began |

13. Attracted

18. Arrived

14. Believed

19. Died

15. Tired

20. Became

D	I	E	D	E	S	F	O	R	M	E	D	E	D
I	N	N	C	A	L	L	E	D	Z	O	O	U	X
D	C	Y	A	R	D	E	D	O	E	S	X	I	Z
E	A	A	U	I	S	D	F	G	H	O	S	T	E
V	X	D	G	V	A	E	N	S	D	I	D	M	N
I	D	E	H	A	N	V	Q	U	R	A	E	N	J
R	E	S	T	I	N	E	T	Y	U	I	C	F	R
R	F	I	X	R	R	I	L	L	M	R	A	D	A
A	N	M	G	F	I	L	H	G	T	I	R	E	D
D	O	O	R	E	D	E	N	E	Z	A	T	E	S
Q	I	R	N	A	D	B	D	F	O	O	T	E	S
A	P	P	L	I	C	A	T	B	E	C	A	M	E
R	O	U	N	D	E	D	F	O	U	N	D	E	D
B	E	G	A	N	J	I	N	T	O	P	E	S	N
A	C	D	F	O	T	E	S	G	O	T	H	U	N

**MADRASAH ALIYAH AN-NAJAH PONDOK PESANTREN AL-
HALIMY SESELA LOMBOK BARAT TP 2021/2022
POST-TEST (CYCLE I)**

Name :
Date :
No :
Class : XI-IPA
Subject : English Vocabulary

A. Read the following sentences and decide underlined word belongs to the specified parts of speech !

1. My mother buy a cheap book at the book store
(adjective/noun/verb)
2. Where did you sleep last night (verb/adjective/noun)
3. On January, I take a holiday to the Great Wall on china
(verb/adverb/noun)
4. I am student at senior high school (adjective/noun/verb)
5. Black color is my favorite (verb/adjective/noun)
6. She gave the book to me yesterday (noun/adjective/verb)
7. I read a newspaper every morning (verb/noun/adjective)
8. The dog barks loudly (noun/verb/adjective)
9. He goes to the movie once a week (adjective/noun/verb)
10. She is climbing the wall (verb/noun/adjective)

B.

C. Find the provided words in the boxes ! (no.11-20)

- | | |
|--------------|--------------|
| 11. Caught | 16. Promised |
| 12. Formed | 17. Believed |
| 13. Attraced | 18. Tired |

14. Began

19. Died

15. Arrived

20. Became

D	I	E	D	E	S	F	O	R	M	E	D	E	D
I	N	N	C	A	L	L	E	D	Z	O	O	U	X
D	C	Y	A	R	D	E	D	O	E	S	X	I	Z
E	A	A	U	I	S	D	F	G	H	O	S	T	E
V	X	D	G	V	A	E	N	S	D	I	D	M	N
I	D	E	H	A	N	V	Q	U	R	A	E	N	J
R	E	S	T	I	N	E	T	Y	U	I	C	F	R
R	F	I	X	R	R	I	L	L	M	R	A	D	A
A	N	M	G	F	I	L	H	G	T	I	R	E	D
D	O	O	R	E	D	E	N	E	Z	A	T	E	S
Q	I	R	N	A	D	B	D	F	O	O	T	E	S
A	P	P	L	I	C	A	T	B	E	C	A	M	E
R	O	U	N	D	E	D	F	O	U	N	D	E	D
B	E	G	A	N	J	I	N	T	O	P	E	S	N
A	C	D	F	O	T	E	S	G	O	T	H	U	N

**MADRASAH TP 2021/2022 ALIYAH AN-NAJAH PONDOK
PESANTREN AL-HALIMY SESELA LOMBOK BARAT
POST-TEST (CYCLE II)**

Name :
Date :
No :
Class : XI-IPA
Subject : English Vocabulary

A. Read the following sentences and decide underlined word belongs to the specified parts of speech !

1. My mother buy a cheap book at the book store
(adjective/noun/verb)
2. Where did you sleep last night (verb/adjective/noun)
3. On January, I take a holiday to the Great Wall on china
(verb/adverb/noun)
4. I am student at senior high school (adjective/noun/verb)
5. Black color is my favorite (verb/adjective/noun)
6. She gave the book to me yesterday (noun/adjective/verb)
7. I read a newspaper every morning (verb/noun/adjective)
8. The dog barks loudly (noun/verb/adjective)
9. He goes to the movie once a week (adjective/noun/verb)
10. She is climbing the wall (verb/noun/adjective)

