AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF HOPSCOTH TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHTH GRADERS AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR OF 2019/2020

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ENGLISH EDUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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Presented as Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Study Program

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APPROVAL PAGE

The Title :THE IMPLEMENTATION OF HOPSCOTH TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHTH GRADERS AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR OF 2019/2020

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to theTarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalmu'alaikumWr.Wb

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> To The Honorable,
> The Head of Tarbiyah Faculty
> State Institute of Islamic Studies
> (IAIN) of Metro

Assalamua'alaikumWarahmatullahiWabarakatuh

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It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

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RATIFICATION PAGE

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ABSTRACT

THE IMPLEMENTATION OF HOPSCOTCH TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AMONG THE EIGHTH GRADERS AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR OF 2019/2020

By:

EVINIA SUSANDI

Basically, speaking is one of productive skill in English that has to be learned students. However in reality, there are so many students that still find difficulties in speaking because several factors in teaching and learning process. Based on the data of pre survey, the principal problems that is experienced by the students is they have low skill in speaking performance because they have low motivation.

Teaching by using an appropriate technique is considered as an important necessary related to the problems above. Hopscotch Technique is considered as the solution for the problems above because this technique brought two positive for good impact impelementation hopscotch technique for student made health boddy try to move and jump and good phsycologist for student to made create inovation in their process learning in outdoor classroom to development idea improve speaking performance. In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research was 25 students in the eighth graders of SMP TMI Roudhlatul Qur'an Metro. In collecting data, the researcher used that include test pre-test, post test I and post test 2, observation and documentation. The research was conducted collaboratively with the English teacher of SMP TMI Roudhlatul Qur'an Metro.

The result of this research show that *Hopscotch Technique* have positive result in improving the students' speaking performance among the eighth graders of SMP TMI Roudhlatul Qur'an Metro. It can be proven by the students average score from pre test to post test. The average score in pre-test was 50, post-test I was 68 and become 77 in post-test II. In addition, the students' learning activites were improved from the 51% in cycle 1 to 76% in cycle 2. It means that the using *Hopscotch Technique* can improve the students'speaking performance.

Keyword : Hopscotch Technique, Speaking Performance, Classroom Action Research

ABSTRAK

PENERAPAN DALAM TEKNIK ENGKLEK UNTUK MENINGKATKAN KETERAMPILAN SISWA DALAM BERBICARA BAHASA INGGRIS TERHADAP SISWA KELAS DELAPAN DI SMP TMI ROUDHLATUL QUR'AN METRO TAHUN AKADEMIK 2019/2020

OLEH:

EVINIA SUSANDI

Pada dasarnya, speaking merupakan salah satu kemampuan produktif dalam bahasa inggris yang harus dikuasai oleh siswa. Namun, pada kenyataanya banyak siswa yang masih mengalami kesulitan dalam berbicara dikarenakan beberapa faktor dalam proses pembelajaran. Berdasarkan hasil data pra survey masalah utama yang dialami siswa yaitu rendahnya kemampuan siswa dalam berbicara karena kurangnya motivasi mereka dalam berbicara.

Penggunaan tekhnik pembelajaran yang tepat dianggap menjadi kebutuhan yang sangat penting terkait dengan permasalahan diatas. Engkleng teknik dianggap menjadi solusi untuk permasalahan diatas karena teknik ini membawa dua karakter positif yang mempunyai dampak baik dalam kesehatan siswa untuk menggerakan anggota tubuh untuk berpindah dan berlompat dan baik bagi psikologi untuk siswa dalam berkreasi di dalam proses belajar di luar kelas dalam keterampilan berbicara. Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 25 siswa di kelas Delapam di SMP TMI Roudhlatul Qur'an Metro. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMP TMI Roudhlatul Qur'an Metro.

Hasil dari penelitian ini menunjukkan bahwa *Teknik Engklek* sebagai strategi memiliki hasil positif dalam meningkatkan keterampilan berbicara siswa kelas delapan di SMP TMI Roudhlatul Qur'an Metro .Hal ini dapat dibuktikan berdasarkan nilai rata-rata pre-test adalah 50, post test I adalah 68 dan pada post test II menjadi 77. Ini berarti bahwa penggunaan *Teknik Engklek* sebagai teknik dapat meningkatkan keterampilan berbicara siswa

Kata Kunci :Teknik Engkleng, Keterampilan Berbicara, Penelitian Tindakan Kelas (PTK)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 27 December 2019
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ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 Desember 2019
Penulis,

EVINIA SUSANDI
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MOTTO

فَاصْبِرْ صَبْرًا جَمِيلًا

Then be patient with good patience. (Q.S Al Ma'arij 5)

Maka bersabarlah kamu dengan rasa sabar yang baik

Life is a matter of courage, facing the question mark, without us understanding without we can bargain. Accept it and face it.- Soe Hoek Gie

Hidup adalah soal keberanian, menghadapi yang tanda tanya, tanpa kita mengerti bisa menawar. Terimalah dan hadapilah.

What is the use of intelligence if it does not enlarge the human personality so that he is able to understand others- Emha Ainun Najib (Cak Nun)

Apa gunanya kepandaian kalau tidak memperbesar kepribadian manusia sehingga ia makin sanggup memahami orang lain.

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents
(Mr. Samadi and Mrs.Suharti)
My Beloved Brother
(Perdana Susandi)

My Beloved Lectures Of English Education Study Program Of Instituate Islamic Collage Of Metro

My Beloved Friends

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In this opportunities,the researcher would like to express her deepest gratitude especially to:

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The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 27 Desember 2019

Evinia Susandi
1501070249

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CHAPTER I

INTRODUCTION

A. Background of Study

Languange is a set of rules that plays the very important role in human's life, such as in thinking, communicatin ideas, and negotiating with the others. Languange is a tool that is used by human to communicate ideas, feelings, information, knowledge.

Meanwhile, English as languange that plays an important role as an international languange of politics, commerce, industry and education. Many countries have declaraced English as an official languange, and it has become a languange of teaching and learning in higher education. In Indonesia, the use of English is very important. It is the first foreign langguange which is learned and thaught as school from kindergarten to university. It becomes a duty for all of students in Indonesia to learn about English in spoken or witten form.

Basically, there are four skills in English that must be mastered by student namely listening, speaking, reading and writing. Speaking skill is one of the languange skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop, Languange learners find that it is difficult to speak up using English because of having low vocabulary mastery. Because they have limited vocabulary, studentsare very difficult in expressing the idea that

they will convey. Errors of English pronuncation can lead to missunderstanding in capturing the contents of the message in communicating. Another problem in speaking English is low quality grammar mastery. Grammatical mistake in speaking performance causes wrong content of the speaker's message. Another difficulty faced by students in speaking English is difficult in developing idea on the topic of the speaking. The low motivation to learn english languange and from our personal by self-confidence to practice spoken languange its mean that evaluate from some problem identification in speaking.

In other words, Teaching by using a great technique is to be important necessary to improve speaking skill in the process of teaching and learning speaking. The teacher should choose a technique that can attract student's interest and encourage their involvement. By encourage student's participation, the students will not bored and will more motivated during the lesson. Beside that, teacher also need a technique that has a characther work in group to make contribute the ideas each other in order to make the students more easy to develop ideas in speaking.

Regarding to the problem above, the solution of thoose problem of learning technique is by the use of a hopscotch technique. Hopscotch technique of phsyical game learn to move and jump which will have a good impact on health and it is hoped that students will be able to improve speaking through hopscotch technique and learning group characther is able to solve the problem student's motivation in speaking.

To identify the student's speaking skill before doing a treatment, the researcher held the pre survey that is focused on student's speaking skill by doing a test. Below is the student's test result of speaking performance at the eight grade of SMP TMI Roudhlatul Qur'an Metro:

Table 1
The Student's Score (VIII) Pre-Survey at the Eight Graders
At SMP TMI Roudhlatul Qur'an Metro

No	Student Name	Final Score	Criteria
1	AM	62	Incomplete
2	AA	68	Incomplete
3	AA	56	Incomplete
4	AL	37	Incomplete
5	AW	43	Incomplete
6	CD	43	Incomplete
7	DD	50	Incomplete
8	FH	**75**	**Complete**
9	FK	56	Incomplete
10	HA	62	Incomplete
11	LW	**75**	**Complete**
12	MA	68	Incomplete
13	MF	56	Incomplete
14	MY	50	Incomplete
15	NA	50	Incomplete
16	NT	**75**	**Complete**
17	RA	68	Incomplete
18	RA	43	Incomplete
19	RZ	56	Incomplete
20	RH	37	Incomplete
21	SA	50	Incomplete
22	TB	62	Incomplete
23	TM	**75**	**Complete**
24	VD	56	Incomplete
25	ZA	62	Incomplete
Min Score		37	
Max Score		75	
Average		57	
Complete		4	
Incomplete		21	

Table 2

The pre-survey result from the

test score of the Eight Graders students in SMP TMI Roudhlatul Qur'an Metro

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	4 students	16%
2.	<70	Incomplete	21 students	84%
Total			**25 students**	**100%**

Source : The Student's Test Result of Speaking Performance that was taken on Pre Survey at 29 october ,2019.

Based on the result of pre-survey above, it can be seen that the student's Speaking Performance is still low;

As the Minimum Mastery Criteria (MMC). The problem is caused by student's have low motivation in speaking. Hopscotch Technique strengthen the students' health because it motivates students to move by jumping in the process of Technique. Hopscotch Technique can be used in teaching speaking to motivate students in the teaching-learning process. Therefore , it is concluded that hopscotch Technique is one of Technique, very appr-oprieate teaching is used to teach speaking.

Based on the explanation above, the researcher will handle the speaking problem of student the eighth graders at SMP Roudlatul Qur'an Metro should be thaught in Class Action Room (CAR) research by applying hopscotch Technique. Therefore, the researcher will conduct a reseracher entitlled "**THE IMPLEMENTATION OF HOPSCOTH TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHTH GRADES AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR OF 2019/2020.**

B. Problem Identification

Based on background of the study, some problem are identified, as follow

1. The students' vocabulary mastery is insufficient.

2. The students have low score in speaking.

3. The student have low self confidence.

4. The student have difficulty in pronouncing the word.

5. The students have low motivation in speaking.

C. Problem Limitation

Based on the problem identification, the researcher limits the problems the students help low motivation in speaking. Therefore, the researcher use Hopscotch as a technique toward the students' speaking performance among the eight grades of SMP TMI Roudhlatul Qur'an Metro.

D. Problem Formulation

The researcher has outlined the problem formulation related to the problem limitation above. The problem formulation of this research is "can hopscotch technique improve students' speaking performance and their the eight grade at SMP TMI Roudhlatul Qur'an Metro in the academic year 2019/2020 ?"

E. Objective and Benefits of the study

   1. Objective of the study

   The researcher aimed to:

   Dealing with the problem above statment the objectives and the benefits of this classroom action research are as follow:

   2. Objectives of the Research

   After the problem formulation above, the objective of this research is to improve the students' speaking performance and learning activities in with implementation of Hopscotch Technique at the grades of SMP TMI Roudhlatul Qur'an Metro

F. Benefit of the Study

   This study is formulated as an attempt to find some usefulness. The usefulness of this research are:

   a. For the student

   As motivation for the students in learning English vocabulary, so they can be easy in learning.it is considered that the students can improve speaking performance through learning using hopscotch and developing their study to be succesful.

b. For the other reseracher

As a reference to other research for better english teaching in the future.the other researcher can use hopscotch after knowing advantage of using Technique in teaching speaking.

c. For teacher

As information how to teach teaching speaking in teaching activities, so will improve teachers' performance in applying teaching program well.

d. For the headmaster

As the considering in learning process in the school and the headmaster can convey to the teachers that they know students' problem in order to teach learning effectively.

G. Prior Research

The research was conducted with considering several previous studies related teaching speaking by using hopscotch technique the first pra-research with the title *The Use of Hopscotch Technique in Teaching Speaking to the First Grade Students of English Department of IKIP PGRI Madiun in the Academic Year of 2013/2014*. This research have similarities and differences. The similarities between this research with pra-research lies use hopscotch Technique for teaching speaking.

While the differences between this research and previous research. The first difference that exist in a defferent research method this research will use the research action classroom. While the differencees between this

research with praresearch the first differences contained in the qualitative method. The next differences is on the sample companies will involve Eighth Graders SMP TMI Roudhatul Qur'an Metro as research samples. While the first research involving First Grade Students of English Department of IKIP PGRI Madiun.[1]

The second prior research was done by Rusiana Nuraeningsih who did research in the title *Teaching English To Young Learners Through Traditional Games* which aim at investigating the effectiveness of traditional games for teaching English in Elementary School. It was one experimental group with pre-test and post-post test group This research have similarities and differences. The similarities between this research with pra-research lies use hopscotch Technique for english teaching.

The research method is Quantitative. Different with this research use classroom action research, sample of the first prior research is elementary school It Lukman Al Hakim Kudus of Fourth Grades in academic year 2015/2016. different with this research to implementation this technique in SMP TMI Roudhlatul Qur'an Metro of Eight Grades in academic year 2019/2020. The second prior reseach this technique focused

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[1]Fitra Pinandhita, "*The Use Hopscotch Game in Teaching Speaking* ", (Madiun, English Teaching Journal, School of Post graduate Studies English Department) No 2 /2013 p. 6 Vol 1.

in learn vocabullary. The researcher focused the implementation technique development speaking performance among use hopscotch technique.[2]

The third prior research was done by Dian Amelia and An Fauzia Rohani Syafei who did research in the title of *Teaching Speaking Through Hopsocth Game* the aim of the third prior research is effects on to help students more interested in learning English.

The third prior research sample method is Qualitative. Different with this research use classroom action research, sample of the first prior research is International Elementary School of Fifth Graders. Referring to the prior research, the differences are about different research method, research sample and research finding. Therefore, by considering same prior researches about, it is advisable to implement hopscotch. The researcher desires to know the students' speaking performance and languagnge activity in English at SMP TMI Roudhlatul Qur'an Metro. Speaking is one of the important aspect in English, the student will be confuse how to express the idea if they still difficult to deliver the idea with oral activity. Based on pre-survey result, the researcher finds out the fault of the students' descriptive text. Therefore, the researcher thinks that those are needed to be investigated.[3]

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[2]Rusiana Nureaningsih, "*Teaching English Young Learners Through Traditional Games*", (Jawa Tengah:lof Languange and Literature, School of post graduate Studies Universitas Muria Kudus, No.2/April 2016,p. 195, Vol 3.

[3]Dian Amelia S, An Fauzia Rozani S,"*Teaching Speaking Through HopscotchGame*",(Padang:English Languange Teaching, University of Padang), ISSN 2302-3198 ,No 3/September 2016,p.14-15Vol 5

CHAPTER II

THE REVIEW OF RELATE THEORIES

A. **Concept of Speaking Performance**

    1. **The Concept of Speaking**

a. **The Definition of Speaking**

Speaking is important to send information from speaker deliver message meaning to communicate. Speaking is one of the four languange skills (reading, speaking, listening, writing). It means through learners can be interact with speaking to connect with other how to express the main idea, opinion, reason, social development through speaking. Furthermore speaking has a purpose achievement goals for understanding in convey message from speaker. Activity speaking process is "productive skills"[4] of writing and speaking beside that "receptive skills" one process receptive message from speaker by listening and also reading process. Speaking related with listening to acccomplishing or to communicate this one role of speaking.

