**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

Writing is a complex skill progressing from the level of copying familiar words and phrases to developing and awareness of text structures, genres, the processes of drafting and editing, and writing for an audience. Reading and writing are usually taught in parallel because children who begin to read enjoy writing too. English native speakers children begin with that we call emergent writing, this start with pretend writing and then gradually they begin to write word and short texts but without knowing exactly how to spell.[[1]](#footnote-1)

The ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming and increasing role in both second and foreign language education. As advances in transportation and technology allow people from nations and cultures throughout the world interact with each other, communication across languages becomes ever more essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business, and personal reasons. Writing has also become more important as tenets of communication rather than as an object of study have taken hold in both second and foreign language settings. The traditional view in language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary, is being supplanted by the notion that writing in a second language is a worthwhile enterprise in and of itself.[[2]](#footnote-2)

Not many centuries ago, writing was a skill that was the exclusive domain of scribes and scholars educational or religious institutions. Almost every aspect of everyday life for “common” people was carried out orally. Business transactions, records, legal document, political and military agreements all were written by specialists whose vocation it was to render language into the written word. Today, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.[[3]](#footnote-3)

Writing well is difficult, even people who write for a living sometimes struggle to get their thoughts on the page. Even people who generally enjoy writing have days when they would rather do anything else. For people who do not like writing or do not think of themselves as good writers, writing assignments can be stressful or even intimidating. And of course, you cannot get through college without having to write sometimes a lot, and often at a higher level than you are used to.[[4]](#footnote-4)

Writing is an important skill for language production. However, it is considered a difficult skill. The findings reveal that the major problems are insufficient linguistic proficiency (including command over grammar, syntax and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization. These challenges are influenced by various factors including untrained teachers, ineffective teaching methods and examination system, lack of reading and writing practice, large classroom, low motivation and lack of ideas. The solve students, problems are increased reading, conscious and incidental vocabulary teaching, writing practice, trained teacher, reform in the examination system and writing competitions.[[5]](#footnote-5)

MTs Al-Khairiyah Sukanegara, Pontang is one of school located in Jl. Ciptayasa KM. 07. Ds. Sukanegara Kec. Pontang Kab. Serang-Banten. The researcher took this school to observe is because the researcher wants to know students’ ability whose learn in the school that located in the village. Second reason is because the researcher was graduated from this school, and the last reason is because this school located near with researcher’s house.

The researcher met the English teacher of this school, and asked her about the teaching learning process at this school. It is formed that the teacher used conventional method. The teacher described that the researcher should uses a game in teaching learning process to make students feel suitable.

The researcher has conducted researched on the first year students of MTs Al-Khairiyah Sukanegara pontang. The researcher finds some problems. The researcher found that students writing skill was still low. It can be proved that they did not know and understand the meaning of certain word in English, the content of text, the grammar, and the generic structure of descriptive text. They cannot organize the sentence into a good paragraph. Therefore, they still have low vocabularies. They also cannot understand the content of the text because they don’t know meaning of the word and sentence. And before the researcher doing the observation, the teacher solves her students’ problem by giving many vocabularies.

In standard of content for students of the seventh grade, these are some text types that must learned by the students, those are descriptive, recount, and narrative. In this case, the researcher chooses on descriptive text to be the object of research. The researcher chooses descriptive text to be the object of research.

According Oshima and Hougue, “descriptive writing tells how something looks, feels, smells, tastes, and/or sounds.”[[6]](#footnote-6)

Almost any type of writing is descriptive in that it seeks to describe a certain person, place, thing, or idea. However, a descriptive text is more specific in that it takes one particular subject, and the tries to depict that clearly to the reader. We can say that a descriptive text focuses on one subject. So, if the students can describe about something used the grammar and generic structure of descriptive text, automatically they can organize the sentences into a good paragraph in writing skill.

Blindfold game is one of interesting game which able gives knowledge in English language. And many children like to play this game. Blindfold game purposed to describe every vocabularies formed noun. To play this game, the tutor asked player to cover their eyes by using strip of cloth. Next, the tutor will give something to identify by player.

The researcher uses blindfold games because this game will help the students to explore the sense of sight while learning about the five senses. These activities help children understand their sense of sight is important, and what it’s like without seeing. Blindfold game also able to reduce students’ anxiety, is because when playing this game students’ eyes are closed, it make students’ shyness get loss. Automatically students’ anxiety will reduces. And also because many children like to play this game, so it will make the students feel interested to learning by using blindfold game.

Based on the background of the study above, the researcher is interested to do experiment research by the tittle “The Use Blindfold Game in Teaching Writing Skill on Descriptive Text (The Experimental Research at First Year of MTs Al-Khairiyah Sukanegara Pontang academic Year 2018-2019).

1. **Identification of the problems**

Based on the statement above, the researcher identification some problems as follows:

1. Students dislike in write, especially writing in English language.
2. Students lack of vocabularies.
3. Students lack of practice writing.
4. Most students are confused to start their writing.
5. Students have a low motivation in writing.
6. Students worry to make mistake in their writing.
7. Most students still get some difficulties in delivering their idea as they write.
8. Students lack of self-confidence, experience, imagination, and creativity.
9. Students like playing game.
10. Students had unsupported environment.
11. **The Scope of the Problems**

Based on the identification of study, the scope of study will be analysis students’ writing skill on descriptive text, and get focused on the study. The researcher limited the problem into three factors:

1. To know students’ writing skill.
2. To know the Blindfold game applied.
3. To know the Blindfold game effectiveness.
4. **Statement of the Problems**

Based the previous statement, the researcher formulated research problems as follows:

1. How is students’ ability in writing descriptive text at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020?
2. How is Blindfold game applied in teaching writing skill on descriptive text at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020?
3. How is effectiveness of Blindfold game in teaching writing skill on descriptive text at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020?
4. **Objective of the Study**

Based on formulated above, the object of the research can be specified as followed:

1. To know out students’ writing descriptive text ability at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020.
2. To know the implementation of applying Blindfold game in teaching writing skill on descriptive text at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020.
3. To know the effectiveness of using Blindfold game in teaching writing skill on descriptive text at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020.

1. **Significance of the Study**
2. Researcher
3. It can be use reference method for future.
4. It can add insight for writer.
5. Teacher
6. It can be used as method input for teacher in teaching.
7. Provide insight for teacher to more creative in teaching, especially in teaching descriptive text.
8. Students
9. It can make students more interest in learning English.
10. It can make students’ writing well.
11. Students get opportunity to learning happily and not feel bored.
12. Students get information to solve their problems in writing descriptive text.
13. **The Organization of Writing**

This paper divided into five chapters, they are as follows:

Chapter one is introduction. Here, the researcher will describe the background of the study, identification of the problem, the scope of the problems, statement of the problems, objectives of the study, significance of the study, and the organizing of writing.