B. Find the provided words in the boxes ! (no.11-20)

11. Caught

16. Promised

12. Formed

17. Began

13. Attracted

18. Arrived

14. Believed

19. Died

15. Tired

20. Became

D	I	E	D	E	S	F	O	R	M	E	D	E	D
I	N	N	C	A	L	L	E	D	Z	O	O	U	X
D	C	Y	A	R	D	E	D	O	E	S	X	I	Z
E	A	A	U	I	S	D	F	G	H	O	S	T	E
V	X	D	G	V	A	E	N	S	D	I	D	M	N
I	D	E	H	A	N	V	Q	U	R	A	E	N	J
R	E	S	T	I	N	E	T	Y	U	I	C	F	R
R	F	I	X	R	R	I	L	L	M	R	A	D	A
A	N	M	G	F	I	L	H	G	T	I	R	E	D
D	O	O	R	E	D	E	N	E	Z	A	T	E	S
Q	I	R	N	A	D	B	D	F	O	O	T	E	S
A	P	P	L	I	C	A	T	B	E	C	A	M	E
R	O	U	N	D	E	D	F	O	U	N	D	E	D
B	E	G	A	N	J	I	N	T	O	P	E	S	N
A	C	D	F	O	T	E	S	G	O	T	H	U	N

THE KEY ANSWER

Read the following sentences and decide underlined word belongs to the specified parts of speech !

1. My mother buy a cheap book at the book store
(**adjective**/noun/verb)
2. Where did you sleep last night (**verb**/adjective/noun)
3. On January, I take a holiday to the Great Wall on china
(**verb**/adverb/noun)
4. I am student at senior high school (adjective/**noun**/verb)
5. Black color is my favorite (verb/**adjective**/noun)
6. She gave the book to me yesterday (noun/adjective/**verb**)
7. I read a newspaper every morning (verb/**noun**/adjective)
8. The dog barks loudly(noun/**verb**/adjective)
9. He goes to the movie once a week (adjective/noun/**verb**)
10. She is climbing the wall (**verb**/noun/adjective)

Find the provided words in the boxes ! (no.11-20)

11. Caught

16. Promised

12. Formed

17. Believed

13. Attracted

18. Tired

14. Began

19. Died

15. Arrived

20. Became

D	I	E	D	E	S	F	O	R	M	E	D	E	D
I	N	N	C	A	L	L	E	D	Z	O	O	U	X
D	C	Y	A	R	D	E	D	O	E	S	X	I	Z
E	A	A	U	I	S	D	F	G	H	O	S	T	E
V	X	D	G	V	A	E	N	S	D	I	D	M	N
I	D	E	H	A	N	V	Q	U	R	A	E	N	J
R	E	S	T	I	N	E	T	Y	U	I	C	F	R
R	F	I	X	R	R	I	L	L	M	R	A	D	A
A	N	M	G	F	I	L	H	G	T	I	R	E	D
D	O	O	R	E	D	E	N	E	Z	A	T	E	S
Q	I	R	N	A	D	B	D	F	O	O	T	E	S
A	P	P	L	I	C	A	T	B	E	C	A	M	E
R	O	U	N	D	E	D	F	O	U	N	D	E	D
B	E	G	A	N	J	I	N	T	O	P	E	S	N
A	C	D	F	O	T	E	S	G	O	T	H	U	N

APPENDIX III

INTERVIEW SHEET OF THE TEACHER

- Researcher : Assalammualaikum Miss? I have told you yesterday that I will to interview with you today
- Teacher : Waalakummssalam Oh yes, come in najwa !
- Researcher : Ok. Miss I want to ask you “ what is the difficulties faced by students in learning English ?
- Teacher : Actually the problem of students in learning English was vocabulary because vocabulary is the most important aspect of English learning.
- Researcher : So Miss what do you think about blindfold game as the media to improve students’ vocabulary ?
- Teacher : I think learning vocabulary using game was interested and make students feel enjoyable not only that students also more easy to memorized because this game tried to improve the students’ enthusiasm in learning through game and I hope this game could be improve students’ vocabulary.
- Researcher : it’s a good idea miss, thank you for your time.

INTERVIEW SHEET OF STUDENTS

Interview Sheet of Students after using Blindfold Game

Student I

Researcher :Hi FW (Initial name) how are you today ?

Student I : I am fine Miss..

Researcher : Ok what do you feel about blindfold game since you have been learning vocabulary using blindfold game ?