Scott Thornbury explains, "Speaking is much a part of daily that we take it for granted"[5] Speaking is the most important languange skill to develop be mastery in English in one of four languange skills beside reading, listening , writing.

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[4]Marriam Bashir, *Factor Effecting Student's English Speaking Skills*, (Lahore : British Journal Publishing,2011), No./1 April 2011, p. 8, Vol 1.

[5] Scott Thornbury, *How to Teach Speaking Harlow*, (United Kingdom : Pearson Education Limited, 2005), p. 1.

In other words, speaking is art of convey messsage of speaker in speaking used symbol verbal and non verbal in variety situation of context. As we know there are many symbol of verbal communication, such as: speech volume, speech speed, languange , grammar, and vocabullary. Whereas, Non verbal communication includes of sounds, gestures, body movement,eye contact facial expression, pitch or tonr of a voice, spatial distance, apparent behavior, posture, and dress of an individual.[6]

Speaking is one of element communication. Where communication is the output modality and learning is the input modality of languange acqusition. Speaking also included in four skills to teach English in to student. Therefore, in formal environment between teachers and students have to always interact to make communication because, communication is part in daily interaction.

Burns and Joyce point out that speaking is defined as a interactive process of constructing meaning that involve producing. In receiving information, its form and meaning are dependent on the context in which it occurs, the participant and the purpose of speaking." It can be concluded that to make succesfull communication is the speakers should have any purpose of speaking and understand the meaning based on the context.

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[6]Arifa Bunglowla. "*Non Verbal Communication: An Integral Part Of Teaching Learning Process*". (Bandung: International Journal of Research in Advent Technology), No 2321-9637/08 March 2015, p. 371.

[7]According to Nunan, the succeful oral communication involves developing:

a. The ability to articulate phonological feature of the languange comprehensibly.

b. Mastery stress, rythm,intonation patterns.

c. An acceptable and interpersonal skills.

d. Transactional and interpersonal skills.

e. Skills in taking short and long in spoken laguange turn.

f. Skills in the management of interaction.

g. Skills in negotiating meaning.

h. Skills in knowing about the negotiating purposes for conversation.

i. Using appropriate conversational formulae and filters.[8]

Based on criteria above to developingsuccesfull oral communication is the most important criteria to convey message in conversation about intonation clearly, understanding meaning, skill to management of interaction and the last must have purpose to convey message depend of the context.

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[7] Shiamaa Abd El Fattah Torky, *"The Effetiveness of a Task-Based Instrument Program in Developing The English Languange Speaking Skils of Secondary Stage Students"*, (Cairo:Ain Shams University), No. 1/2006, p.30

[8]David Nunan, *Designing Task For Communicative Clasroom*, (New York: Cambridge University Press, 1989), p.32.

b. Component of Speaking

1) Pronuncation

According to Sari Luoma, "Pronouncation or more broadly, the sound of speech, can refer to many feature of speech stream, such as individual sounds, pitch,volume, speed, pausing,stress and intonation."[9] To made communication by interlocutor for us to produce word clearly, and can receiving message for understanding meaning with interlocutor.

2) Grammar

Grammar is consist morphology and syntax but have subdivided into two different but interrelated areas of study- morphology and syntax. Morphology is the study of how words formed of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.[10] In other words grammar is rule in structure of sentence how to change form of words and using correct grammar to made meaning of the sentence.

3) Vocabulary

According Christhoper Turk vocabullary means approprieate diction or the most important in speaking to convey thought, ideas, express which used in communication. In spoken languange tend to be familiar and everyday[11] In other word vocabullary used must be very

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[9] Sari Luoma, *Assesing Speaking*, (New York :Cambridge University), 2004, p.11.

[10]Andrew Radford, *An Introduction to English Sentence Structure*, (New York : Cambridge University Press), 2009, p.1.

[11]Christhoper Turk , *Effective Speaking Comunicating in Speech*, (Francis: British Library), 2003, p .87.

familiar and used in everyday conversation in order understand in spoken languange.

4) Fluency

Pollard explain that fluency is define as ability to communication in spoken languange . fluency refers to express oral languange freely without interruption.[12] In other word the teacher to help student allow to express themselves freely with interruption. In process teaching and learning the teacher does not immediately correct fluency at the time of student convey conversation whereas the idea being too much correction it will disturb flow in convey conversation.

5) Comprehension

Cohen point out that to participant fully understand in speak even where if missunderstanding for catch information and entail risk[13] In other word comprehension refer to ability in speaker to understand meaning of the sentence. what are they saying something to listener in convey something avoid missunderstanding information. In addition to make easy the listener understand in catch information based on context of the meaning. There are five component of speaking that must to notice for student if they want to speak be better than before. Giving a lecture.

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[12]Lucy Pollard's , *Guide to Teaching English*, (London : University of London,2008), p. 16.
    [13] Louis Cohen, *Research Methods in Education,* (New York: The taylor & Francis e-library 2005), p.51.

c. Clasroom Speaking Activities

Teaching speaking should be concept communicative and interest. There are many type in classroom activity. States there are five classroom speaking classroom activities. They are Acting from a script, communication games, disscussion, problem solving, and role play[14]

1) Acting from a Script

In this situation in speaking the teacher asks the student to perform a play based on their coursebook or their dialogues they have written themselves. In other word the teacher to help the student to go if the student was teather directors

2) Communication Games

Communication games to make interest in process teaching clasroom speaking activities for the student. Game is very appropriate in teaching technique english young learner. The colaboration communication games that is hope to help the student receive the matterial the thing which relevant topic. Games based activities can involve such as oral desribing, predicting,asking for feedback.

3) Disscusion

Disscussion is probably the most generally used activity oral activity classroom. A disscusion make for various reason in the based relevant topic, opinion or the fact topic . its mean that the student to share ideas, reason or arrive at a conclusion how to try development

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[14] Jeremy Harmer, *The Practice of English Langunge Teaching*,(New York:Cambridge University,2007) p.348

reason with interlocutor it is essential that the purpose discussion point of the topic discussion set by the teacher, in this way prospect a discussion made student give try to speak up to give reason, to oppose the material topic discussion or give opinion the discussion point are relevant to this purpose in spoken languange.

4) Problem Solving

Problem solving is done by getting the student to work in pairs or group. They share their problem, opinion the feeling, in this situation the teacher as the bridge or facilitator to communicate among the student. Then, the student give a question and answer with other in classroom speaking activity. This communication will help the student to practice and expressing their main point in speaking.

5) Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation. Simulation and role play are populer activity in conversation or speaking group in which a group have to conversation or speaking group in which a group have to practice and try to carry out simulation as them or takethe role of completely different characther and express thoughtad feelings as they doing the real world. Role play is an excelent way to stimulation real communicatin that is relevant to expriences outside the classroom.

B. Concept of Speaking Performance

1. Definition of Speaking Performance

Speaking performance refers to operationally in this study as secondary stage students' ability to express themselves orally, coherently,fluently, and appropriately in given meaningful context to serve both transactional and interactional purposed using correct pronouncation, grammar and vocabulary and adopting the pragmatic and discourse rules of the speaking. In other word they are required to show mastery of the following sub skill:

a. Linguistic competence: This includes the following skills:

   1) Using intelligible pronouncation.

   2) Following grammatical rules accuretly.

   3) Using relevant,adequate and appropriate range of vocabullary

b. Discourse competennce : This includes the following skills:

   1) Structuring discourse coherently and cohesively

   2) Managing conversation and interacting effectively to keep theconversation going.

c. Pagmatic competence : This includes the following skills:

   1) Expressing a range of function effectively and appropriately according to the context and register.

d. Fluency: This means speaking fluently demonstrating a reasonable rate of speech[15]

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[15]Shiama Abd El Fattah Torky, The Effectiveness.,p.30-31

Based on the researcher of opinion speaking includes one of difficult skill for student to learn. In adittion, Speaking also is one of the most difficult aspect for student have to be mastered. Therefore, students must be practice to speak English as often as posisible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know important component in convey speaking.

2. Types of Clasroom Speaking Performance

Brown classifies that there are six types of clasroom speaking performance, such as:[16]

a. Imitative

Learners praatice an intonation contour try to pinpoint a certain vowel sound. Imitation of the kinds is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of languange.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of languange.

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[16] H.Doughlass Brown, Second Edition ,*Teaching By Principle an Interactive Approach to Languange Pedagogy*, (San Fransisco: Longman,2001), p.271-274

c. Responsive

Short replies to teacher or student initiated question or comment.

d. Transactional (Dialog)

Transactional languange carried out for the purpose of conveying or exchanging specific information is an extended from responsive languange.

e. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purose of maintaining social relationship than for transmission of fact and information.

f. Extensive (Monolog)

Student at intermediate to advance levels are called on to give extended monologoues in the form of oral report, summaries or perhaps short speech.

Based on the statement above, it can be concluded there are some types of classroom speaking performance it can be used for student to development in process english teaching languange.

3. The Measurment of Speaking Performance

Based on the Weir Cyril J. There are some indicators that be supposes to measure the speaking performance:[17]

Table 3
Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4(excellent)	Geneally natural delivery, only occasional halting when searching for appropriate word/expressions.
	3(good)	The student hesitates and repeats himslef at times but can generally maintain a flow of speech.
	2(fair)	Speech is slow and hestitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so litle that no 'fluent' speech can be said to occur.
Pronouncation	4(excelent)	Occaasional errors of pronouncation in few inconsistencies of rhytm, intonation and pronouncation
	3(good)	Rhythm intonation and pronouncation require more careful litenig, some errors of pronouncation which may occasionally lead to incomprehension.
	2(fair)	Compheresion sufferss due to frequent errors in rhythm, intonation and pronouncation.
	1(bad)	Words are unintelligibe.
Vocabullary	4(excellent)	Effective use of vocabullary of the task with litle inappropriacies.
	3(good)	For the most parat, effective use of

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[17]Weir Cyril J. *Languange Testing and Validation*, (London: Palgrave Macmillan, 2005) P.195-196

		vocabullary for the task of some examples inappropiacies.
	2(fair)	Limited use of vocabullary with frequent innappropriacies.
	1(bad)	Inappropriate and inadequate vocabullary.
Grammatical accuracy	4(excellent)	Very few grammatical errors.
	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken comprehension sentences.
	1(bad)	Unable to construct comprhensible sentences.
Intearctional Strategies	4(excellent)	Interacts effectively ad readily participates and follows the disscusion.
	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaininng interaction consistently.
	2(fair)	Use of inneffective. Can seldom develop an interaction.
	1(bad)	Understanding and interaction minimal.

C. The Concept of Hopscotch Technique

    1. Definition of Hopscoch Technique

According Newman Barbara Hopscotch isthe game symbolized of early childhood as student try to move ahead in their live without stopping on lines, going outside the boxes, the player must balance anda carefully to avoid lines or stopping in forbidden areas.[18] The focus is the hopscotch technique, in which students, are responsive for the material its mean the teacher give elicitation for student in process teaching.

Christoper Thomas Miller states, that "game always have been part of teacher's array of teaching technique.[19] its means that hopscoth technique part of traditional game to help inovation in teaching languange to improve speaking.

According to Mathias, hopscotch is really simple game. The student play it with reat success all the time according to the game rule the objective is to jump and place youre foot safely within the marked border of the 8 to 12 chalk square while avoiding the square that has been marked as no landing spot.[20] This technique made concept try to move and jump in this situation in which students, so the student should be active and beneficial to body helath and the last closing game in every grid the student will convey their idea if the player can not to convey in speaking its mean failed in game.

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[18]Barbara Newman, *Developmment Through Life A Phsycosocial Approach*, (New York:University of Rhode Island,2010) p.271.

[19] Christhoper Thomas Miller, *Game Purpose and Potential in Education*, (New York: Morehead State University, Springer Science, 2008) p. 5.

[20]Matthias Thoma,*Hopscotch or Why Children are The Better Day Traders*, (Canada:Trafford,2010) p.70.

Player of hopscotch technique includes cooperative interaction. hopscotch also can be viewed as form of situated activity system. A particular social organization of attention is required to construct a point of common focus. The grid make, possible the form of action and local identities. That is part of hopscoth if the player throwing one's token or stepping on or outside lines as a consequential event,an "out" in which the hapless player her loses.[21] Therefore its means hopscotch is a technique that make the student easier to delivery their opinion or idea and also help for student in process oral activity then make all student contribute in the task. One of the most commonly every player must concentrate and carefully archieve to the square to play an important role in the group and benefit from the group.

In other words, hopscotch is an especially good way for participant to observe and interprate behaviour, and involved in the process of learning about each other and refer to phsyical game-world is clearly defined for rules simple enough.[22] in this situation the teacher can look of personal student active or pasive. Hopscotch include of traditional game. It can be used auxiliary tool for children's education purpose to attract the eyes to concentrate their learning. [23] it can be conclude that hopscotch technique is phsyicall game of traditional game consist of 8-12 the square

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[21] Susan M. Hoyle, Kids *Talk Strategic Languange Use in Later Childhood*, (New York:Oxford University Press,1998) p. 26.

[22]Simon Lichman, "*Use of Hopscotch in Multicultural Intergenerational Co-existance Education*",(London:Journal of Foklore and Education), No/2 March 2015,p. 3, Vol 2.

[23] Shing Kwei Tzeng ,"*A Study On Interactive "Hopscotch" Game For The Children Using Computer Music Technique",* (Taiwan:Department of Information Communication, School of Post graduate Studies Kainan University, No.2/May 2010, p.32, Vol 2.

every player of student must avoid in line for outside square to move and jump. It means that hopscotch helps student create in learning and to motivate student to speak.

2. The Purpose of Hopscotch Technique

The purpose of traditional game in hopscotch technique is

1) To get amusement for student, speding spare time, and to be sociable in personal of student[24].

2) In process teaching speaking the student can interact with the each other.

3) It is hope to form personal sociable in chararactheristic of the student to make enjoy and relax in process teaching.

4) It encourages the student to be involved and participate actively in learning activities, the third last in hopscotch is vocabullary games can provide real-life into the class context and improve the use English comunicatively. [25]

It means that vocabullary is basic in development for spoken languange indicate in purpose hopscotch technique to motivate in teaching learning. Traditional game include of phsyical game learn to move and jump which will have a good impact on health and it is hoped that students will be able to improve speaking through hopscotch technique.