Chapter two will discuss the review and conceptual framework. In this chapter, the researcher will describe the theoretical review, previous of the study, the pertinent of ideas, and hypothesis.

Chapter three is the methodology of the research. The writer will explain specifically about time and place of research, research method, population and sample of research, variables of the research, the instrument and technique of data collecting, and the technique of data analyzing.

Chapter four is finding discussion of the research. This chapter contain of data description, testing the analyzing of the regulation, and testing the hypothesis and discussion.

Chapter five is closing, which consist of conclusion and suggestion.

**CHAPTER II**

**THE REVIEW AND THEORITICAL FRAMEWORK**

1. **Theoretical Review**
2. **Blindfold Game**
3. **Game**

A game is a description of strategic interaction that includes the constraints on the actions that the players can take and the players’ interests, but does not specify the actions that the players do take. A solution is a systematic description of the outcomes that may emerge in a family of games. Game theory suggests reasonable solutions for classes of games and examiners their properties.[[7]](#footnote-7)

Many people use activities. It’s a good idea to add them throughout your day, between or as a part of a larger event. Games are a great way to break up the monotony of a long day’s learning, or a hard day’s work. They are also great way to keep small children busy and big children happy. You may want to play a game to reinforce teamwork after a bad day (because they happen) or play a game to relieve some group stress or build the scenario to work through a problem. Games are actually *tools* that a skilled facilitator has at their fingertips in a time of need.[[8]](#footnote-8)

To many designers, game feel is about intuitive controls. A good feeling game is one that lets players do what they want when they want, without having to think too much about it. Good game feel is about making a game easy to learn but difficult to master. The enjoyment is in the learning, in the perfect balance between player skill and the challenge presented. Feelings of mastery bring their own intrinsic rewards.[[9]](#footnote-9)

At the conceptual level, situations of incomplete information involving dynamic (or extensive form) games are essentially the same as situations involving static games: the only difference in the representation is that one would associate with every state a dynamic game instead of a static game.[[10]](#footnote-10)

Before the nineteenth century, games were mainly based on physical activities and were related to specific occasions. Later on, the European people tried to modify some of their games principles to fit with American tastes because they perceived them as a waste of time. From that time, games started to construct their “educational instruction”. “Mansion of Happiness” was the first educational game that aimed at teaching the difference between “good” and “bad”. After many improvements, games have acquired their significance to be used in teaching and learning.[[11]](#footnote-11)

1. **Blindfold**
2. Definition of Blindfold

Blindfold consists of blind and fold words, blind (adjective) means unable to see. And fold (verb) means bend one part of something back on itself. So, blindfold (verb) means cover somebody’s eyes with a strip of cloth.[[12]](#footnote-12)

The blindfold is a game of free movement and exploration of a virtual space that allows simple interaction with key elements and asses, which ends up being quite a challenge. The game simulates a realistic sound setting, allowing players to make sense of the sound driven experience.[[13]](#footnote-13)

The main challenge of the blindfold project was to design an audio only games a soundscape that would allow the players to experience a rich emotional and introspective trip. The game artifact would have to be able to evoke emotions on the player through a soundscape composition. This choice of design theme was initially motivated by the scarce available on game design for audio only games, and thus the opportunity to contribute with a relevant design case.[[14]](#footnote-14)

The process was repeated with blindfolds removed and all other subjects out of sight. Orientations were measured by the experimenters using hand held compasses.[[15]](#footnote-15)

1. Classification of Blindfold Method

The most basic classification of the various blindfold solving methods is by the way in which permutation is solved: piece by piece, or by decomposition into cycles. Richard car’s piece by piece method belongs in first category, while all modern methods, including 3OP, use cycles. The concept of cycles will be explained later in the guide. Of the various cycle methods, the group that includes 3OP solves the orientation (the flip) before the permutations (the locations (the location), whiles the other group, which consists of pochman, M2/R2, and various freestyle and estricted freestyle methods, combined orientation and permutation.[[16]](#footnote-16)

1. **Writing Skill**
2. **Definition of Writing Skill**

Writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The interlocking processes of writing by novice and expert authors have been studied by such diverse disciplines as cognitive psychology, stylistics, rhetoric, text linguistics, critical literary theory, hypertext theory, second language acquisition, and writing pedagogy. From such a wealth of approaches and themes, this book will be concerned with what is immediately relevant to the teaching and learning of writing in EFL at advanced levels.[[17]](#footnote-17)

Writing skills, by Diana Hanbury King, is a comprehensive writing program for beginning, struggling, at risk, or reluctant writers. For these writers, this structured program provides an essential foundation in thinking and writing skills. For proficient and advanced writers, it offers strategies, techniques, and opportunities to apply them.

Writing skills provides special instruction in spelling, handwriting, and keyboarding, and addresses important skills that many writing curricula take for granted.[[18]](#footnote-18)

Technical writing requires clarity of expression and therefore simplicity of language. Technical writing is intent on expressing certain key concepts so that these may be understood as easily as possibly by the intended readers be they programmers or users. Writing in a clear, concise manner makes not only understanding the text easier for the reader. It also makes your life as a writer of technical documentation easier especially when you are not a native speaker of English.[[19]](#footnote-19)

Good writing is not a matter of talent or luck. It is hard work. If you are really want to be a *good* writer, practice writing every day.[[20]](#footnote-20)

1. **Stages of Writing**

In line with this Harmer (2004: 4-6) suggests that the process writing has four main elements. They are planning, drafting, editing (reflecting and revising), and final version. Brown (2001:337) mentioned that the process writing always involves prewriting, drafting, revising and editing. Johnson (2008:179) also cites the five step writing process. They are prewriting, drafting, revising, editing, and publishing. Further, Coffin et.al (203:34) explains the stages of process writing.

1. Prewriting

Prewriting is to find the ideas, collect information, and organize the thoughts. Prewriting strategies include brainstorming, free-writing and journal writing. After that, the next stage is that the students begin to organize by mind mapping, clustering, and branching.

1. Drafting

In drafting, students develop the meaning using ideas in writing strategies, narrow down the broad focus, and remove or add information.

1. Peer Review

In this stage, students seek and respond to others while a text is under development. Peer review can be in the form of oral or written comment by peers using guidelines from the teacher.

1. Reflection

It means that letting the piece of writing sit for a while before coming back to it with fresh mind. Reflection time allows the students to see the gaps in the writing task.