Students I : My opinion about blindfold game that was very fun and there are many learning that I got such as got more vocabulary to memorized.

Researcher : So are you difficult to learning vocabulary now?

Student I : No Mis

Researcher : Ok after you did the blindfold game do you feel that there was the improvement in your vocabulary?

Student I : Yess Mis, I think trough this game I have much got vocabulary and know the part of noun, verb, and adjective.

Researcher : of course thank you for your time, and I am happy to hear that.

Student II

Researcher :Hi Hy (Initial name) how are you today ?

Student II : I am very well Miss..

Researcher : Ok what do you feel about blindfold game since you have been learning vocabulary using blindfold game ?

Students II : I think this game was interested, fun and I think this game was challenging for me to memorized vocabulary.

Researcher : So are you difficult to learning vocabulary now?

Student II : No Mis, but a little

Researcher : Ok.. after you did the blindfold game do you feel that there was the improvement in your vocabulary?

Student II : Of course Mis, I got much new vocabulary after did the blindfold game.

Researcher : Alhamdulillah I am happy to hear that

Student III

Researcher :Hi NF (Initial name) how are you today ?

Student III : I am fine Mis..

Researcher : Ok.. what do you feel about blindfold game since you have been learning vocabulary using blindfold game ?

Students III : I think this game it was fun and make us easy to learning vocabulary, easy to memorized and got much new vocabulary.

Researcher : So are you difficult to learning vocabulary now?

Student III : No Mis, I say thanks to you because teaching us

Researcher : MasyaAllah thank you too.. so after you did the blindfold game do you feel that there was the improvement in your vocabulary?

Student III : Yes Mis, because since the corona virus we come to school just two day in one week and if we got the class we were studied and for two days the teacher who come in first that was teaching first not don't got much time to learning vocabulary.

Researcher : I really sad because of the corona virus but never give up tried to learning although you couldn't meet with your teacher. I am happy because I could teach here.

APPENDIX IV







KARTU KONSULTASI

Nama : Najwa Inayati
NIM : 170107047
Pembimbing I : Prof. Dr. Muhammad, M.Pd, M.S.
Pembimbing II : Kasyfur Rahman, M.pd.
Judul Skripsi : Improving Students' Vocabulary Matery Using Blindfold Game For The Second Grade at MA Annajah Sesela Academic Year 2021

No	Tanggal	Materi Konsultasi/Catatan	Paraf
1	01/02/21	Perbaiki penulisan, functions, Nofati dll	↓
		Perbaiki Grammar, Perbaiki Abstract	
		Lengkapi Isi Skripsi	
		Perbaiki kesimpulan dan form	
2	06/02/21	Perbaiki tulisan, perbaiki problems of Statement, conclusion, abstract, Grammar	↓
		sentence, dll.	
3	11/02/21	Perbaiki Acknowledge (has been given), Cover	↓

21/12/21. Skripsi
Mataram, 21/12/2021
Pembimbing I

Prof. Dr. Muhammad, M.Pd, M.S.
NIP. 196801051994031003



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBİYAH DAN KEGURUAN

Kampus II - Jln. Gajahmada No. 1 - Telp. (0170) 620701-4, 620704 Fax. 620704, Anjungan-Mataram

KARTU KONSULTASI

Nama : Najwa Inayati
NIM : 170107047
Pembimbing I : Prof. Dr. Muhammad, M.Pd,MS
Pembimbing II : Kasyfur Rahman, M.pd
Judul Skripsi : Improving Students' Vocabulary Mastery Using Blindfold Game For The Second Grade at MA Annajah Sesela Gunungsari Academic Year 2021

No	Tanggal	Materi Konsultasi/Catatan	Paraf
		finerigs	
		Grammar	
		Thesis Guideline	
		Discussion	
		Aku	

Mataram, 2021

Pembimbing II

Kasyfur Rahman, M.pd
NIP. 198612282018011002



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Gajah Mada No. 100 Jempang Baru Mataram Telp. (0370) 620763, Fax. (0370) 620764

: 626/Un.12/FTK/PP.00.9/08/2021

Mataram, 25 Agustus 2021

: 1 (Satu) Berkas Proposal

: Permohonan Rekomendasi Penelitian

Kepada :