[24] Rusiana Nureaningsih, "*Teaching English Young Learners Through Traditional Games*", (Jawa Tengah:lof Languange and Literature, School of post graduate Studies Universitas Muria Kudus, No.2/April 2016,p. 195, Vol 3.
[25] Ibid

3. The Procedure Implementation of Hopscotch Technique

Speaking is the key of communication and interaction with other people. Therefore, In some speaking the student still have problem in english languange there are have problem skill erorr grammar, eror pronouncation especially in smp. They have lack vocabullary and not confidence in front their friend eventhough in theirselves. Hopscotch technique is able to improve speaking performance there are some step procedure in hopscotch technique:[26]

a. The teacher explains about the thing will be disscused

b. The teacher divides the student into two group.The teacher or student draw 8(eight) square on the ground/floor: 3 pieces of the single square, 1 double square, 1 single square and 1 double square, In every square the teacher give picture paper every player must convey their idea based on context picture paper without being noticed by student what is the thing stored in each number .

c. Every player of the group is given the stone.

d. The First player throw stone into the square. If the stone is inside the ground , then when to play later, the player is not permitted to step on tha square. The player hops and jumps pass the squares.

e. The player turns back from the last square when the player takes the stone that he may step in the square and takes the stone with one-foot stand the

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[26]Dian Amelia S, An Fauzia Rozani S,"*Teaching Speaking Through HopscotchGame*",(Padang:English Languange Teaching, University of Padang), ISSN 2302-3198 ,No 3/September 2016,p.14-15Vol 5.

player must avoid line in square if part of body foot stand touch the line of the square oppurtunity the player is lose and exchange the othe group but if the player does not touch the line the player can continue in this game.

f. Teacher shows the picture and give question for the student based on picture paper

g. Then, the player has to answer some questions that will be given by teacher on the square with one-foot stand. If the answer is true, then he should finish the game and other members of his group then repeat the same things over. But if he gives the incorrect answer, then the other group will continue to play the game. When all the players of the group finish for the last square their turn first base, they will be a winner

h. The teacher has rules to supervise, control, and assess the students in pronunciation, vocabulary, and the accuracy of the sentence in accordance with proper structure

i. Teacher should repair students' pronunciation directly if students pronounce wrong words. Teacher should control students not to make noise and give their attention to this game.

j. finishing the hopscotch game, the teacher gives some suggestion, criticism, and conclusion about students' performance

4. The Advantage and Disvantage of Hopscotch Technique

a. The Advantage of Hopscotch Technique

The advantage of using hopscotch technique in process teaching learning for hopscocth technique:

1) The student enjoy to follow english oral activity

2) Hopscotch to motivate students in teaching-learning process[27].

3) Involving phsyical action that encourages children to be mentally active[28]

4) This technique help the student in possitive effect on developing young learners'

5) The impact this technique for student will health of body

6) Phsyical activities can contribute phsycomotor development, foster cooperation, and development positive attitude towards learning[29]

b. The Disvantage of Hopscotch Technique

Hopscotch also has several weakness. Impact for disvantage in hopscotch technique not so disturbing in teaching process how to the teacher manage the classroom activity.

1. Spending much time in learning its mean the teacher must manage time in process learning

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[27] Fitra Pinandhita, "*The Use Hopscotch Game in Teaching Speaking* ", (Madiun, English Teaching Journal, School of Post graduate Studies English Department) No 2 /2013 p. 6 Vol 1

[28] Barbara Hatcher , "*Children's Games Resources for International Understanding*", (Texas,Educational Resource Information Centre, San Marco University) No 6 April 1988 p.4 Vol

[29] Eleni Griva, "Estimating the Effectiveness and Feasibility of a Game-basedP Project for Early Foreign Languange Learning", (Florina,Canadian Center of Science and Education, University of Wetern Macedonia) No 9/ July 2012 p. 34 Vol 5

2. The class is big enough, the student can not concentrate beause hopscotch dominant use in outdoor classroom[30].

D. Action Hyphothesis

Action hyphothesis of this research is stated as follow :"the implementation of hopscotch technique can improve student's speaking performance eighth graders of SMP TMI Roudhlatul Qur'an Metro in academic year Of 2019/2020".

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[30] Fitra Fitra Pinandhita..., *The Use Hopscotch* p.7

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Oprational Definition of Variable

The variable of this reseach consists of 2 types of variables among others: independent variables and dependent variable. Independent variable which selected, manipulated and measured by the researcher. Independent variable of this research used clustered as a technique which can be defined as cluster design or plan used for explained something a general way. The two variables can be explained as follow:

1. Independent Variable (X)

The independent variabe in this research was Hopscotch. Independent variable is the major that expect to investigate. Independent variable of this researcher was Hopscotch Technique that would implemented to improve the students' speaking performance which can be defined as a tool to help students' in process their learning activity. This technique useful to make their develop in oral activity of spoken languange.

2. Dependent Variable (Y)

The dependent variable of this research was the variable which is observed to determined the effect of the independent variable. Speaking performance as the dependent variable of someone that has developed or practiced in the classroom of languange teaching.

3. Operational Definition of Variable

Operational definition is the definition that based on charactheristic of the things that would defined, and it can be obeserved or measured. Meanwhile, variable can be defined as an attribute of a person or a subject that varies from object to another[31].

To evaluated students' speaking performance, the research used test that consist of pre-test and post test. The instrument of the speaking is oral activity the research ask for the student to describe in convey the material.

The research would use speaking rubric to measure the students' in develop or practiced of clasroom there are consist fluency, pronoun001cation, vocabullary, grammatical accuracy, and the last interactional strategies.

B. The Research Setting

The research was classroom action research (CAR) this research was one of another types research to improve student in speaking performance. This research was conducted at eight grade of SMP TMI Roudhlatul Qur'an Metro , which located in Mulyojati , 16 B south metro the researcher chooses in eight class there are 25 students.

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[31]Jhon creswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches*, (Lincoln: SAGE Publication,2002) p.24

C. The Subject of the Research

The research in the Classroom Action Research (CAR) The subject of this action research was students' of eight grade at SMP TMI Roudhlatul Qur'an Metro This class consist of 25 students.

The teacher taken one of her classes in which the students had low avverage score. Based on the teachers experience in process learning the student have problem of oral activity there are some minim vocabullary, eror pronouncation, eror grammar hopscotch technique can improve speaking performance help the student in problem solution .

Table 4

Total Students of The Eight Grade

SMP TMI Roudhlatul Qur'an Metro

No	Class	Gender		Total
		Male	Female	
1	VIII	10	15	25

D. Research Procedure

The research was aimed to improve speaking performance by hopscotch technique so the researcher use classroom action research it is called CAR.

According Glenda Mac, Action research is a 'think-do-think' cycle process for researching and making change of create. We think about what

we're doing now, then we do something to make changes, then we think again about what we've done and the impact.[32]

Jean Mc Niff also talked that, Class Action research is a name given to particular way of researchig your learning. This is a pratical way to look at your practice to check is that what you feel.[33]

Based on statement above, the researcher can state about Class Action Research is a reflective study conducted by teacher in the classroom to get solutions to problems until they can be resolved. In addition, classroom action research helps the teacher to solve problems by applying some new technique,methods or strategies as an alternative to innovation in their process learning

In this Classroom Action Research (CAR), consisted of cycle consist of four step planning, acting, observing and the last reflecting. The researcher describes for cycle in classroom action research design

[32]Glenda Mac Naughton and Patrick Hughes, *Do Action Research In Early Childhood Studies: A StepGuide*,(New York: Open University Press,2009), p.1

[33]Jea Mc Niff and Jack Whitehead, *Action Research Principle and Practice*, (New York Routhledge Falmer, 2002) Second Edition, p.1

Planning

Planning

Refleting **Cycle I**Acting

Refleting **Cycle II**Acting

Observing

Observing
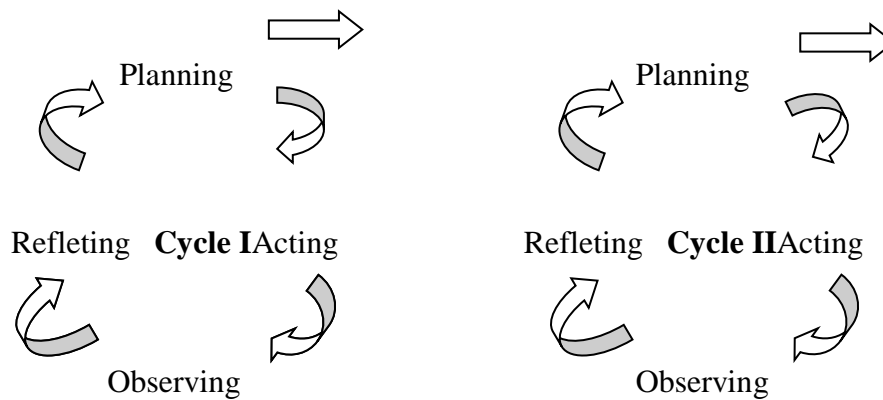
Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff,2002)

CAR was applied in this study because it was considered important to develop the speaking performance of Class Eight Students of SMP TMI Roudhlatul Qur'an Metro by applying Hopscotch Technique, by implementing this technique it is expected to be able to solve students' problems process of speaking activity teaching and learning.

The clasroom action research design applied in this research colaborative action research. In conducting the research, the researcher collaborated with real English teacher's of SMP TMI Roudhlatul Qur'an Metro as an observer and collaborator. The researcher plays role as an english teacher who teaches speaking performance through Hopscotch Technique to the students, with the real English teacher's role is an observes the action of the research while teaching-learning activities happens in the clasroom. Also the real Englis teachers acts as acollaborator when help the researcher in designing lesson plan, carrying out reflection, and determining the follow up the study, Here, the researcher is not only as an observer but

the researcher also took some action by making lesson plan and giving assesment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of speaking oral result in their learning process.

According to the Kurt Lewin's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interview, observing and conducting test before CAR. The teacher and the researcher make instruments, as follow:

1) The researcher prepare the lessons plan based on the 2013 curriculum , and english syllabus.

2) The researcher prepared the observational note and guidelines

3) The researcher prepare the instrument of oral test before and after CAR

4) The researcher prepare some media to support the implementation this technique.

b. Acting

In this phase, step in action research. The implementation of the planning, in this step the researcher actsas follows:

1) Pre - Activity

The researcher stars the lessons by greeting to the students

a) The researcher and the students pray together

b) The researcher check students attendlence

c) The researcher inform to the students about the competence, the indicator and the objectives that should be achieved.

2) While Teaching Process

a) The researcher applies the lesson plan

b) Th writer teaches by using hopscotch technique

c) The researcher explains about the material descriptive oral

d) The researcher makes some group for two group in outdoor class

e) In hopscoth technique consist 3 pieces of single square, 1 double square, 1 single square, 1 double.

f) The teacher chooses a leader in every group as judgment to look all member group touch of the lines hopscoth.

g) If one of member touch the lines its mean get the opposite of the team to play.

h) The teacher give some picture as media in every square.

i) The participant member in each group get turn to play.

j) The player must move and jump for using one-foot stand and take stones to back base.

k) The student convey the describe idea based on picture.

l)   The researcher can total score for every group after implementation this technique.

3) Post – Teaching

a) The researcher gives a conclusion about descriptive oral.

b) The researcher closing the class.

c. Observing

In this phase, the researcher conducted some activites as follow:

1) The real teacher observers teaching learning activity in classroom refer situation classroom personal students' feedback response for receiveing for the material in teaching learning process.

1) The researcher Identifies the students' achievement in learning speaking performance by giving the test after CAR in cycle 1.

2) The researcher calculates students' improvement score from test before CAR in cycle 1 improving or no.

d. Reflecting

In this phase, the researcher and the teacher have some activities as follows:

1) The researcher and the teacher find result the strength and weakness by using hopscotch teachnique in process teaching learning of CAR achievment students' and the media.

2) The researcher and the teacher prepare lesson plan for the next step in cycle 2 in order to improvement of students' score and to solve the problem unfinished yet.

2. Cycle II

a. Planning

After interview, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follow:

1) The researcher prepares the lessons plan based on the 2013 curriculum , and english syllabus.

2) The researcher prepares the observational note and guidelines

3) The researcher prepares the instrument of oral test before and after CAR

4) The researcher prepare some media to support the implementation this technique

b. Acting

In this phase, step in action research. The implementation of the planning, in this step the researcher actsas follows:

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h) The teacher give some picture as media in every square.

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k) The student convey the describe idea based on picture.

l)   The researcher can total score for every group after implementation

this technique.

3) Post – Teaching

a) The researcher gives a conclusion about descriptive oral.

b) The researcher closing the class.

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2) The researcher and the teacher prepare lesson plan for the next step in cycle 2 in order to improvement of students' score and to solve the problem unfinished yet.

E. Data Collection Technique

To collection data the researcher uses the technique as follow:

1. **Test**

   Test is the sequence of question or statement that is used to measurement skill, knowledge, intellegence, ability, that have by individual or group. The material in pre-test or post-test are different but have same difficulties. The type of the test is oral test. The test consist of pre-test and post test.

   a. Pre-Test

   Pre-test of this research will be done to measure students' speaking performance. The speaking test in the form of monologue speaking test by asking the students to describe things such as animal, place and person.

   b. Post-Test

   Post-test given in the last meeting after doing threatment to find out whether the treatments give any contribution to the students' achievment in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

2. **Observation**

   Observation is the election modification, registration, and coding combination in behavior on list of pesonal achievement or individu activity refer to observation sheet observed from activities students. The purpose of observation is to explain the situation being investigated,

activities, people or individual are involved in data collecting technique in wich the activities of subject are visually examined.

3. **Documention**

Cohen, er. Al., states that the documentation or document is data collection technique which is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.[34] The researcher use the method to support data collection object located to get information documentation such as history of the school, total of classroom, total of teachers, located of the school, official employed and students at SMP TMI Roudhlatul Qur'an Metro.

4. **Field Note**

Field note observation instrument in the form narration in which focus priority record the activity related to practice in the classroom before and after doing the action. Refer to the classroom situation, classroom management, how to the student feedback with the teacher or interact with other student. The researcher used field note when teaching learning process behavior over period time.

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[34]Luois Cohel et al., *Research Method in Edication,* (New York: Routledge, 2007), 201.