1. Editing and proofreading

Students should attend with the mechanic of writing, including formatting and language accuracy. The final stages include polishing the text.[[21]](#footnote-21)

1. **Advantages of Writing**

Writing has three distinct advantages over speaking:

1. In writing, you can take it back. The spoken word, however, cannot be revised. Once you make a statement verbally, it affects your listeners in a particular way, and you can’t “take it back” or rephrase it to the point that the first statement is forgotten. However, if you write a statement and, after looking at it, realize that it sounds offensive or incorrect, you can revise it before giving it to intended audience. Writing is a careful, thoughtful way of communicating.
2. Writing forces clarify your thoughts. If you’re having trouble writing, it’s often because you’re not yet finished with the thinking part. Sometimes, just sitting down and writing whatever is on your mind helps you discover and organize what you think.
3. Another advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their exact, original form. Spoken ideas rely upon the sometimes inaccurate memories of other people.[[22]](#footnote-22)

1. **Descriptive Text**
2. **Definition of Descriptive Text**

Descriptive text is a kind of text a purpose to give information. The context of kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from report which describes thing, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place, or thing.[[23]](#footnote-23)

Kreeft et al, (1984: 27) says that descriptive text has a sentence that cooperating for presenting an image a person, place, thing, event, or idea clearly. In addition, Marlin, et al (1985: 143) states that writing descriptive text is a writing that describes people, places, ideas, organization, or activity. Meanwhile, descriptive text only has identification and description. Identification tells about whom or what the writers want to describe about. The identification is always in the first paragraph. Identification has a function as general introduction of the subject and also can be the background knowledge about the subject. The identification of a descriptive text should tell in the clear language, so the readers can understand what the writers describe. Rusdi (in Mardiyah, 2013) says that identification can give the information to the reader about something that the writer will be described. However, to write a good description is really hard for students.[[24]](#footnote-24)

1. **Generic Structure of Descriptive Text**

Every genre has a certain structure or stages in order to get something done through language **(**Emilia, 2014, p. 86). There are two elements as requirement for a text to be identified as descriptive text; identification or general statement and description element. The elaboration of schematic structure of descriptive text is discussed below:

1. Identification

The identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the descriptive text.

1. Description

The description aims at describing the specific participant in text. It contains descriptive details or information of the specific participant by providing the description of its characteristics, appearances, personality, habits or qualities.[[25]](#footnote-25)

1. **Language Features of Descriptive Text**

Regarding its linguistics features, Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) state that descriptive text employs some linguistics features as summarized below:

1. Focus on specific participants as the main character;
2. Use present tense as dominant tenses;
3. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant;
4. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;
5. Use mental verb or mental process when describing feelings;
6. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;
7. Used adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.[[26]](#footnote-26)
8. **Example of Descriptive Text**

**My Best Friend**

Identification

I have many friends at school. But, my best friend is Vitun. His full name is Vitu Zaejein. He is smart and has a great sense of humor. I like him very much.

Description

Zaejein was born on June 1st from an ordinary family. He has one brother and one sister. His father is Carpenter and his mother is a house wife. His father is wise man. His father never forgets teaching him to have a good manner to everybody and always asks him to be diligent in studying, and must be the best at the school. His parents have a dream that one day Virtun Zaujien can be a teacher of a university, a director of his own business and great book writer.

Zaejien is a generous boy at school. He likes to help his classmates. He doesn’t mind to help friends do their homework. He likes lending or giving things to his friends. When a friend has not eaten breakfast, he takes him to canteen to have it. He often gives home rides to friends.

What I like most about him is that he is smart and he has a great sense of humor. He makes the class warm with his humor and pleasant personalities. In addition, he never comes late and always does his school tasks on time.[[27]](#footnote-27)

1. **Previous of the Study**
2. Turfina Andriyani (2017) *Teaching Writing on “Descriptive Text” for the First Grade of SMPN 03 Mojogedang Karanganyar in the Academic Year 2014-2015.* Thesis. English Education Department, Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta. The result of this research showed that, the process of teaching writing on descriptive text for the first grade of SMPN 03 Mojogedang Karanganyar could be differentiated into four steps. It was started from building knowledge of the field (BKOF), modeling, joint construction of text and independent construction of text. The teacher used bilingual language to teach the students in class.
3. Rini Andriyani. (2017). *“The Implementation of Blindfold Game to Improve Students’ Vocabulary Mastery at MTs Nurul Huda Tanjung Pura”.* Skripsi. Departement of English Education Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera Medan. This research was conducted to know blindfold game media can improve the students’ vocabulary mastery. This research was conducted by using classroom action research. this research was used pre-test and post-test data, interview sheet, observation sheet, and diary note data. The result of this research showed that there was improving of students’ vocabulary mastery. For the total increasing of the students’ score from pre-test to post-test of cycle II was 88.09%. for the hypothesis testing, it was used t-test formula from computation, it could be seen that coefficient of t-observation=10.21 and t-table to df = 42-1, with fact level α = 0.05. The coefficient of t-observation (10.21)>t-table (2.02). Thus, alternative hypothesis (Ha) stating that blindfold game media could improve the students’ vocabulary mastery and could make the classroom activities alive and active.
4. **Pertinent of Ideas**

**Figure 2.1 Theoretical Framework**

|  |
| --- |
| Teaching Writing Skill |

|  |
| --- |
| Experimental Class |

|  |
| --- |
| Teaching Writing by Using Blindfold Game |

|  |
| --- |
| Descriptive Text |

The input of this research is refers to teaching writing skill on descriptive text in experimental class. The process of this research refers to teaching writing skill by using blindfold game. The output of this research refers to written text of descriptive by students.

Seow describes the process approach to teaching writing, which comprises four basic stages are planning, drafting, revising, and editing. Three other stages could be inserted after the drafting stage; these are responding, evaluating, and post-writing. Four each stage, suggestion are provided as to the kinds of classroom activities that support the learning of specific writing skill. For example, at the planning stage, teachers can help students generate ideas through such activities as brainstorming, clustering, and rapid free writing. Seow concludes by offering some implementation tip for teachers.[[28]](#footnote-28)

In conclusion, the processes of teaching writing on descriptive text by using blindfold game are:

1. Teacher gives material about descriptive text and trains the students able to write a simple sentence.
2. Teacher divided the students become some groups that consist of five or six members.
3. Teacher will give challenge to each group to making a simple descriptive text by doing game.
4. First, teacher will prepare some familiar things to each group (no students know the things), and ask one member of each group then closed their eyes because this is blindfold game, next placed them in other side of their group.
5. Next, student who closed their eyes should identify those things and says his/her identified to their group by using Indonesia language.
6. The last, all of member of group should make a simple descriptive text based on their friend’s identify by using English language (translate using dictionary).
7. **Hypothesis**

Based on problem statement above, the researcher formulated the hypothesis as allows:

**H0:** The Use Blindfold Game is not effective in Teaching Writing Skill on Descriptive Text at the First Year of MTs Al-Khairiyah Sukanegara Pontang.