Yth. Kepala Bakesbangpoldagri Provinsi NTB

di_

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Najwa Inayati

NIM : 170107047

Fakultas : Tarbiyah dan Keguruan

Jurusan : TBI

Tujuan : Penelitian

Lokasi Penelitian : MA ANNAJAH SESELA

Judul Skripsi : **IMPROVING STUDENTS' VOCABULARY USING
BLINFOLD GAME AT MA ANNAJAH SESELA
2021/2022.**

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan

Wakil Dekan Bidang Akademik



Dr. Abdul Quddus, MA

NIP. 19781112005011009



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Gajah Mada No. 100 Jempang Baru Mataram Telp. (0370) 620783, Fax. (0370) 620784

: 628/Un.12/FTK/PP.00.9/08/2021

Mataram, 25 Agustus 2021

: 1 (Satu) Berkas Proposal

: Permohonan Rekomendasi Penelitian

Kepada :

Yth. Kepala Bakesbangpoldagri Provinsi NTB

di_

Tempat

Assalamu'alaikum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Najwa Inayati

NIM : 170107047

Fakultas : Tarbiyah dan Keguruan

Jurusan : TBI

Tujuan : Penelitian

Lokasi Penelitian : MA ANNAJAH SESELA

Judul Skripsi : **IMPROVING STUDENTS' VOCABULARY USING
BLINFOLD GAME AT MA ANNAJAH SESELA
2021/2022.**

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan

Wakil Dekan Bidang Akademik



Dr. Abdul Qudus, MA

NIP. 19781112005011009

PEMERINTAH PROVINSI LAMPUNG
BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI

Jalan Pendidikan Nomor 2 Tj. (0370) 7505330 Fax. (0370) 7505330
Email: bakesbangpoldagri@lampung.go.id Website: lamp.0/bakesbangpoldagri@lampung.go.id
MATARAM kode pos 83125

REKOMENDASI PENELITIAN

NOMOR : 070 / 89-2/VP / 6 / BAKIPON / 25 Agustus 2021

Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2011 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian

Surat Dari An.Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram

Nomor : 625/Lh.12/FTK.PP.003/08/2021
Tanggal : 25 Agustus 2021
Perihal : Permohonan Rekomendasi Penelitian

Sebagai
sah untuk mempetajasi Proposal Survei Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian

Nama : **MALISA MAYATI**
Alamat : Ranjak Utara Dusun Ranjak Utara RT.002RW.000 Kel.Desa. Doping Kec. Gunungsal

Pelaksanaan : Mahasiswa Tarbiyah Bahasa Inggris
Judul : **IMPROVING STUDENTS' VOCABULARY MASTERY USING BLINDFOLD GAME FOR THE SECOND GRADE STUDENTS AT MA ANNAJAH SESELA IN ACADEMIC YEAR 2021/2022**

Lokasi : MA-Anajah Sesela Gunungsal
Jumlah Peserta : 1 (Orang)
Durasi : Agustus - Oktober
Status : Baru

Hal yang harus diisi oleh Peneliti

Sebelum melakukan Kegiatan Penelitian agar melaporkan kepastian kepada Bupati/Walikota atau Pejabat yang ditunjuk

Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melonggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian

Peneliti harus menaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau Kerusakan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai, maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian

Laporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat

Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya

BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI PROVINSI NUSA



Surat ini ditujukan kepada:

1. Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Provinsi NTB di Tempul

2. Kantor Kecamatan CiqKa, Kesbangpol Kab. Lombok Barat di Tempul

3. Kantor Kecamatan Agana Kab. Lombok Barat di Tempul

4. Kantor MA Anajah Sesela Gunungsal, Kab. Lombok Barat di Tempul

Gunungsal



المؤسسة التربوية الحليمية

YAYASAN PONDOK PESANTREN AL-HALIMY

MADRASAH ALIYAH ANNAJAH

TERAKREDITASI A / NOMOR : 1445 / BAN-SM / SK / XII / 2010

SEKELoa - GUNUNGSAARI - LOMBOK BARAT - NTB KODE POS 8331

SURAT KETERANGAN PENELITIAN

Nomor : 020 /MA.An/VP/11/X/2021

Kepala Madrasah Aliyah Annajah Yayasan Pendidikan Pondok Pesantren Al-Halimy Sekeloa Gunungsaari Lombok Barat NTB, menerangkan bahwa :

nama	: NAJWA INAYATI
jenis Kelamin	: Perempuan
tanggal lahir	: Ranjok Utara, 01 Februari 1999
NPM	: 170107047
alamat	: Ranjok Utara Desa Dopang, Gunungsaari Lombok Barat

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