F. Data Analysis Technique

Data analysis conducted by taking the average score of the pre-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:[35]

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

Notes:

$\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N   = Number of students

Moreover, to know the result the researcher compared between pre-test and post-test. The result matched by the minimum standard in this school at least 74. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows: [36]

$$P = \frac{F}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student

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[7]Donald Ary at all, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108
[36]*Ibid*

G. The Indicator of Success

The Indicators of succes takes from during in teaching learning process of the action research. Who achieve Minimum Matery Criteria (70) in their speaking performance is 75%

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the research

1. Description of Research Location

a. History of SMP TMI Roudhlatul Qur'an Metro Condition of the school

SMP TMI Roudhlatul Qur'an Metro one of the private junior high schools under the auspices of the Roudhatul Qur'an Islamic Boarding School in Metro Lampung City, Indonesia. In contrast to junior high schools in general, there is a fusion of two curricula, namely the curriculum of the Department of Education and Tarbiyyatul Muallimin al-Islamiyyah (TMI) which was adopted from the education system in the AL-Amien Islamic Boarding School Preduan and Darusalam Gontor. the period of school education at SMP TMI Roudhatul Quran Metro is taken within six years of study, starting from Class VII to Class XII High School. TMI Roudhatul Quran Metro Middle School was established on July 1, 2004, which was the first boarding school based in Lampung and was located on Jl. Pratama Praja,16 c Mulyojati Metro west of Metro City. Furthermore, in 2016 the TMI Roudhatul Quran Metro Middle School had 16 class formations and the number of teaching staff was 56 people assisted by 5 education staff (Administrative and administrative staff).

b. **Teacher and Official at SMP TMI Roudhlatul Qur'an Metro**

Condition of the Teacher and Official at SMP TMI Roudhlatul Qur'an Metro, the numbers of teacher and official employers in SMP TMI Roudhlatul Qur'an Metro in the academic year of 2019/2020 are that can be identified as follows:

Table 5
Condition of the Teacher and Official at SMP TMI Roudhlatul Qur'an Metro in the academic year of 2019/2020

No	Name	Position
1	M.Iqbal Beny Saputra, M.Pd.I	Headmaster
2	Laila Rismadiati,S.Pd,I	Religion Teacher
3	Siti Jubaidah, S.Pd.I	Religion Teacher
4	Ahmad Surahman, S.Pd.I	Religion Teacher
5	Syamsuri, S.Pd	Nation Teacher
6	Millatun Yuniati S.Ag	Nation Teacher
7	Sukirno S.Pd	Indonesian Teacher
8	Sudarmi S.Pd	Indonesian Teacher
9	Leny Widyastuti, S.Pd	Indonesian Teacher
10	Ferry Anggiawan S.Pd	English Teacher
11	Lena Hendiyana S.Pd	English Teacher
12	Arlina Septilia, S.Pd	English Teacher
13	Deni Endri Saputra, S.Pd	Phsyical Techer
14	Restu Kumalasari S.Pd	Mathematics Teacher
15	Dra Irmi Hasni	Mathematics Teacher
16	Sutarno S.Pd	Biology Teacher

17	Samadi, S.Pd	Biology Teacher
18	Heni Lidiyanti S.Pd	Biology Teacher
19	Eka Oktaviana, S.Pd	Biology Teacher
20	Winda Pratiwi S.Pd	Social Teacher
21	Ujang Kartono, M.Pd	Social Teacher
22	Dra. Indi rahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Culture Teacher
25	Eddy Priyatno Z	Sport Teacher
26	Juariyah , M.Ti	Technology & Information Teacher
27	Mohamad Komarudin S.Pd.I	Arabic Teacher
28	Anailil Fasikhah, M.Pd	Arabic Teacher
29	Dra. Evi Hariyanti	Lampungnese Teacher
30	Aji Mubarok, S.Pd	Conselling Teacher
31	Willy Perdana Putri, S.Pd	Conselling Teacher
32	Siti Anjarwati, S.Pd.I	Mutholaah
33	Fajar Lutfi, S.Pd	Conversation Teacher
34	Sulaiman	Fiqih
35.	Adi Sahroni	Nahwuw Teacher
36	Ferry Septian	Scout Teacher
37	Dwi Kurniadi	Sorrof Teacher
38	Hasholat Afkar	Conversation Teacher
39	Ahmad Saifi	English Club Guide
40	Zamroni	Muhadasah Teacher

c. The Quantity of The Students of SMP TMI Roudhlatul Qur'an Metro

There are 541 students of SMP TMI Roudhlatul Qur'an Metro. The sevent graders consist of eight classes with 262 students. The eight graders consist of seven classes with 138 students, and the ninth graders consist of seven classes with 141 students. The quantities of the students at SMP TMI Roudhlatul Qur'an Metro that could be identified as follows:

Table 6
Students Quantity of SMP TMI Roudhlatul Qur'an Metro
In The Academic Year 2019/2020

Kelas VII		Kelas VIII		Kelas IX		Totally Class VII + VIII + IX	
Mukim	T. Mukim	Mukim	T. Mukim	Mukim	T. Mukim	Mukim	T. Mukim
262	-	138	-	141	-	541	-

d. The Building of SMP TMI Roudhlatul Qur'an Metro

The condition of facilities in SMP TMI Roudhlatul Qur'an Metro are 1 Headmaster Room located in first floor and 2 teacher room located in first floor and second floor and 18 classrooms, 13 located on the first floor and 5 located in second floor and the ect, can be seen on the table below:

Table 7
Building of SMP TMI Roudhlatul Qur'an Metro
In The Academic Year 2019/2020

No	Names of Building	Total
L	Headmaster Room	1
2	Teacher Room	2
3	Classroom	18
4	Administration Room	1
5	Students Council	2
6	Laboratory	1
7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	3
11	Kitchen	1
12	Toilet	6
13	Garage	3

e. **The Organization Structure of SMP TMI Roudhlatul Qur'an Metro**

The organization structure of SMP TMI Roudhlatul Qur'an Metro in the academic year 2019/2020 can be shown in the figure as follows:

Figure 2. Organization Structure of SMP TMI Roudhlatul Qur'an Metro

Organization Structure of SMP TMI Roudhlatul Qur'an Metro

Principal M. Iqbal Beny Saputra, M.Pd	**Vice Principal** Anailil Fasikhah, M.Pd.

Vice Principal of Curriculum Dra. Nurhayati.	**Councelor** Deny Endri Saputra

Library officer Abdurrahman, S.Pd.i	**Administration** Rahmat Hidayat	**Laboratory Officer** Juriyah M.Ti

Teachers

Students
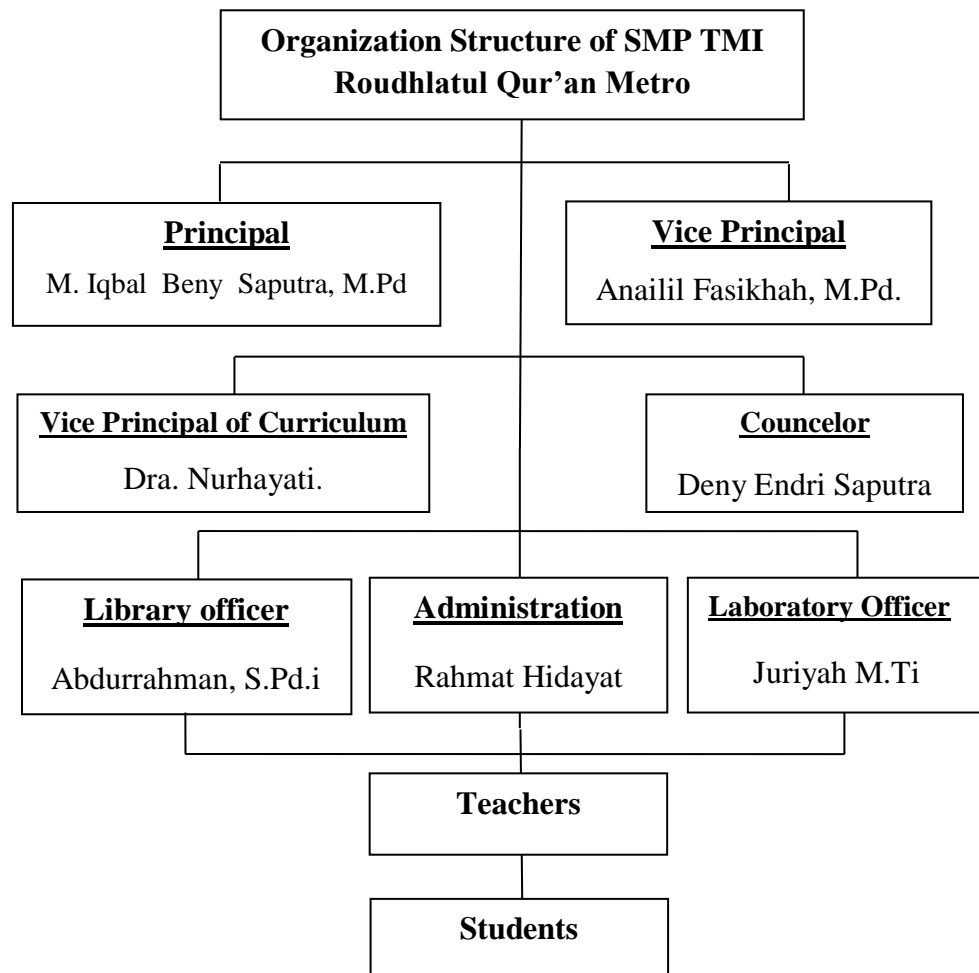
f. **Location Sketch of SMP TMI Roudhlatul Qur'an Metro**

The Location Sketch of SMP TMI Roudhlatul Qur'an Metro in the academic year 2019/2020 that can be seen on the figure below:
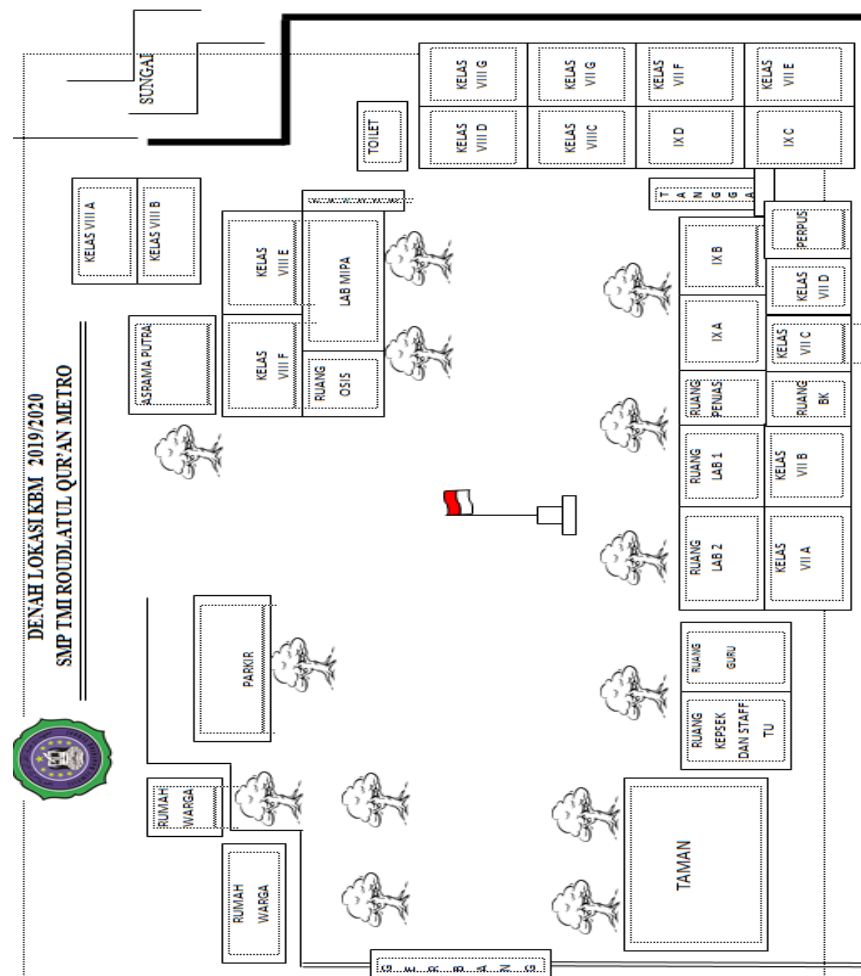
Figure 3. Location Sketch of SMP TMI Roudhlatul Qur'an Metro in the academic year 2019/2020

2. **The Description of Research Data**

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMP TMI Roudhlatul Qur'an Metro. It was conducted in two cycles. The researcher

used Hopscotch Technique to improve the students speaking performance.

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr. Feri Anggiawan, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on November 9th 2019 at 09.00 until 10.30. In the pre-test acivity, all students have been already to learn English when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct pre-test in their class in order to know their speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to practice the English monologue describe something based on the picture among hopscotch technique to improve speaking performance. The researcher gave the topic about person.

Table 8
Students' Pre-test Grade

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	AM	3	1	1	2	7	44	Incomplete
2	AA	2	1	2	3	8	50	Incomplete
3	AA	1	3	3	1	8	50	Incomplete
4	AL	1	3	3	1	8	50	Incomplete
5	AW	3	1	1	2	7	44	Incomplete
6	CD	4	3	1	4	12	75	Complete
7	DD	2	2	1	1	6	37	Incomplete
8	FH	1	1	2	1	5	31	Incomplete
9	FK	3	1	2	1	7	44	Incomplete
10	HA	4	2	4	2	8	50	Incomplete
11	LW	2	2	1	3	8	50	Incomplete
12	MA	1	2	1	1	5	31	Incomplete
13	MF	4	4	4	1	13	81	Complete
14	MY	3	2	1	1	7	43	Incomplete
15	NA	2	1	3	1	7	43	Incomplete
16	NT	2	1	1	2	6	37	Incomplete
17	RA	3	2	1	1	7	44	Incomplete
18	RA	2	1	3	1	7	44	Incomplete
19	RZ	4	1	4	3	12	75	Complete
20	RH	3	1	2	1	7	44	Incomplete
21	SA	1	4	4	4	13	81	Complete
22	TB	1	1	2	2	6	37	Incomplete
23	TM	3	1	2	1	7	44	Incomplete
24	VD	4	4	3	1	12	75	Complete
25	ZA	1	1	4	2	8	50	Incomplete
	Total of all students' grade						**1247**	
	Total all of the studets (n)						**25**	
	The highest grade						**81**	
	The lowest grade						**31**	
	Average						**50**	

Table 9
Speaking Criteria Symbol

No	Symbol	Criteria
1	P	Pronounciation
2	G	Grammar
3	V	Vocabularry
4	F	Fluency

(Source: Adopted form Weir's speaking rubric)

Table 10
Frequency of Students' Grade in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	5 students	20%	Complete
2	< 70	20 students	80%	Incomplete
	Total	25 students	100%	

Source: The grade result of speaking pre-test at VIII class of SMP TMI Roudhlatul Qur'an Metro November 9th 2019.