**Ha:** The Use Blindfold Game is effective in Teaching Writing Skill on Descriptive Text at the First Year of MTs Al-Khairiyah Sukanegara Pontang.

**CHAPTER III**

**METHODOLOGY OF RESEARCH**

1. **Time and Place of Research**
2. **Time**

The writer’s research time will begin on February 18th until March 12th 2019. The writer does the research on the use blindfold game in teaching writing skill on descriptive text. At the time the writer will concern to conduct essay test about descriptive text.

1. **Place**

The writer’s research place will be done at MTs Al-Khairiyah Sukanegara Pontang, Serang Banten. It located in Jl. Ciptayasa KM. 07, Ds. Sukanegara Kec. Pontang Kab. Serang-Banten.

1. **Research Method**

This research is quantitative research. The design of this research is pre-experimental designs (non-design), exactly One-Group pre-test post-test design. It said as pre-experimental design, is because this design is yet as real experiment. It is because there is outside variable which is influence to dependent variable. So, the experiment result that is dependent variable is not just influenced by independent variable. It is happen, is because there is not control variable, and the samples is not choose randomly.

The researcher appropriate pre-experimental designs (non-design), exactly One-Group pre-test post-test design to her research is because the object of the research is not suffice all requirement from a real design that is MTs Al-Khairiyah Sukanegara just have a class of seven grade.

This is the pre-experimental design (non-designs) model of one group pre-test post-test design:

23

**Figure 3.1 One Group Pretest-Posttest Design**

|  |
| --- |
| **O1 X O2** |

Explanation:

O1 : Pretest result of experimental class

O2 : Posttest result of experimental class

X : Treatment for experimental class by using blindfold game.[[29]](#footnote-29)

There are surplus and shortage of pre-experimental design (one group pre-test and post-test design based on Nazir statement that is:

Surplus: is because there is pre-test before treatment, and there is post-test after treatment, so it can make comparisonto the dependent variable from trial group are same. While the mortality variable election refraction (lost or die) can be lost with certify that both tests are all trial unit.

Shortage: internal validity felt less, this caused by nothing assurance said that the differences O1 and O2 always caused by treatment X (collation skill with soft motoric ability). And this design result error such as testing effect, maturation influence and regression error.[[30]](#footnote-30)

1. **Population and Sample of Research**
2. **Population**

A population is commonly understood to be natural, geographical, or political, or political collection of people, animal, plants, or objects. Population is all cases, situation, or individuals who share one or more characteristics. Meanwhile, according to Arikunto a population asset (or collection) of all elements possessing one or more attributes of interest.[[31]](#footnote-31)

The population of this research was the whole students of seventh, eighth and ninth grade students of MTs Al-Khairiyah Sukanegara Pontang, Serang Banten. There are five classes and there are 146 students consist of 45 students of firs grade, 26 students of 8A grade, 25 students of grade 8B grade, 27 students of 9A grade and the last 25 students of 9B.

1. **Sample**

The sample of this research is students at the first year of MTs Al-Khairiyah Sukanegara Pontang. Academic year 2018-2019 “class 7” which has 45 students consists of 12 male and 33 female.

1. **Variable of Research**

There are two variables in this research; they are independent variable and dependent variable:

1. **Independent Variable**

The independent variable is blindfold game, which is teaching aids that help the students to increase their skill in writing descriptive text. Independent variable will be affected dependent variable. It shows how use the blindfold game in teaching writing skill on descriptive text.

1. **Dependent Variable**

Dependent variable is students’ writing skill on descriptive txt. Dependent variable is affected by independent variable.

1. **Instrument and Technique of Data Collecting**
2. **Research Instrument**

The instrument of this research is the researcher itself, because the researcher has to play the main role in looking for the data or information related to the teaching writing descriptive text process that researcher focuses on.

The researcher also uses some supporting instrument, like camera, poster, miniature, strip of cloth, notebook to support in collecting the data from researcher field.

1. **Data Collecting Techniques**

Many things that should researcher prepared before collect the data, such as prepared materials, lesson plan and list of students’ name. after all has ready, the researcher began collect the data.

In this research, the data is collected by using quantitative data and qualitative data. In collecting quantitative data the researcher uses tests. Beside collect quantitative data, the researcher also uses the qualitative data to describe the condition, situation and responses of the students during teaching learning process. In this qualitative data, the researcher uses observation and interview. Below is the description:

1. **Test**

According to Arikunto (1998:139) test is a series of the questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individual or groups. From the target or object to evaluated. Then, it divided the severalkinds of tests and other measuring instrument, such as personality test, aptitude test, intelligent test, attitude test, and achievement test.[[32]](#footnote-32)

The implementation in this research consists of pretest and posttest. In this research the pretest will be given in the first time the researcher enters the class. Then the posttest will be given in the last meeting after doing the pretest and some treatments. Below is the description of test implementation:

1. **Pre-Test**

The pre-test will give in the first meeting or before treatments (applying the blindfold game). It purposed to know the students’ ability in writing skill on descriptive text.In this pretest, the researcher will use written test.

Written test uses to know far the students’ competence in writing before applying blindfold game activity. The form of test was essay test. The researcher asks to students to make a simple descriptive text with minimum 150 words by theme animal or thing or someone. In this test, the researcher will give some grade based on some aspect. Those aspects are content, organization, grammar, vocabulary and mechanic. The researcher gives point in each aspect based on students’ ability. To assess the students’ score, the researcher uses the formula:

1. **Post-Test**

The posttest will be give after giving the treatment. The purpose is to know the students’ achievement in writing on descriptive text by using blindfold games.

Same as the pretest, the form of posttest was essay test. The researcher asks to students to make a simple descriptive text with minimum 150 words by theme animal or thing or someone. In this test, the researcher will give some grade based on some aspect. Those aspects are content, organization, grammar, vocabulary and mechanic. The researcher gives point in each aspect based on students’ ability. To assess the students’ score, the researcher uses the formula:

1. **Observation**

Observation is the selection and recording behaviors of people in their environment. This method is useful for generating in depth descriptions of organizations or events, for obtaining information that is otherwise inaccessible and for conducting research when other methods are inadequate. Observation fosters an in depth and rich understanding of a phenomenon, situation and/or setting and the behavior of the participants in that setting observation can also provide the foundation for theory and hypothesis development.[[33]](#footnote-33)

The research employed observation sheet to find out the data about “Blindfold Game” in teaching writing skill. The researcher observes the teaching and learning activities between teacher and students. The researcher uses two observation sheets which used to observe the teacher and the student activities. The indicators being measured in the observation sheet are; the topic, the technique of conducting the media, the teaching learning process.

1. **Interview**

In depth interviewing is the most commonly used data collection approach in qualitative research. this is hardly surprising, given the common concern of qualitative researchers to understand the meaning people make their lives from their own perspective. The in depth interview takes seriously the notion that people are experts on their own experience and so best able to report how they experienced a particular event or phenomenon. If we interview different people about the same event or phenomenon, we will inevitably get a range of perspectives. Where the research question requires it, the perspectives of members of a range of groups, such as clients and workers, or teachers, students and parents, should be obtained.[[34]](#footnote-34)

The researcher will give questionnaires to the students, to know what the students problem, difficulties, and response toward teaching learning process based on the indicator and competence basis.

1. **Technique of Data Analyzing**
2. **Rubric of Scoring Writing**

O’Malley and Pierce (1996) state that writing assessment should evaluate more aspects of writing than just mechanic and grammar, and should capture some of the processes and complexity involved in writing so that the researcher can know in which aspects of the writing process students are having different. Two important components in the assessment of writing are the nature task, or prompt and the scoring criteria or rubric. Djiwandono (1999) and O’Malley and Pierce (1996) stated that a writing prompt defines the task for the students’ writing assessment. Furthermore, O’Malley and Pierce (1996) state that the writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.

1. The following is the example of rubric on assessing the students’ writing. It is focus on the students’ ability in writing descriptive text.

**Figure 3.2 Rubrics on Assessing Students’ Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Aspect** | **Score** | **Performance Description** | **Weighting** |
| Content (C)   1. %  * Topic * Details | 4 | The topic is complete and clear and the details are relating to the topic | 3x |
| 3 | The topic is complete and clear but the details are almost relating to the topic |
| 2 | The topic is complete and clear but the details are not relating to the topic |
| 1 | The topic is not clear and the details are not relating to the topic |
| organization  ( O )  20 %   * Identification * Description | 4 | Identification is complete and description are arranged with proper connectives | 2x |
| 3 | Identification is almost complete and description are arranged with almost proper connectives |
| 2 | Identification is not complete and description are arranged with few misuse of proper connectives |
| 1 | Identification is not complete and description are arranged with misuse of connectives |
| Grammar  ( G )  20 %  -Use present tense  -Agreement | 4 | Very few grammatical or agreement inaccuracies | 2x |
| 3 | Few grammatical or agreement inaccuracies but not affected on meaning |
| 2 | Numerous grammatical or agreement inaccuracies |
| 1 | Frequently grammatical or agreement inaccuracies |
| Vocabulary  (V)  15 % | 4 | Effective choice of words and word forms |  |
| 3 | Few misuse of vocabularies, word forms, but not change the meaning |
| 2 | Limited range confusing words and word form |
| 1 | Very poor knowledge of words, word forms, and not understandable |
| Mechanics  ( M )  15 %   * Spelling * Punctuation * Capitalization | 4 | It uses correct spelling, punctuation, and capitalization | 1.5x |
| 3 | It has occasional errors of spelling, punctuation, and capitalization |
| 2 | It has frequent errors of spelling, punctuation, and capitalization |
| 1 | It is dominated by errors of spelling, punctuation, and capitalization |

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be more worth that the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanic. As there is a little anxiety around the last two aspects, vocabulary and mechanic, the small weighting is attached to them. They are weighted 15% respectively.[[35]](#footnote-35)

1. Classifying the Students’ Score

**Figure 3.3 Scoring**

|  |  |  |
| --- | --- | --- |
| **Score** | **Classification** |  |
| 90-100 | Very good | A |
| 80-89 | Good | B |
| 70-79 | Fair | C |
| 60-69 | Poor | D |
| below 60 | Very poor | F |

Theoretically, in such a case one would simulate a normal distribution to assign grades such as the following:

A = the top 10 percent

B = the next 20 percent

C = the middle 40 percent

D = the next 20 percent

F = the lowest 10 percent[[36]](#footnote-36)

1. **Data Analysis Technique**

Technique of data analysis used in the study is statistical analysis with t-test. T-test was used to test the difference between pre-test and post-test. Moreover, Sudjiono said that t-test was used to examine the truth of null hypothesis which stated there is no significant difference between two variables. The formula is as followed:[[37]](#footnote-37)

The process of t-test was as follows:

1. Determining D (difference) between the score result of variable X (Pre-test) and variable Y (Post-test), with formula:
2. Add D and getting ΣD (Total score between X and Y)
3. Determining mean from differences (MD), with formula:

*N* =Number of students (experiment class)

1. Determining standard of deviation from difference of variable X and Y (), with formula:
2. Determining the degree of freedom (df), with formula:
3. Determining the standard of deviation from the mean of D
4. Determining to (t Observation), with formula:

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

1. **Research Findings**
2. **Description of Data**

The research was done at the first year of MTs Al-Khairiyah Sukanegara, Pontang. Because the research was a pre-experimental research, so there was only one class in the research. There were five meetings and all the students followed the teaching learning process from first meeting until the last meeting.

During teaching learning process, the researcher conducted the data from interview sheet, observation sheet, and test. The data as below:

1. **The Interview Sheet**

There were teacher and students as the informants of interview during the study. The researcher was conducted the interview after implementing blindfold game. The researcher made some question about descriptive text and blindfold game. And the summary of the interview was blindfold game helped the students’ writing skill on descriptive text. (The interview sheet could be seen in appendix).

1. **The Observation Sheet**

In the observation sheet, the researcher observed the students’ situation, condition and problem was found during the teaching-learning process in every meeting. The researcher filled observation sheet in order to know the students’ activities during teaching learning process which blindfold game was applied to improve the students’ writing skill on descriptive text. It also was done to know how students’ interaction in the class. From the observation, the researcher noted that the students were so excited, active, and enthusiastic in learning descriptive text by using blindfold game. The observation sheet could be seed in appendixes).

1. **Tests**

The material was taught in this research was descriptive text. The researcher gave pre-test to students to know the initial students’ skill in writing descriptive text. After that, the researcher gave post-test in the last meeting to know the improvement of students’ understanding of descriptive text after implementing blindfold game. The test was in the form of essay and the researcher only provided a theme to students. Then, in scoring students’ writing, the researcher used rubric of writing scoring that belongs to *Brown (2007)*. Here, describe briefly how is scoring. After the writer analyzed students’ work, the researcher calculated pre-test and post-test score. Here are the complete lists of pre-test and post-test score:

1. Pre-test score

Pre-test as conducted before the implementation of blindfold game in order to know students’ writing skill on descriptive text before the experiment. From the table below, it can be seen that the highest score in pre-test was 70 and the lowest score was 61. In the average of pre-test score was 61,33.