Figure 4
The Percentage of the Students' Grade in Pre-test
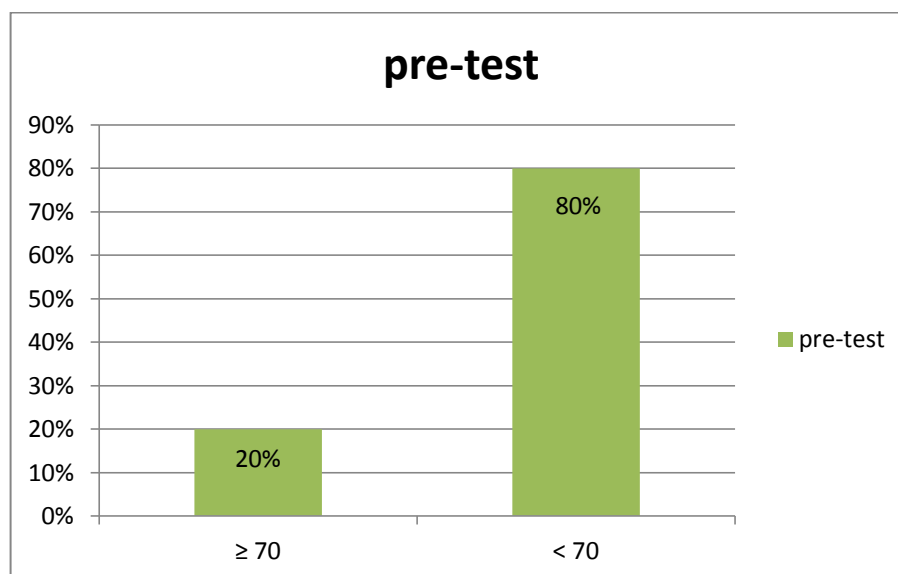
Based on the data above, it could be inferred that 20 students (80%) were not successful and another 5 student (20%) was successful. The successful students were those who got the minimum mastery criteria of English subject at SMP TMI Roudhlatul Qur'an Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 50, so the result was unsatisfied. Therefore, the researcher used hopscotch technique to improve the students' speaking performance.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) **The first meeting**

The first meeting was conducted November, 10th 2019 at 07.30 until 09.00 and followed by 25 students. The meeting

was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher introduced the speaking theme based on the syllabus of English subject at the eight grade. The speaking theme is describe something Then, the researcher explained the definition of description about something based on the picture the student get from the implementation of hopscotch technique. Furthermore, the researcher gave the example of English describe about something in the topic of *Animal* The researcher asked the students to pay attention the researcher.

After that, the researcher asked the students to find out their own pair to practice English describe in the hopscotch technique.

b) **The second meeting**

The second meeting was conducted on November,11th 2019 at 09.00 until 10.30. In the second meeting, the researcher began the lesson by praying, greeting, checking

attendance list and asking the students' condition. The activity was continued by giving some explanation more about describe based on the picture to apply hopscotch technique to understanding. Furthermore, the researcher gave the example about wild animal. The researcher asked the students to pay attention the researcher.After that, the researcher asked the students fordraw some square. Rule of the implementation of hopscotch technique the player brimg a stone throw to move and jump without touch the line and then the player come back home base when take stone in a square. The player must describe based on the picture in square.

.

c) **The Third Meeting**

Furthermore, on November 12th 2019, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to do the English monolgue the student describe something based on the picture about "Wild Animal" better than test in pre-test before.

Table 11
The Students' Speaking Grade of Post-test 1

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	AM	4	3	1	3	10	62	Incomplete
2	AA	3	4	2	1	10	62	Incomplete
3	AA	3	4	2	1	10	62	Incomplete
4	AL	2	1	4	2	9	56	Incomplete
5	AW	4	2	2	3	11	68	Incomplete
6	CD	3	4	4	2	13	81	Complete
7	DD	4	4	3	1	12	75	Complete
8	FH	4	4	3	2	13	81	Complete
9	FK	2	4	4	4	14	87	Complete
10	HA	4	3	3	2	12	75	Complete
11	LW	2	4	1	3	10	62	Incomplete
12	MA	2	2	2	1	7	44	Incomplete
13	MF	4	4	4	2	14	87	Complete
14	MY	3	4	4	2	13	81	Complete
15	NA	3	4	2	1	10	62	Incomplete
16	NT	1	4	4	2	11	68	Incomplete
17	RA	3	2	3	1	8	50	Incomplete
18	RA	4	4	4	2	14	87	Complete
19	RZ	4	4	2	3	13	81	Complete
20	RH	4	4	2	1	11	68	Incomplete
21	SA	3	1	3	2	8	50	Incomlete
22	TB	2	4	1	2	9	56	Incomplete
23	TM	1	1	3	2	8	50	Incomplete
24	VD	4	2	4	3	13	81	Complete
25	ZA	1	4	3	1	9	56	Incomplete
	Total of all students' grade						**1692**	
	Total all of the studets (n)						**25**	
	The highest grade						**87**	
	The lowest grade						**44**	
	Average						**68**	

Table 12
Frequency of Students' Grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	10 students	40%	Complete
2	< 70	15 students	60%	Incomplete
	Total	25 students	100%	

Source: The grade result of speaking Post-test I at VIII class of SMP TMI Roudhlatul Qur'an Metro on November 16th 2019.

Figure 5
The Percentage of the Students' Grade on Post-test 1
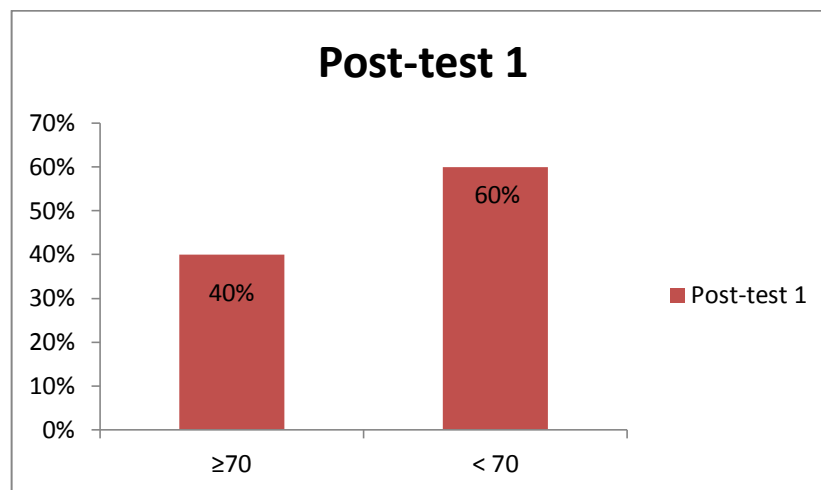
Based on the result above

Based on the result above, it could be seen that 10 students (40%) got grade up to the standard and 15 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 75%   students got grade ≥ 70. The fact showed that the result was unsatisfied.

3) **Observing**

In observation, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic taught in meeting 2 of cycle 1 that is about "Place" by using hotpscotch technique.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow.

Table 13
The Students' Learning Activity Observation in Cycle I

No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Answering the question	Being active in the class	Being able to do the task
1.	AM	√	-	√	√
2.	AA	√	√	-	√
3.	AA	√	-	√	√
4.	AL	-	-	√	-
5.	AW	√	√	-	-
6.	CD	√	-	√	√
7.	DD	√	-	-	√
8.	FH	√	√	-	√
9.	FK	-	-	√	-
10.	HA	√	-	-	√
11.	LW	√	√	√	√
12.	MA	-	-	√	√

No.					
13.	MF	-	-	√	-
14.	MY	√	√	-	√
15.	NA	-	-	√	-
16.	NT	√	-	-	√
17.	RA	-	√	-	-
18.	RA	√	-	-	√
19.	RZ	-	-	√	√
20.	RH	√	√	-	-
21.	SA	√	-	√	√
22.	TB	√	-	-	-
23.	TM	-	-	-	√
24.	VD	-	-	√	√
25.	ZA	-	√	-	-
TOTAL		**15**	**8**	**12**	**16**

Table 14
The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	15	60%
2	Asking/answering the question	8	32%
3	Being active in the class	12	48%
4	Being able to do the task	16	64%
	Total Students	25	
	The Average Percentage	51%	

Source: The students' activity at the eight grade of SMP TMI Roudhatul Qur'an Metro November 21th 2019.

Figure 6
The Percentage of Students Activities in Cycle I
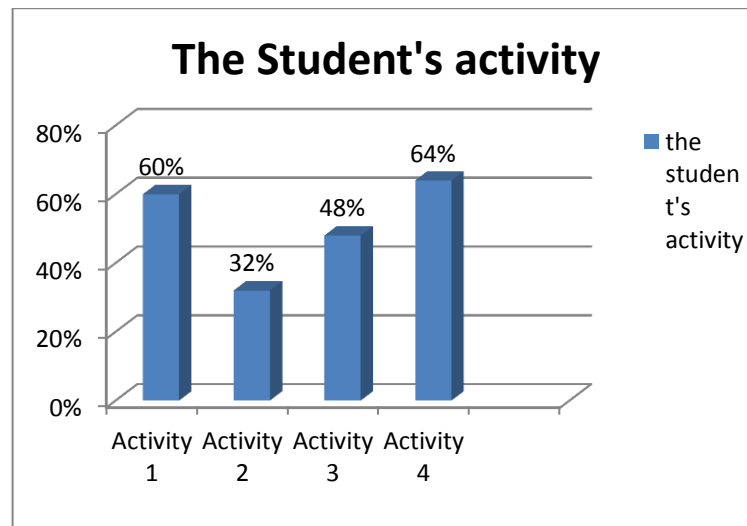
The table showed that not all the students' were active in learning process. There were 15 students (60%) who gave attention to the teacher explanation. 8 students (32%) who asked/answered question, 12 students who are active in the class (48%), 16 students (64%) who are able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows

Table 15
The Comparison Between Pre-test and Post-test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AM	44	62	18	Improved
2.	AA	50	62	12	Improved
3.	AA	50	62	18	Improved
4.	AL	50	56	6	Improved
5.	AW	44	68	24	Improved
6.	CD	75	81	6	Improved
7.	DD	37	75	40	Improved
8.	FH	31	81	50	Improved
9.	FK	44	87	43	Improved
10.	HA	50	75	25	Improved
11.	LW	50	62	12	Improved
12.	MA	31	44	13	Improved
13.	MF	81	87	6	Improved
14.	MY	43	81	38	Improved
15.	NA	43	62	19	Improved
16.	NT	37	68	31	Improved
17.	RA	44	50	6	Improved
18.	RA	44	68	24	Improved
19.	RZ	75	81	6	Improved
20.	RH	44	68	24	Improved
21.	SA	81	87	6	Improved
22	TB	37	56	19	Improved
23.	TM	44	50	6	Improved
24.	VD	75	81	6	Improved
25.	ZA	50	56	6	Improved
Total		1247	1692		
Average		50	68		
The highest grade		81	87		
The lowest grade		31	44		

Table 16
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test		Post Test I		Explanation
	F	**%**	**F**	**%**	
≥70	5	20%	10	40%	COMPLETE
< 70	20	80%	15	60%	INCOMPLETE
TOTAL	**25**	**100**%	**25**	**100**%	

Then, the graph of students' comparison in speaking performance of pre-test and post-test I grade in cycle I could be seen as follow:

Figure 7
The Comparison of Percentage of the Students' Completness Grade on Pre-test and post-test I
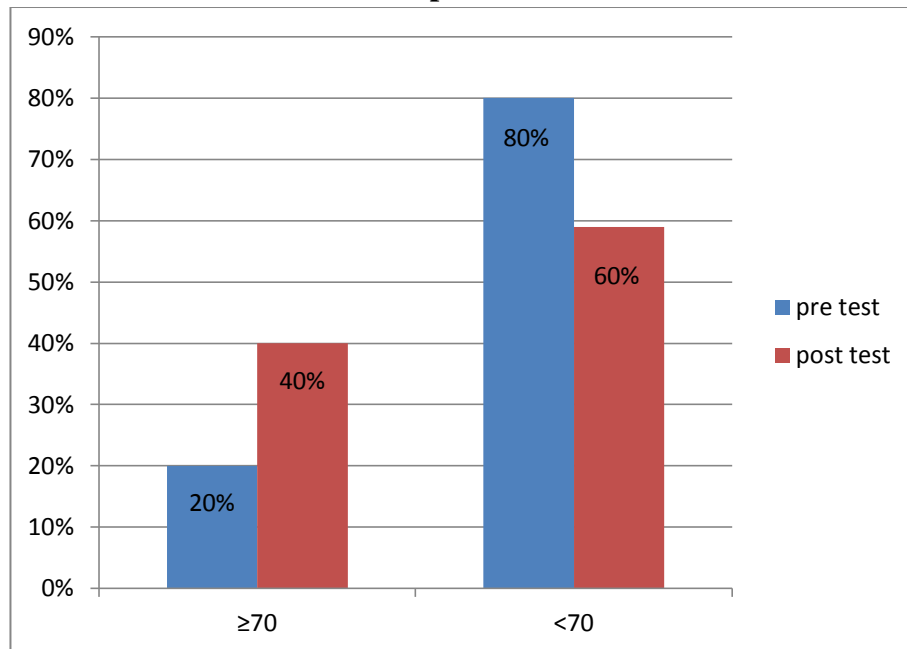
The table and the graphic above, it could be inferred that 20 students (80%) were not successful and 5 other students (20%) were successful. The successful students were those who got the minimum

mastery criteria at SMP TMI Roudhlatul Qur'an Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 50, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1,it could be seen that 10 students (40%) got grade up to the standard and 15 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥70. The fact showed that the result was unsatisfied.

a. **Cycle II**

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) **Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking performance by hopscotch technique.

2) Acting

a) The first meeting

The first meeting was conducted November, 16th 2019 at 07.30 until 09.00 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning, the researcher introduced the speaking theme based on the syllabus of English subject at the eight grade. The speaking theme is describe something Then, the researcher explained the definition of description about something based on the picture the student get from the implementation of hopscotch technique. Furthermore, the researcher gave the example of English describe about something in the topic of *Animal* The researcher asked the students to pay attention the researcher.

After that, the researcher asked the students to find out their own pair to practice English describe in the hopscotch technique.

b) The second meeting

The second meeting was conducted on November 17th 2019. In this meeting the researcher implemented the steps of Hotpscotch Technique in improving students' speaking performance.

c) The third meeting

Furthermore on November 23th 2019 in the third meeting the researcher gave post test II to the students. In this meeting almost all of the students could describe well. It could be seen from the result of the post test II provided in table 16. There were of 25 students got the grade under the minimum mastery criteria in SMP TMI Roudhlatul Qur'an Metro.

Table 17
The Students' Post Test II grade

No.	Students' Name	Grade	Category
1.	AM	75	Complete
2.	AA	81	Complete
3.	AA	75	Complete
4.	AL	75	Complete
5.	AW	75	Complete
6.	CD	87	Complete
7.	DD	75	Complete
8.	FH	87	Complete
9.	FK	87	Complete
10.	HA	62	Incomplete
11.	LW	75	Complete

12.	MA	62	Incomplete
13.	MF	87	Complete
14.	MY	81	Complete
15.	NA	68	Incomplete
16.	NT	75	Complete
17.	RA	68	Incomplete
18.	RA	81	Complete
19.	RZ	87	Complete
20.	RH	81	Complete
21.	SA	87	Complete
22.	TB	62	Incomplete
23.	TM	68	Incomplete
24.	VD	87	Complete
25.	ZA	87	Complete
Total of all students' grade		1935	
Total all of the studets (n)		25	
The highest grade		87	
The lowest grade		62	
Average		77	

Table 18
The Frequency of students' grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	≥70	19 Students	76%	Complete
2	< 70	6 Students	24%	Incomplete
	Total	25 Students	100 %	

Source: The result grade of speaking post test II at VIII class of   SMP
TMI Roudhlatul Qur'an Metro November 23th 2019.

Figure 8
The Percentage of the Students' Grade in Post-test II
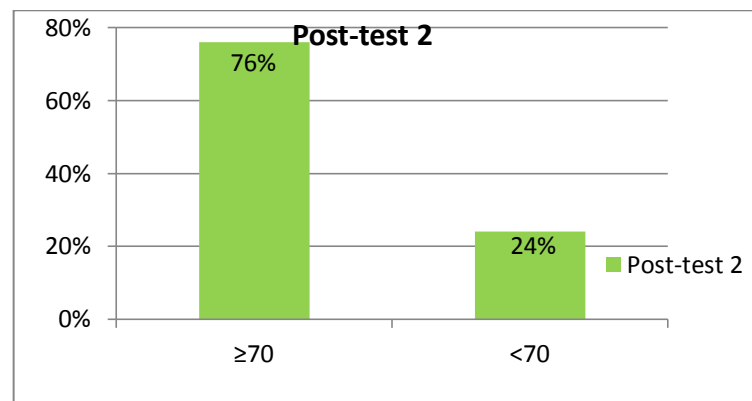
Based on the result above, it could be inferred that 19 students
(76%) were successful and 6 other students (24%) were not
successful. From the post test 2 results, the researcher got the average
of 77 %. It was higher than post test 1 in cycle I.

3) **Observing**

In this step, the researcher presented the material by hot
seating technique. In learning process, there were also four indicators
used to know the students' activities like in learning process
previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow

Table 19
The Students' Learning Activity Result in Cycle II

No	Name	The Aspects that observed			
		Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task
1.	AM	√	√	√	√
2.	AA	√	-	√	√
3.	AA	√	√	√	√
4.	AL	-	√	-	-
5.	AW	-	√	-	-
6.	CD	√	√	√	√
7.	DD	√	-	√	√
8.	FH	-	√	√	√
9.	FK	√	-	√	√
10.	HA	√	√	√	-
11.	LW	√	√	√	√
12.	MA	√	√	√	-
13.	MF	-	√	√	-
14.	MY	√	√	√	√
15.	NA	√	√	√	√
16.	NT	√	√	-	√
17.	RA	√	√	-	√
18.	RA	√	√	√	√
19.	RZ	√	-	-	√
20.	RH	√	√	-	√
21.	SA	√	-	√	-
22.	TB	√	√	√	√
23.	TM	√	√	√	√
24.	VD	√	-	√	√
25.	ZA	√	√	-	-
Total		21	**19**	**18**	**18**

Table 20.
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanaton	21	84%
2	Aking/answering the question	19	76%
3	Being active in the class	18	72%
4	Being able to do the task	18	72%
Total Students		**25**	
The Average of Percentage		**76%**	

Source: The students' speaking performance at the eight grade of VIII class of SMP TMI Roudhlatul Qur'an Metro November 24th 2019.

Then, the graph of percentage students speaking performance in cycle II, as follow:

Figure 9
The Prcentage of Students speaking performance in Cycle II
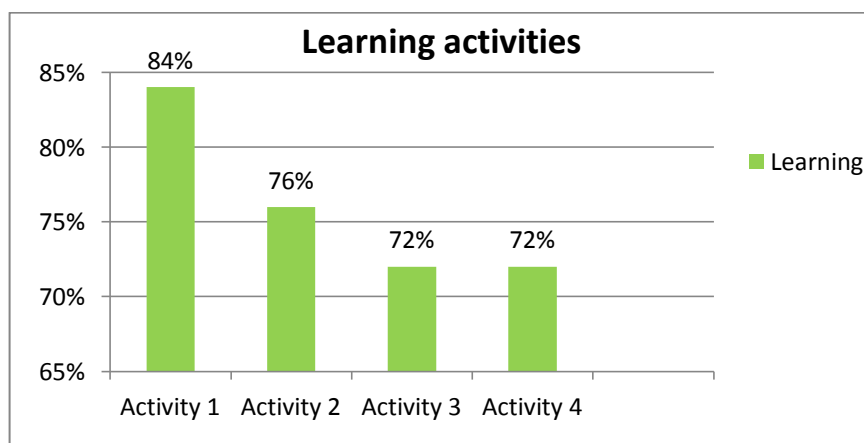
The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 84%, then, the students asked/

answered the question from the teacher 76% and the students active in the class 72%. and the last the students able do the task 72%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥79%.

4) **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using hopscotch technique, the students speaking performance would improve.

At the end of this cycle, the researcherand the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 21.
The Comparison Between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AM	62	75	13	Complete
2.	AA	62	81	19	Complete
3.	AA	62	75	13	Complete
4.	AL	56	75	19	Complete
5.	AW	68	75	7	Complete
6.	CD	81	87	6	Complete
7.	DD	75	75	0	Complete
8.	FH	81	87	6	Complete
9.	FK	81	87	7	Complete
10.	HA	75	62	-13	Incomplete
11.	LW	62	75	13	Complete
12.	MA	44	62	18	Complete

13.	MF	87	87	1	Complete
14.	MY	81	81	1	Complete
15.	NA	62	68	6	Complete
16.	NT	68	75	7	Complete
17.	RA	50	68	18	Complete
18.	RA	87	81	6	Complete
19.	RZ	81	87	6	Complete
20.	RH	68	81	13	Complete
21.	SA	50	87	37	Complete
22.	TB	56	62	6	Complete
23.	TM	50	68	18	Complete
24.	VD	81	87	6	Complete
25.	ZA	56	87	31	Complete
Total		**1692**	**1935**	**257**	
Average		**68**	**77**		
The highest grade		**87**	**87**		
The lowest grade		**44**	**62**		

Table 22
The Comparison of Students' Grade in Post-test I and Post-Test II

Interval	Post Test I		Post Test II		Explanation
	(F)	**%**	**(F)**	**%**	
≥70	10	40%	19	76%	COMPLETE
< 70	15	60%	6	24%	INCOMPLETE
TOTAL	25	100%	25	100 %	

Morover, the graph of students speaking performance post-test I and post-test II grade in cycle II could be seen as follow:

Figure 10
The Precentage of Comparison of Students' grade on
Post-test I and Post-test II
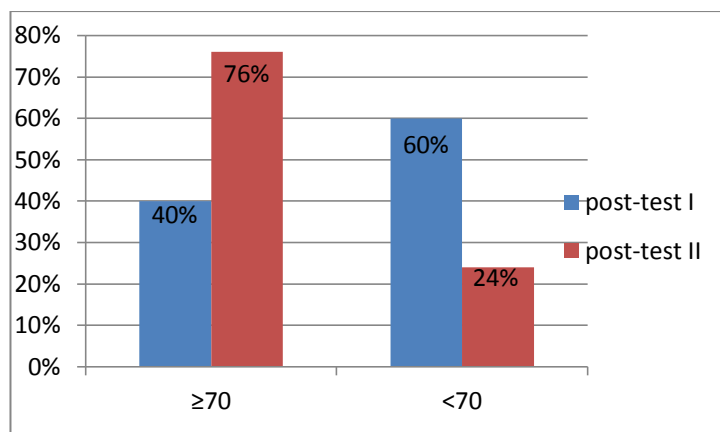
From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 19 students (76%) were successful and 6 other students (24%) were not successful. From the post test 2 results, the researcher got the average of 77%. It was higher than post test 1 in cycle I.It means that the indicator of success of this research had been achieved that was ≥75% students gotgrade 70. It was indicated that the students' speaking performance was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that hot seating technique improve the students'speaking performance.

B. INTERPRETATION

Speaking would be easier to understand when it is supported by the appropriate teaching technique because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching speaking performance by using hopscotch technique can improve students' speaking performance. Hopscotch is a technique consist from some square the player bring stone to move a head and jump. the impact use this technique made student healthy and help for student to development idea thinking with play during in their learning but still have education. Therefore, it has proved that hopscotch could be one the interesting technique to teaching speaking performance.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the from of choise describe picture which for 60 minutes. It was done on November 9th 2019. From the result of pre-test showed that most of the students got difficult for doing the test.Based on pre-test result,it could be inferred that 20 students (80%) were not successful 5 other students (20%) were

successful. The successful students were those who got the minimum mastery criteria at SMP TMI Roudhlatul Qur'an Metro at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students speaking performance after implementing the treatment the researcher conducted the post- test I. It was done on November 16th 2019. Based on the result of pot-test 1, it could be seen that 10 students (40%) got grade up to the standard and 15 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥70. The fact showed that the result was unsatisfied.

c. Result of Students' Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not fulfilled the MMC yet that was only 60% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of speaking test which completed for 60 minutes. it could be seen that the grade of the students in post-test II was various. It could be inferred that 19 students (76%) were successful and 6 other students (24%) were not successful. From the post test 2 results, the researcher got the average

of 77. It was higher than post test 1 in cycle I.It means that the indicator of success of this research had been achieved that was $\geq$76% students got grade 70. It indicated that the students' speaking performance was improved.

d. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While. The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration grade in cycle I and cycle II.

Table 22
The Comparison of Speaking performance of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

NO	Name	Grade		
		Pre-Test	Post-Test I	Post-Test II
1.	AM	44	62	75
2.	AA	50	62	81
3.	AA	50	62	75
4.	AL	50	56	75
5.	AW	44	68	75
6.	CD	75	81	87
7.	DD	37	75	75
8.	FH	31	81	87
9.	FK	44	87	87
10.	HA	50	75	62
11.	LW	50	62	75
12.	MA	31	44	62
13.	MF	81	87	87
14.	MY	43	81	81
15.	NA	43	62	68
16.	NT	37	68	75
17.	RA	44	50	68

18.	RA	44	68	81
19.	RZ	75	81	87
20.	RH	44	68	81
21	SA	81	87	87
22	TB	37	56	62
23	TM	44	50	68
24	VD	75	81	87
25	ZA	50	56	87
Total		1247	1692	1935
Average		50	68	77
Complete		**5**	**10**	**19**

Table 23
The Grade Percentage Comparison of Students' Speaking Performance of
Pre-Test, Post-Test I and Post-Test II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	F	**%**	**F**	**%**	**F**	**%**	
≥70	5	20%	10	40%	19	76%	Complete
< 70	20	80%	15	60%	6	24%	Incomplete
Total	25	100%	25	100%	25	100%	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade 70 from 5 to 10 became 19. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researchershow the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 11
The Comparison Grade of Students Speaking performance
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I
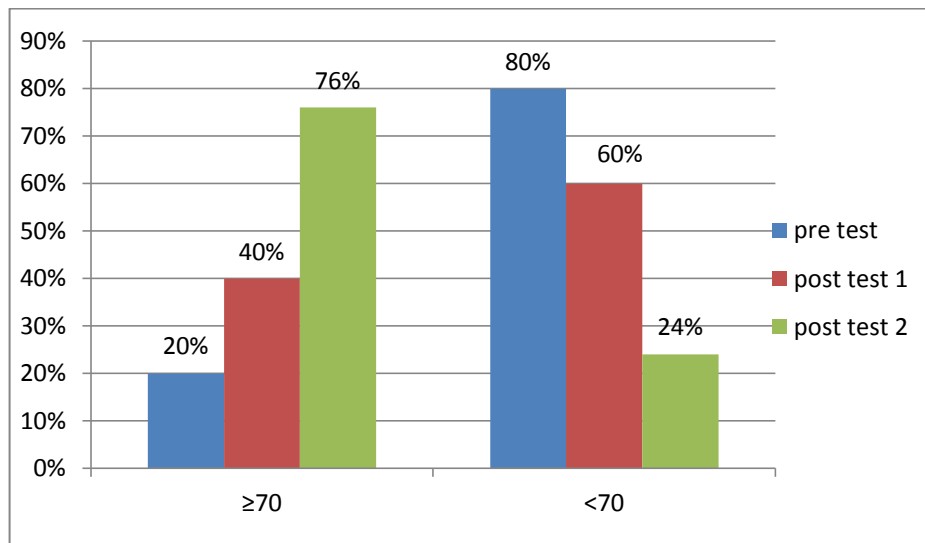
Based on the graph above, it could be inferred that hopscotch technique could improve the students'speaking performance. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

2. **The Result of Students' Learning Activities in Cycle I and Cycle II**

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

Table 24
The Precentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	%	F	%	
1	Paying attention on the teacher's explanation	15	60%	21	84%	Improved
2	Asking/answering the quetion	8	32%	19	76%	Improved
3	Being active in the class	12	48%	18	72%	Improved
4	Being able to do the task	16	64%	18	72%	Improved
	The Average Percentage	51%		76%		-

Figure 12
Figure of Learning Activity in Cycle I and Cycle II
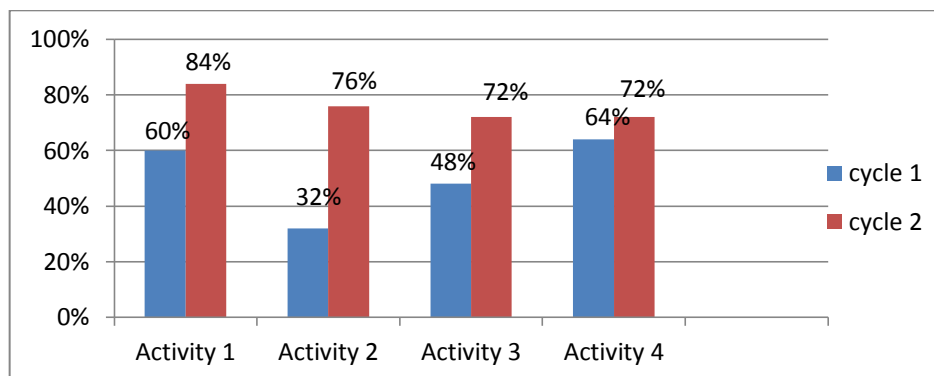
Based on the data had gotten, it can be explained as follow:

a) **The students' Paying attention on the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I it was only 60% and in cycle II 84%, it is improved 24%.

b) The students' Asking/answering the question

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 44%, from cycle I 32% and cycle II 76%.

c) The students' Being active in the class

The active students in class were improved. It could be seen on the cycle I 48% and cycle II also 72%, it improved 4%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in speaking performance when hot seating was applied in learning process from cycle I up to cycle II.

d) The students Being able to do the task

The students who had done the task were increased. It could be seen on the cycle I 64% and cycle II 72%, it increased 8%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of hopscotch technique improve the students' in speaking performance. There was progress average grade from 50 to 68 and to 79.

A. DISCUSSION

In teaching speaking performance to the students' of SMP TMI Roudhlatul Qur'an Metro especially in students of VIII class, the researcher chose hopscotch technique to improve the students' speaking performance.

The researcher used this technique to organize students' idea and made students more active in speaking performance in learning English. Therefore, it is proved that the implementation of hopscotch technique improves the students' learning activities using hopsctoch technique. Therefore, hopscotch technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it was in vestigated that the use of hopscotch technique could improve the students' in speaking performance. There is progress from the students get grade ≥ 70 from pre-test 1 20% or 5 students, post-test I 40% or 10 students and post-test II become 76% or 19 students. It is inferred that there isimprovement on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 60% become

84%, the students' ask/answer question from 32% become 76%, the students' activeness in the class from 48% become 72%, the students' able do the task from 64% become 72%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking performance could be improved through Hopscotch Technique at the eight graders of SMP TMI Rouhlatul Qur'an Metro.