**Table 4.1**

**The Result of Pre-test Score before Implementing Blindfold Game**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Pretest (X1)** |  | **No** | **Pretest (X1)** |
|  |
| 1 | 57 |  | 25 | 53 |
| 2 | 61 |  | 26 | 61 |
| 3 | 70 |  | 27 | 53 |
| 4 | 61 |  | 28 | 61 |
| 5 | 65 |  | 29 | 61 |
| 6 | 65 |  | 30 | 65 |
| 7 | 61 |  | 31 | 70 |
| 8 | 61 |  | 32 | 61 |
| 9 | 68 |  | 33 | 53 |
| 10 | 68 |  | 34 | 61 |
| 11 | 66 |  | 35 | 61 |
| 12 | 61 |  | 36 | 57 |
| 13 | 58 |  | 37 | 61 |
| 14 | 57 |  | 38 | 65 |
| 15 | 61 |  | 39 | 61 |
| 16 | 57 |  | 40 | 57 |
| 17 | 61 |  | 41 | 58 |
| 18 | 57 |  | 42 | 57 |
| 19 | 70 |  | 43 | 61 |
| 20 | 68 |  | 44 | 61 |
| 21 | 65 |  | 45 | 61 |
| 22 | 61 |  | **Total** | **2760** |
| 23 | 57 |  | **Average (∑)** | **61,33** |
| 24 | 65 |  |

1. Post-test score

Post-test was conducted after the implementation of blindfold game in order to see the improvement that made by students in writing descriptive text. The following table is the result of post-test score after implementing blindfold game technique in teaching (variable Y / post-test). The table shows that the highest score in post-test was 96 and the lowest score was 66. And the mean of the post-test score was 81,75.

**Table 4.2**

**The Result of Post-test Score after Implementing Blindfold Game**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Posttest (X2)** |  | **No** | **Posttest (X2)** |
|  |
| 1 | 95 |  | 25 | 87 |
| 2 | 91 |  | 26 | 91 |
| 3 | 70 |  | 27 | 70 |
| 4 | 91 |  | 28 | 86 |
| 5 | 70 |  | 29 | 66 |
| 6 | 70 |  | 30 | 96 |
| 7 | 70 |  | 31 | 91 |
| 8 | 78 |  | 32 | 91 |
| 9 | 91 |  | 33 | 91 |
| 10 | 80 |  | 34 | 86 |
| 11 | 91 |  | 35 | 91 |
| 12 | 71 |  | 36 | 76 |
| 13 | 91 |  | 37 | 78 |
| 14 | 91 |  | 38 | 71 |
| 15 | 91 |  | 39 | 86 |
| 16 | 83 |  | 40 | 75 |
| 17 | 82 |  | 41 | 91 |
| 18 | 71 |  | 42 | 66 |
| 19 | 83 |  | 43 | 66 |
| 20 | 78 |  | 44 | 66 |
| 21 | 86 |  | 45 | 91 |
| 22 | 70 |  | **Total** | **3679** |
| 23 | 86 |  | **Average (∑)** | **81,75** |
| 24 | 87 |  |

The researcher compared the data in both pre-test and post-test score. The highest score in pre-test was 70 and the highest score in post-test was 96. Meanwhile, the smallest score in pre-test was 61 and the smallest score in post-test was 66. In addition, the tables indicate that mean of pre-test score was 61,33 and the mean of post-test score was 81,75. It means that the mean of post-test is higher than the mean of pre-test, so the writer concludes that there was an improvement in students’ score in writing descriptive text after they were taught by using blindfold game.

1. **Analysis of Data**

From the data above, the researcher analyzed the data by using t-test formula. This analysis was done to examine the difference of score between pre-test and post-test. The solution process of t-test was as follows:

1. Seek D (Diference) between score of variable I (x) and score of variable II (Y) and then D = X-Y

D = X – Y

D = 2760 – 3679 = - 919

1. Add D and getting ΣD

**Table 4.3**

**The Comparison Score of X (The Students’ Pre-test Score) to Y (The Students’ Post-test Score)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students**  **(N)** | **Pre-test** | **Post-test** | **Gain Score (D)** | **(D)2** |
| **X** | **Y** | **X-Y** |
| **1** | 57 | 95 | -38 | 1444 |
| **2** | 61 | 91 | -30 | 900 |
| **3** | 70 | 70 | 0 | 0 |
| **4** | 61 | 91 | -30 | 900 |
| **5** | 65 | 70 | -5 | 25 |
| **6** | 65 | 70 | -5 | 25 |
| **7** | 61 | 70 | -9 | 81 |
| **8** | 61 | 78 | -17 | 289 |
| **9** | 68 | 91 | -23 | 529 |
| **10** | 68 | 80 | -12 | 144 |
| **11** | 66 | 91 | -25 | 625 |
| **12** | 61 | 71 | -10 | 100 |
| **13** | 58 | 91 | -33 | 1089 |
| **14** | 57 | 91 | -34 | 1156 |
| **15** | 61 | 91 | -30 | 900 |
| **16** | 57 | 83 | -26 | 676 |
| **17** | 61 | 82 | -21 | 441 |
| **18** | 57 | 71 | -14 | 196 |
| **19** | 70 | 83 | -13 | 169 |
| **20** | 68 | 78 | -10 | 100 |
| **21** | 65 | 86 | -21 | 441 |
| **22** | 61 | 70 | -9 | 81 |
| **23** | 57 | 86 | -29 | 841 |
| **24** | 65 | 87 | -22 | 484 |
| **25** | 53 | 87 | -34 | 1156 |
| **26** | 61 | 91 | -30 | 900 |
| **27** | 53 | 70 | -17 | 289 |
| **28** | 61 | 86 | -25 | 625 |
| **29** | 61 | 66 | -5 | 25 |
| **30** | 65 | 96 | -31 | 961 |
| **31** | 70 | 91 | -21 | 441 |
| **32** | 61 | 91 | -30 | 900 |
| **33** | 53 | 91 | -38 | 1444 |
| **34** | 61 | 86 | -25 | 625 |
| **35** | 61 | 91 | -30 | 900 |
| **36** | 57 | 76 | -19 | 361 |
| **37** | 61 | 78 | -17 | 289 |
| **38** | 65 | 71 | -6 | 36 |
| **39** | 61 | 86 | -25 | 625 |
| **40** | 57 | 75 | -18 | 324 |
| **41** | 58 | 91 | -33 | 1089 |
| **42** | 57 | 66 | -9 | 81 |
| **43** | 61 | 66 | -5 | 25 |
| **44** | 61 | 66 | -5 | 25 |
| **45** | 61 | 91 | -30 | 900 |
| **Total** | **2760** | **3679** | **-919** | **23657** |
| **Average** | **61,33** | **81,75** | **20,42** | **525,71** |

Based on the data above, the result of calculation showed that ∑D = -919 and ∑D2 = 23657.

1. Determining mean from differences (MD), with formula:

= -20,42

1. Determining standard of deviation from difference of variable X and Y (), with formula:

= 10,43

1. Determining the degree of freedom (df), with formula:

= 44

1. Determining the standard of deviation from the mean of D
2. Determining to (t Observation), with formula:

The t-score is -13,006 which indicate that is a difference of degree between variable X and Y.

From the process of analysis data above, it is known that the mean of the gain score is -20,42. Meanwhile, the standard error means is 1,57. Then, the t observation (to) is 13,006. The result 13,006 indicates that there is a difference of degree as much as 13,006 between variable X (pre-test) and Y (post-test).

Then, in order to complete the result of this research, the writer tried to find out the degree of freedom df with the formula:

df = N-1

= 45-1

= 44

Based on the table, *df* = 44 at significance level of 5% is 2,01 and at significant level of 1% is 2,69. The comparison is (2,01<13,006>2,69). It means that to (t-observation) is higher than tt (t-table). Thus, there is a significant between the score of pre-test and post-test.

1. **Hypothesis Testing**

The statistical hypothesis of this research could be seen as follow:

H0 : The Use Blindfold Game is not effective in Teaching Writing Skill on Descriptive Text at the First Year of MTs Al-Khairiyah Sukanegara Pontang.

Ha : The Use Blindfold Game is effective in Teaching Writing Skill on Descriptive Text at the First Year of MTs Al-Khairiyah Sukanegara Pontang.

The assumption of this hyphothesis as follow:

1. If to ≥ ttable the null hypothesis (Ho) is rejected, it means that the use blindfold game is effective in teaching writing skill on descriptive text at the first year of MTs Al-Khairiyah Sukanegara Pontang.
2. If to ≤ ttable the null hypothesis (Ho) is accepted, it means that the use blindfold game is not effective in Teaching Writing Skill on Descriptive Text at the First Year of MTs Al-Khairiyah Sukanegara Pontang.

Thus, it can be summarized that t0 ≥ tt (2,01<13,006>2,69) it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Thus, the study finds an empirical evident that blindfold game is effective to be used in teaching writing skill on descriptive text because there is a significant difference on students’ writing score after implementing blindfold game.

1. **Discussion**

This research was conducted to find out the effectiveness of blindfold game in teaching writing skill on descriptive text. Blindfold game was one of games that could be used by the teacher in teaching English to improve students’ writing skill on descriptive text.

The research had been done by the researcher indicated that blindfold game was effective or could be used in teaching writing skill on descriptive text. It could be seen from tables that showed the increasing of students’ writing score from pre-test and post-test. The increasing of students’ score is because the blindfold game helped the students to identify some object and described that thing easily.

Based on the interview and observation data, could be seen the students’ writing skill on descriptive text improved and became well since the first meeting until the last meeting. And based on the test data, it showed the increasing of teacher’s and students’ activity during teaching-learning process. From all of the data indicated the students were active and paid attention to the subject that the teacher taught. The students also felt spirit in doing the task by using blindfold game and they created the supportive situation during teaching learning process.

So, it could be concluded that the result of the research showed that the use blindfold game in teaching writing skill on descriptive text is effective. It could be seen from the post-test data by proving the students’ score got better than in the pre-test. Another concluded was based on interview and observation data that showed the students were active and spirit in teaching-learning process.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the findings, it can be concluded:

1. To know the students’ writing descriptive text ability at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020, the researcher conduct the data by using pre-test. The mean of pre-test score was 61,33. By the smallest score was 61 and the highest was 70. The result of data analysis showed that students’ writing descriptive text ability still poor. But after the researcher implementing blindfold game, the students’ writing descriptive text ability became good.
2. The implementation of applying blindfold game in teaching writing skill on descriptive text at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020. The implementation of applying blindfold game were, first the researcher divided the students become some groups that consist of five or six members. From each group, the researcher asked one student to close her/his eyes using. Next, the researcher gave a miniature to each group to identify by the student who closed her/his eyes, and placed them in front of class. After that, the student who closed her/his eyes using strip of cloth should identify the miniature by using Bahasa. The last was all of member of each group made a simple descriptive text based on their friend identify by using English language.
3. The effectiveness of using blindfold game in teaching writing skill on descriptive text at first year of MTs Al-Khairiyah Sukanegara Pontang academic year 2019-2020. The researcher compared the data both pre-test and post-test score. In addition, the tables indicate that mean of pre-test score was 61,33 and the mean of post-test score was 81,75. It means that the mean of post-test is higher than the mean of pre-test. Based on T-test result, it can summarized that tobservation is higher than ttable. It means that the alternative hypothesis (Ha) is accepted. The study finds an empirical evident that blindfold game is effective to be used in teaching writing skill on descriptive text because there is a significant difference on students’ writing score after implementing blindfold game.
4. **Suggestion**

Based on the conclusion above, this study wants to propose some suggestion that might be useful:

1. For the teachers, they should be creative in applying the blindfold game. It is better if the teacher apply the blindfold game outside the class to create more of students’ interested in participate the activity. Moreover, the teacher should be well prepared in using blindfold game because teachers’ preparation really influences the successful of teaching and learning process.
2. For the students, because many students like to play game. It is recommended to use this game as one of their learning strategies to practice and explore the sense of sight while learning about five senses. These activities help children explore and understand their sense of sight while learning about five senses and predict what it’s like without seeing. Because as we know that descriptive writing tells how something looks, feels, smells, tastes, and/or sounds. Based on the research observation, blindfold game able to reduce students’ anxiety, is because when playing blindfold game their eyes is closed, so they will never feel shy. In addition, many students feel interest and have fun to learning by using blindfold game.
3. For the further researchers, particularly those who interested to conduct same research and have some problem, it is suggested to apply blindfold game in the same field in their research or apply blindfold game to teach other English language skill, for instance listening or speaking. In listening, students can comprehend the descriptive text clearly using blindfold game because it can help them to relate those elements of the description. And in speaking also, students can actualization their comprehension about description text clearly by using blindfold game because it can help students themselves ability to relate those elements of description orally.