Through using hopscotch as technique, student learn new experience in studying English in outdoorclass. In brief, there is a positive and significant to improve speaking performance among the students'. the fact showed that were change at amount of student that get the ow category and the high category. By using Hopscotch Technique in teaching speaking, it made student erasier to build their motivation to speak English. It could be improve the students' speaking performance thrugh applied Hopscotch. By using Hopscotch Technique the students will be interested so that the students more active in learning process.

Furthermore, Hopscotch Technique can be solution for the teacher to teach the students in speaking performance, the students will be more active in learning process. They are given much more oppurtunities to explore all of their skill and try to motivation student to move and jump by using technique, teaching and learning process is more interesting,

enjoyable and relaxed and all of students will take part actively in teaching and learning process.

B. Suggestion

Based on the conclusion above, there are some suggetions intended to the improvement of teaching and learning process, as follows:

1. To English Teacher

   a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media. role the teacher how to made student create to achieve material and made english languamge interest in their learning process.

   b. It is better for the teacher to use hopscotch technique in English learning especially in speaking because it can improve students' speaking performance

   c. The teacher is suggested motivation to the students in order to be active in learning process. Inovation nedeed for teacher to made interest English learning.

2. To the Students

    It is suggested to the students to be more active in learning process in the class and improve their ability in speaking performance so they can be successful in English learning. And also hopscotch technique introduce for student about traditional games in generation now to teach move and jump its mean good impact for health and change mindset about monoton learning.

3. To Headmaster

    To support the English teacher to use hopscotch technique in learning proccess, because hopscotch technique is so helpfull. As we know create in process learning outdoor can made interest students' different in the classroom role teacher needed for create innovation in their learning

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SILABUS SMP/MTs

Mata Pelajaran : **Bahasa Inggris**
Kelas : **VIII**
Kompetensi Inti :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya.	**Menyusun deskriptif lisan pendek dan sederhana, tentang orang, binatang, dan benda** *Fungsi sosial* Memberi informasi, mengenalkan, mengidentifikasi, mengkritik, memberi opini dsb. *Struktur Bahasa (gagasan utama dan informasi rinci)* a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan secara pelafalan teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur bahasa dengan tekanan dan intonasi tepat (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam derkriptif lisan. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tekanan.	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Sumber dari internet, seperti: - www.dailve nglish.com - http://amer icanenglish. state.gov/fil es/ae/resou rce_files
4.11 Menangkap makna dalam deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur bahasa, dan unsur kebahasaan yang benar dan sesuai konteks.	b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Penyebutan kata benda singular dengan	**Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa identifikasi deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari	• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks		- http://learn english.briti shcouncil.or g/en/ - https://ww w.google.co m/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	a dan *the*, dan plural (-s). (2) Kata ganti *it, they, she, we,* dst.; *our, my, your, their,* dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very.* (4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower* (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi	berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang	deskriptif. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa		

Rencana pelaksanaan pembelajaran
(LESSON PLAN)

Satuan pendidikan	**: SMP TMI ROUDLOTUL QUR'AN METRO**
Mata pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII (Delapan)**
Pokok bahasan	**: Describing people, animal, place and thing**
Alokasi waktu	**: 4 x 45**

A. Kompetensi Inti (KI)

Ki-1 : menghargai dan menghayati ajaran agama yang dianutnya.

Ki-2 : menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

Ki-3 : memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

Ki-4 : mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar (KD)

3.10 menerapkan struktur lisan dan unsur kebahasaan untuk melaksanakan fungsi sosial deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .

4.11 menangkap makna dalam deskriptif lisan dan pendek dan sederhana.

4.12 menyusun deskriptif lisan dan pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan yang benar dan sesuai konteks.

C. TujuanPembelajaran

1. Peserta didik dapat berbicara di depan kelas menggunakan hopscotch technique

2. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan monolog

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3. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

D. Materi pembelajaran

Deskriptif lisan pendek dan sederhana tentang orang, binatang dan benda

- **Fungsi sosial dari Deskripsi:**
  - Identifikasi , tempat bersejarah, pengetahuan, memberi opini, mengidentifikasi, dsb nya.

- **Struktur Lisan (gagasan utama dan informasi rinci)**

  - Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

  - Menyebutkan sifat orang, binatang, benda dan bagiannya.

  - Menyebutkan tindakan dari atau terkait dengan orang, binatang, tempat. benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

  - *Animal Part*

    - "Hewan+has/have+adjective+animal part= Girrafe have long necks

  - *Animal Charactheristic*

    - My cat is really energetic

  - *Animal Habitats*

    - "Hewan + can be found + habitat hewan + negara + tempat hewan berasal"

    - Example : Dolphins can be found in Indian Ocean.

    - "Hewan +lives/live + habitat + hewan + negara + tempat hewan berasal"

    - Example : Camels live in deserts

- **Unsur kebahasaan**
  - Kosa kata dan tata bahasa kamus
  - Ucapan, tekanan kata dan intonasi
  - Ejaan dan tata baca

E. Metode pembelajaran:

Hopscotch Technique

F. Media, alat dan sumber pembelajaran :

1. Media   : Lapangan , Spidol, Gambar Sesuai Materi

2. Alat/bahan   : Kapur or Karpet Angka Spidol

3. Sumber belajar   :

   - Buku teks wajib

   - Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi

     interpersonal dengan benar dan akurat

   - Contoh peragaan dalam bentuk rekaman cd/vcd/ dvd/kaset

   - Contoh teks tertuli **Langkah-langkah kegiatan pembelajaran**

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	a. Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersama b. Menginformasikan tujuan yang akan dicapai selama pembelajaran. c. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran	**5 menit**
Inti	**Mengamati** • Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu , yang dicontohkan dan dibacakan guru sesuai dengan konteks penggunaannya • Siswa mengidentifikasi berbagai makna yang terdapat dalam kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dengan cara menjawab pertanyaan pemahaman	**100 menit**

• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu (fungsi sosial, struktur teks, dan unsur bahasa)	

Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam berbagai konteks

Mengeksplorasi

• Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain .
• Siswa menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu menggunakan bahasa inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur

Mengasosiasi

• Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur , dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu

• Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya.

• Siswa meminta balikan (*feedback*) dari guru dan teman

	tentang setiap yang dia sampaikan dalam kerja kelompok.	
	Mengomunikasikan	
	• Siswa menyatakan dan menanyakan secara tulis dan lisan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu), dengan bahasa inggris, dalam berbagai kegiatan dan kesempatan di dalam dan di luar kelas.	
	• Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutup	a. Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru b. Melaksanakan *test* secara lisan c. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.	**5 menit**

Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 74	Complete
< 74	Incomplete

2. Oral english rating scale

No	Criteria	Rating Score	Indicator
1	**Fluency**	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.

		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	**Pronounciation**	**4**	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm,intonation and pronunciation require more careful listening;some errors of pronunciation which may occasionallylead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm,intonation and pronunciation.
		1	Words are unintelligible.
3	**Vocabulary**	**4**	Effective use of vocabulary for the task with few in appropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.

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4	**Grammatical Accurancy**	**4**	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprebension.
		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.

Cara penilaian penulisan:

No	Nama	Perolehan Skor				Jumlah Perolehan Skor
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	
1	Fahmi	3	3	4	2	12
2	Helena	4	4	4	2	13
3	.....	.....	.....	.....	.....	.....

Rumus perhitungan nilai:

Jumlah skor yang diperoleh siswa   x 100%
$\overline{\text{Skor maksimal/ideal}}$

Keterangan:

Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan kriteria ke-4
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria), jadi skor maksimal/ideal= 4x4= 16

Sehingga perhitungan nilai akhir siswa adalah:

- siswa dari kriteria ke-1 sampai dengan kriteria ke-4
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria), jadi skor maksimal/ideal= 4x4= 16

Sehingga perhitungan nilai akhir siswa adalah:

1. Fahmi : 12 x 100%= 75

$$\overline{16}$$

2. Helena: 13x 100%= 81
$$\overline{16}$$

<div align="center">Skor Penilaian</div>

No.	Huruf / lambang	Kriteria Angka
1.	Sangat baik (A)	85-100
2.	Baik (B)	70-85
3.	Cukup (C)	55-70
4.	Kurang (D)	≤ 55

Collaborator

FERI ANGGI IRAWAN S.Pd
NIP. -

Meto, 11 November 2019

Peneliti,

EVINIA SUSANDI
NPM : 1501070249

Rencana pelaksanaan pembelajaran
(LESSON PLAN)

Satuan pendidikan	**: SMP TMI ROUDLOTUL QUR'AN METRO**
Mata pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII (Delapan)**
Pokok bahasan	**: Place**
Alokasi waktu	**: 4 x 45**

A. Kompetensi Inti (KI)

Ki-1 : menghargai dan menghayati ajaran agama yang dianutnya.

Ki-2 : menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

Ki-3 : memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

Ki-4 : mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar (KD)

3.10 menerapkan struktur lisan dan unsur kebahasaan untuk melaksanakan fungsi sosial deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .

4.11 menangkap makna dalam deskriptif lisan dan pendek dan sederhana.

4.12 menyusun deskriptif lisan dan pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan yang benar dan sesuai konteks.

C. TujuanPembelajaran

4. Peserta didik dapat berbicara di depan kelas menggunakan hopscotch technique

5. Peserta didik dapat melakukan berbagai tindakan tutur wacana lisan monolog

6. Peserta didik dapat mengucapkan kalimat berbahasa inggris dengan percaya diri tanpa takut salah.

D. Materi pembelajaran

Deskriptif lisan pendek dan sederhana tentang orang, binatang dan benda

- **Fungsi sosial dari Deskripsi:**
  - Identifikasi , tempat bersejarah, pengetahuan, memberi opini, mengidentifikasi, dsb nya.

- **Struktur Lisan (gagasan utama dan informasi rinci)**

  - Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

  - Menyebutkan sifat orang, binatang, benda dan bagiannya.

  - Menyebutkan tindakan dari atau terkait dengan orang, binatang, tempat. benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

  -Introduction (Pengenalan & Pembukaan)

  Example : My house is divided into two floor, I have all the important parts of the house such as the kitchen , bathrooms, parking garage.

  -Main Body (Inti)

  Example: in my bedroom, there is a computer

  -Conclusion (Penutup)

  I am really love my house

- **Unsur kebahasaan**
  - Kosa kata dan tata bahasa kamus
  - Ucapan, tekanan kata dan intonasi
  - Ejaan dan tata baca

F. Metode pembelajaran:

Hopscotch Technique

G. Media, alat dan sumber pembelajaran :

    4. Media   : Lapangan , Spidol, Gambar Sesuai Materi

    5. Alat/bahan   : Kapur or Karpet Angka Spidol

6. Sumber belajar :

- Buku teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman cd/vcd/ dvd/kaset
- Contoh teks tertuli **Langkah-langkah kegiatan pembelajaran**

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	e. Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersama f. Menginformasikan tujuan yang akan dicapai selama pembelajaran. g. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran h. Memberi motivasi siswa untuk aktif dalam proses pembelajaran	**5 menit**
Inti	**Mengamati** • Siswa mendengarkan/dan menirukan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu , yang dicontohkan dan dibacakan guru sesuai dengan konteks penggunaannya • Siswa mengidentifikasi berbagai makna yang terdapat dalam kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dengan cara menjawab pertanyaan pemahaman • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu (fungsi sosial, struktur teks, dan unsur bahasa)	**100 menit**

Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam berbagai konteks

Mengeksplorasi

- Siswa membaca contoh-contoh lain kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dari sumber lain .
- Siswa menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu menggunakan bahasa inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur

Mengasosiasi

- Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan, struktur , dan unsur kebahasaan, serta format penulisan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu

- Siswa menyimpulkan hasil analisisnya tentang fungsi sosial, struktur teks dan unsur kebahasaan kalimat yang menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajarinya.

- Siswa meminta balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyatakan dan menanyakan secara tulis dan lisan keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu), dengan bahasa inggris, dalam

	berbagai kegiatan dan kesempatan di dalam dan di luar kelas. • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutup	d. Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru e. Melaksanakan *test* secara lisan f. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.	**5 menit**

Instrument Penilaian

3. Standard of Assessment:

Score	**Explanation**
≥ 74	Complete
< 74	Incomplete

4. Oral english rating scale

No	Criteria	Rating Score	Indicator
1	**Fluency**	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive

			manner and needs regular prompts.
		1	The student speaks so little that no "fluent" speech can be said to occur.
2	**Pronounciation**	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm,intonation and pronunciation require more careful listening;some errors of pronunciation which may occasionallylead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm,intonation and pronunciation.
		1	Words are unintelligible.
3	**Vocabulary**	4	Effective use of vocabulary for the task with few in appropriacies.
		3	For the most part effective use of vocabulary for the task with some examples of in appropriacy.
		2	Limited use of vocabulary with frequent in appropriacies.
		1	In appropriate and inadequate vocabulary.
4	**Grammatical Accurancy**	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with prebension.

		2	Speech is broken and distorted by frequent errors.
		1	Unable to construct comprehensible sentences.

Cara penilaian penulisan:

No	Nama	Perolehan Skor				Jumlah Perolehan Skor
		Kriteria ke-1	Kriteria ke-2	Kriteria ke-3	Kriteria ke-4	
1	Najwa	4	4	4	3	14
2	Andika	4	3	4	2	12
3	.....	.....	.....	.....	.....	.....