1. Eulis Rahmawati, *Teaching English to Young Learners Principles and Strategies,* (Serang: 2012), 64. [↑](#footnote-ref-1)
2. *Sara Cushing Weigle*, *Assessing Writing,* (New York: Cambridge University Press, 2002), 1. [↑](#footnote-ref-2)
3. H. Douglas Brown, *Language Assessment principles and Classroom Practices,* (America: Longman, 2004), 218. [↑](#footnote-ref-3)
4. McLean, scott, *Succesfull Writing v.1.0,* (Arizona: Unnamed, 2012), 37. [↑](#footnote-ref-4)
5. Muhammad Fareed, *ESL Learners’ Writing Skills: Problem, Factors and Suggestions,* (Pakistan: NED University of Engineering and Technology Karachi, 2016), 81. [↑](#footnote-ref-5)
6. Lilies Setiasih Dadi, *How to Write a short Essay in English Academic Writing,* (Bandung: Alfabeta, 2015), 172. [↑](#footnote-ref-6)
7. Martin J Osborn, Ariel Rubinstein, *A Course in Game Theory,* (London: The MIT Press, 2011), 2. [↑](#footnote-ref-7)
8. Adam Fletcher, Kari Kunst, *Guide to Cooperative Games for Social Change,* (Olympia: Common Action, 2006), 4. [↑](#footnote-ref-8)
9. Steve Swink, *Game Feel a Game Designer’s Guide to Virtual Sensation,* (America: Morgan Kaufmann, 2009), 1. [↑](#footnote-ref-9)
10. Giacomo Bonanno, *Game Theory,* (California: Platform, 2015), 521. [↑](#footnote-ref-10)
11. Ilhem Darfilal, *The Effectiveness of Using Language Games in Teaching Vocabulary the Case of Third Year Middle School Learners,* (Algeria: 2015), 10. [↑](#footnote-ref-11)
12. *Oxford Learner’s Pocket Dictionary Fourth Edition,* 41. [↑](#footnote-ref-12)
13. Rini Andriani, *The Implementation of Blindfold Game Media to Improve Students’ Vocabulary Mastery at MTs Nurul Tanjung Pura,* (Medan: 2017), 23. [↑](#footnote-ref-13)
14. Durval Pires, *et al*., *Blindfold An Audio only Adventure Game,* (Portugal), 1. [↑](#footnote-ref-14)
15. G.W. Max Westby, Karen J Partridge, *Human Homing: Still No Evidence despite Geomagnetic Controls, (Britain: The Company of Biologists, 1986),* 327. [↑](#footnote-ref-15)
16. Shotaro Makisumi, *A 3 Cycle Guide to 3x3x3Blindfold Cubing Version 2.44140625.* (2009), 3. [↑](#footnote-ref-16)
17. Jozsef Horvath, *Advenced Writing in English as a Foreign Language a Corpus based Study of Processes and Products,* (Lingua Franca: Csoport, 2001), 5. [↑](#footnote-ref-17)
18. Diana Hanbury King, *Writing Skills 2nd Edition Program Overview Grades 2-12 Comprehensive Instuction for Struggling Writers,* (Literacy and intervention), 2. [↑](#footnote-ref-18)
19. Bernhard Spuida, *Technical Writing Made Easier,* (2002), 3. [↑](#footnote-ref-19)
20. Molly McClain, Jacqueline D. Roth, *Schaum’s Quick to Guide Writing Great Essay,* (America: McGraw-Hill, 1999), 81. [↑](#footnote-ref-20)
21. Salim Nabhan, “The Process Approach to Improve Students’ Writing Ability in English Education Department University of PGRI Adi Buana Surabaya, *Jurnal Pengajaran Bahasa dan Sastra,* XIII, ISSN: 1907-1779, (June 2016), 5. [↑](#footnote-ref-21)
22. Judith F Olson, *Writing Skill Success in 20 Minutes a Day,* (New York: Learning express, 2009), viii. [↑](#footnote-ref-22)
23. Thomas S Kane, *The Oxford Essential Guide to Writing,* (New York: Barkley Books, 2000), 7. [↑](#footnote-ref-23)
24. Windi Zahara, Sitti Fatimah, “Using Guessing Game in Teaching Writing Descriptive Text to Junior High School Students”, *Journal of English Language Teaching, VII, No.1,* (March 2018), 1. [↑](#footnote-ref-24)
25. Shafira Khairina Anggun, “An Analysis of Descriptive Text in English Textbook Using Transtivity System (A case Study of Reading Passage)”, *Journal of English and Education 2016, 4(1), 147-158,* 149. [↑](#footnote-ref-25)
26. Eko Noprianto, “Student’s Descriptive Text Writing in SFL Perspectives”, *IJELTAL* *(Indonesian Journal of English Language Teaching and Applied Linguistic), 2(1), 2017,* (December 2017), 67. [↑](#footnote-ref-26)
27. Pardiyono, *Genre Mastering English Through Context,* (Yogyakarta: ANDI, 2016), 23. [↑](#footnote-ref-27)
28. Jack C Richard, Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice,* (New York: Cambridge University Press, 2002), 303. [↑](#footnote-ref-28)
29. Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif dan R&D,* (Bandung: Alfabeda, 2013), 109. [↑](#footnote-ref-29)
30. Moh. Nazir, *Metode Penelitian,* (Jakarta: Ghalia Indonesia, 2003), 232. [↑](#footnote-ref-30)
31. Ova Mulyani, *The Students’ Error Analysis in Pronuncing Segmental Phonemes ( A Case Study at The Second Grade of SMK Arrasyadiyyah kota Serang Academic Year 2014-2015),* (Serang: 2014), 35. [↑](#footnote-ref-31)
32. Sri Suharmi, *Improving Students’ Writing Skill in Descriptive Text by Using Outdoor Activity,* (Semarang, 2015), 237. [↑](#footnote-ref-32)
33. Sari Wahyuni, *Qualitative Research Method Theory and Practice,* (Jakarta: Salemba Empat, 2012), 21. [↑](#footnote-ref-33)
34. Yvonne Darlington, Dorothy Scott, *Qualitative Research in Practice Stories from the Field,* (Australia: Allen & Unwin, 2002), 48. [↑](#footnote-ref-34)
35. Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.),* (New York: Longman, 2007). [↑](#footnote-ref-35)
36. Brown, H. Douglas, op.cit., 287. [↑](#footnote-ref-36)
37. Anas Sudjiono, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grafindo, 2008), 305. [↑](#footnote-ref-37)