Rumus perhitungan nilai:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100\%$$

Keterangan:

Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh

- Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa dari kriteria ke-1 sampai dengan kriteria ke-4
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria), jadi skor maksimal/ideal= 4x4= 16

Sehingga perhitungan nilai akhir siswa adalah:

- siswa dari kriteria ke-1 sampai dengan kriteria ke-4
- Skor maksimal/ideal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria), jadi skor maksimal/ideal= 4x4= 16

Sehingga perhitungan nilai akhir siswa adalah:

3. Najwa : $\frac{14}{16} \times 100\% = 87$

4. Andika: $\frac{13}{16} \times 100\% = 75$

Skor Penilaian

No.	Huruf / lambang	Kriteria Angka
1.	Sangat baik (A)	85-100
2.	Baik (B)	70-85
3.	Cukup (C)	55-70
4.	Kurang (D)	≤ 55

Collaborator

Meto, 23 November 2019

Peneliti,

FERI ANGGI IRAWAN S.Pd
NIP. -

EVINIA SUSANDI
NPM : 1501070249

THE STUDENTS SCORE OF PRA SURVEY

The Student's Score (VIII) Pre-Survey at the Eight Graders
At SMP TMI Roudhlatul Qur'an Metro

No	Studen Name	Final Score	Criteria
1	AM	62	Incomplete
2	AA	68	Incomplete
3	AA	56	Incomplete
4	AL	37	Incomplete
5	AW	43	Incomplete
6	CD	43	Incomplete
7	DD	50	Incomplete
8	FH	**75**	**Complete**
9	FK	56	Incomplete
10	HA	62	Incomplete
11	LW	**75**	**Complete**
12	MA	68	Incomplete
13	MF	56	Incomplete
14	MY	50	Incomplete
15	NA	50	Incomplete
16	NT	**75**	**Complete**
17	RA	68	Incomplete
18	RA	43	Incomplete
19	RZ	56	Incomplete
20	RH	37	Incomplete
21	SA	50	Incomplete
22	TB	62	Incomplete
23	TM	**75**	**Complete**
24	VD	56	Incomplete
25	ZA	62	Incomplete
Min Score		37	
Max Score		75	
Average		57	
Complete		4	
Incomplete		21	

OBSERVATION SHEET OF TEACHER'S ACTIVITIES CYCLE I

Date : 11 November 2019

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Before Teaching	✓			
2	Preparing the material		✓		
3	Give Motivation	✓			
4	While-teaching			✓	
5	The teacher made two group and then the teacher ask the student draw square consist 3 single square 1 double square 1 single square 1 double square		✓		
6	Player will give stone and jump move ahead and back home base but avoid the line of square in every square give some picture and the student describe based on the picture		✓		
7	After Teach		✓		
8	Review the material		✓		
9	The teacher make answer and question time.		✓		
10	Giving evaluation		✓		
11	Concluding the result of learning	✓			
12	Class closing	✓			

Mengetahui;
Collaborator

Feri Anngi Irawan S.Pd
NIP. -

Metro, 11 November 2019
Researcher,

Evinia Susandi
NPM: 1501070249

OBSERVATION SHEET OF TEACHER'S ACTIVITIES CYCLE II

Date : 23 November 2019

No	Researcher Activities	Good (4)	Fair (3)	Less (2)	Low (1)
1	Before Teaching		√		
2	Preparing the material	√			
3	Give Motivation	√			
4	While-teaching		√		
5	The teacher made two group and then the teacher ask the student draw square consist 3 single square 1 double square 1 single square 1 double square		√		
6	Player will give stone and jump move ahead and back home base but avoid the line of square in every square give some picture and the student describe based on the picture		√		
7	After Teach		√		
8	Review the material	√			
9	The teacher make answer and question time.	√			
10	Giving evaluation		√		
11	Concluding the result of learning		√		
12	Class closing		√		

Mengetahui;
Collaborator

Feri Anngi Irawan S.Pd
NIP. -

Metro, 23 November 2019
Researcher,

Evinia Susandi
NPM: 1501070249

OBSERVATION SHEET OF STUDENT ACTIVITY CYCLE 1

Subject   : English
Class   : VIII/Ganjil
School   : SMP TMI ROUDHLATUL QUR'AN METRO

No	Name	Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task
		The Learning Activity Aspects			
1	AM	√	−	√	√
2	AA	√	√	−	√
3	AA	√	−	√	√
4	AL	−	−	√	−
5	AW	√	√	−	−
6	CD	√	−	√	√
7	DD	√	−	−	√
8	FH	√	√	−	√
9	FK	−	−	√	−
10	HA	√	−	−	√
11	LW	√	√	√	√
12	MA	−	−	√	√
13	MF	−	−	√	−
14	MY	√	√	−	√
15	NA	−	−	√	−
16	NT	√	−	−	√
17	RA	−	√	−	−
18	RA	√	−	−	√
19	RZ	−	−	√	√
20	RH	√	√	−	−
21	SA	√	−	√	√
22	TB	√	−	−	−
23	TM	−	−	−	√
24	VD	−	−	√	√
25	ZA	−	√	−	−
	TOTAL	15	8	12	16

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- Tick (√) for each positive activity
- Percantage of student's activities
    1. The students pay attention of teacher's explanation
    2. The students ask and answer question
    3. The students are active in the class
    4. The students are able to do the task

Mengetahui;
Collaborator

Feri Anngi Irawan S.Pd
NIP. -

Metro, 11 November 2019
Researcher,

Evinia Susandi
NPM: 1501070249

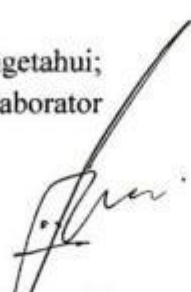## OBSERVATION SHEET OF STUDENT ACTIVITY CYCLE 1I

Subject : English
Class : VIII/Ganjil
School : SMP TMI ROUDHLATUL QUR'AN METRO

No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task
1	AM	✓	✓	✓	✓
2	AA	✓	–	✓	✓
3	AA	✓	✓	✓	✓
4	AL	–	✓	–	–
5	AW	–	✓	–	–
6	CD	✓	✓	✓	✓
7	DD	✓	–	✓	✓
8	FH	–	✓	✓	✓
9	FK	✓	–	✓	✓
10	HA	✓	✓	✓	–
11	LW	✓	✓	✓	✓
12	MA	✓	✓	✓	–
13	MF	–	✓	✓	–
14	MY	✓	✓	✓	✓
15	NA	✓	✓	✓	✓
16	NT	✓	✓	–	✓
17	RA	✓	✓	–	✓
18	RA	✓	✓	✓	✓
19	RZ	✓	–	–	✓
20	RH	✓	✓	–	✓
21	SA	✓	✓	✓	–
22	TB	✓	✓	✓	✓
23	TM	✓	✓	✓	✓
24	VD	✓	–	✓	✓
25	ZA	✓	✓	–	–
	TOTAL	21	19	18	18

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- Tick (√) for each positive activity
- Percantage of student's activities
    1. The students pay attention of teacher's explanation
    2. The students ask and answer question
    3. The students are active in the class
    4. The students are able to do the task

Mengetahui;
Collaborator

Metro, 23 November 2019
Researcher,

Feri Anngi Irawan S.Pd
NIP. -

Evinia Susandi
NPM: 1501070249

Students' Score Result Pre-test

No	Name	P	V	F	G	Total Point	Total Grade
1	AM	3	1	1	2	7	44
2	AA	2	1	2	3	8	50
3	AA	1	3	3	1	8	50
4	AL	1	3	3	1	8	50
5	AW	3	1	1	2	7	44
6	CD	4	3	1	4	12	75
7	DD	2	2	1	1	6	37
8	FH	1	1	2	1	5	31
9	FK	3	1	2	1	7	44
10	HA	2	2	1	3	8	50
11	LW	2	2	1	3	8	50
12	MA	1	2	1	1	5	31
13	MF	4	4	4	1	13	81
14	MY	3	2	1	1	7	44
15	NA	2	1	3	1	7	44
16	NT	2	1	1	2	6	37
17	RA	3	2	1	1	7	44
18	RA	2	1	3	1	7	44
19	RZ	4	1	4	3	12	75
20	RH	3	1	2	1	7	44
21	SA	1	4	4	4	13	81
22	TB	1	1	2	2	6	37
23	TM	3	1	2	1	7	44
24	VD	4	4	3	1	12	75
25	ZA	1	1	4	2	8	50
	Total of all students' grade						1247
	Total all of the studets (n)						25
	The highest grade						81
	The lowest grade						31
	Average						50

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Field Note Students

No	Date	Field Note Result
1	saturday, 9 november 2019 09.30 - 10.30	The student's don't say anything in oral english. The students have motivation in learn
2	Sunday, 10 november 2019. 09.00 - 10.30	The students have a progress on speak english but not student
3	monday, 11 november 2019 09.00 - 10.30	The students more active to Speaking performance
4	Tuesday, 12 november 2019 09.00 - 10.30	The students have difficulties in their ideas.
5	Saturday, 16 november 2019 09.00 - 10.30	The students difficult in pronouncation
6	Sunday, 17 november 2019 09.00 - 10.30	The students more active and they can speak well
7	Monday 23 november 2019. 09.00 - 10.30	On progress on process the student have more knowledge to develop idea and speak well the student also can convey message and have many vocabulary

ATTENDENCE LIST STUDENTS AT SMP TMI ROUDHLATUL QUR'AN METRO

No	Name	Meeting						
		1	2	3	4	5	6	7
1	Alfany Muthia Salsa							
2	Andin Anggun							
3	Andika Albukhori							
4	Astried Luthfia							
5	Azura Wardha Rania							
6	Cindy Dewi Ayu							
7	Dafa Descia Imansyah							
8	Fahmi Hamid							
9	Farid Al Khifari							
10	Helena Alkeysa							
11	Luluk Widi Yanti							
12	M.Arif Syafrudin							
13	Maulana Yusuf							
14	Muhammad Farhan							

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No	Nama						
15	Nadiyah Tilawati Afina						
16	Najwa Aqilah						
17	Rahadma Azwa Praja						
18	Rahma Alfiani						
19	Redita Aura Zazwina						
20	Risky Hidayat						
21	Syifa Aulia Zahra						
22	Tegar Bima Bagaskoro						
23	Tri Mauliana						
24	Vita Dwi Rani						
25	Zahra As Syifa Edi						

Metro,   November 2019
Researcher,

Evinia Susandi
NPM: 1501070249

Mengetahui;
Collaborator

Feri Anngi Irawan S.Pd
NIP. -

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تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699   NSS: 202126103024   TERAKREDITASI A

JI. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☎ (0725) 41442 Kode Pos.34125
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id, www.pprq.or.id

Nomor   : 213/SMP-TMI RQ/XI/2019.

Lampiran   : -

Prihal   : Izin Pra-Survey

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro

Menerangkan Bahwa :

Nama   : Evinia Susandi

NPM   : 1501070249

Semester   : 9 (Sembilan)

Jurusan   : Pendidikan Bahasa Inggris

Telah kami setujui untuk melaksanakan Pra-Survey pada sekolah kami SMP TMI Roudlatul Qur'an metro sebagai syarat penyelesaian Skripsi dengan judul :

"THE IMPLEMENTATION OF HOPSCOTCH TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP TMI ROUDLATUL QUR'AN METRO IN ACADEMIC YEAR OF 2019/2020".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Metro, 29 Oktober 2019.
Kepala Sekolah.

M . Iqbal Beny Saputra, M.Pd.I

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3493/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMP TMI ROUDHLATUL QUR'AN METRO
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**EVINIA SUSANDI**
NPM	:	1501070249
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE IMPLEMENTATION OF HOPSCOTCH TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHT GRADERS AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di SMP TMI ROUDHLATUL QUR'AN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Oktober 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

130

Nomor : B-3370 /In.28.1/J/PP.00.9/10/2019   21 Okrober 2019
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Evinia Susandi
NPM	:	1501070249
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Implementation Of Hopscoth Technique To Improve Speaking *Perfoemance Among The Eight Graders At SMP TMI Roudhlatul Qur'an Metro In The Academic Year 2019/2020*

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011049

131

SURAT TUGAS
Nomor: B-3574/In.28/D.1/TL.01/11/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**EVINIA SUSANDI**
NPM	:	1501070249
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP TMI ROUDHLATUL QUR`AN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF HOPSCOTCH TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHTH GRADERS AT SMP TMI ROUDHLATUL QUR`AN METRO IN ACADEMIC YEAR OF 2019/2020".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 November 2019

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

M. Iqbal Beny Saputra, MPd.I

Dra. Isti Fatonah MA
19670531 199303 2 003

132

Nomor   : B-3575/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROUDHLATUL
QUR`AN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3574/In.28/D.1/TL.01/11/2019,
tanggal 04 November 2019 atas nama saudara:

Nama	:	**EVINIA SUSANDI**
NPM	:	1501070249
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di
atas akan mengadakan research/survey di SMP TMI ROUDHLATUL QUR`AN
METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang
bersangkutan dengan judul "THE IMPLEMENTATION OF HOPSCOTCH
TECHNIQUE TO IMPROVE SPEAKING PERFORMANCE AMONG THE EIGHTH
GRADERS AT SMP TMI ROUDHLATUL QUR`AN METRO IN ACADEMIC YEAR OF
2019/2020".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas
tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

تربية المعلمين والمعلمات الإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN: 10809699   NSS: 202126103024   TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro ☎ (0725) 41442 Kode Pos.34125
email: smptmimetro@gmail.com website: www.smptmimetro.sch.id,www.pprq.or.id

Nomor	: 212/SMP-TMI RQ/IX./2019
Lampiran	: -
Prihal	: Izin Research

Yang bertanda tangan dibawah ini kepala SMP TMI Roudlatul Qur'an Metro
Menerangkan Bahwa :

Nama	: Evinia Susandi
NPM	: 1501070249
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Telah melaksanakan Pelaksanakan pada sekolah kami SMP TMI Roudlatul Qur'an
metro sebagai syarat penyelesaian Skripsi dengan judul :

"THE IMPLEMENTATION OF HOPSCOTCH TECHNIQUE TO IMPROVE SPEAKING
PERFORMANCE AMONG THE EIGHT GRADERS AT SMP TMI ROUDLATUL
QUR'AN METRO IN ACADEMIC YEAR OF 2019/2020".

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan
agar dapat digunakan sebagaimana mestinya.

Metro, 28 November 2019
Kepala Sekolah.

M. Iqbal Beni Saputra M.Pd.I

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SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : EVINIA SUSANDI

NPM   : 1501070249

Fakultas   : Tarbiyah Keguruan.

Angkatan   : 2015

Telah menyerahkan buku berjudul: Introduction to Linguistic

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP : 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama   : EVINIA SUSANDI

NPM   : 1501070249

Fakultas   : Tarbiyah Keguruan

Angkatan   : 2015

Telah menyerahkan buku berjudul: Introduction to Linguistic

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP : 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1088/In.28/S/U.1/OT.01/12/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	EVINIA SUSANDI
NPM	:	1501070249
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070249.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Desember 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Evinia Susandi

NPM : 1501070249

Fakultas/Jurusan : Tarbiyah/TBI

Semester/TA : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	12/12 2019	✓		Sesuaikan dg Indikator of Success. Bab III Percentage of finish Chapter V — Sesuai catatan.	(ttd)
2	16/12 2019	✓		Acc Munaqoyah	(ttd)

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Evinia Susandi   Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1501070249   Semester/TA   : IX/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 2 Desember 2019		∨	Revise table 6.	*(ttd)*
	Senin 9/12-19		∨	Acc Ch. IV & V	*(ttd)*

Mengetahui :
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harya, M.Pd**
NIP. 19750610 200801 1 014   NIP. 19830511 200912 2 004

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DOCUMENTATION

Picture 1. Pre-Test

Picture 2. Teaching I in Cycle I

Picture 3. Teaching II in Cycle I

Picture 4. Post-Test I

Picture 5. Teaching I in Cycle II

Picture 6. Process Teaching

Picture 7. Teaching II in Cycle II

Picture 8. Post-Test II

CURRICULUM VITAE

The name of writer is Evinia Susandi. She was born on June 11th 1997, Metro, Central Lampung. She is the Second child from Mr Samadi and Mrs Suharti.She was enrolled her study in Kindergarten at TK Aisyah Metro, Metro Pusat on 2002-2004. Then, she continued her study at SDN 01 Metro Pusat, on 2004- 2009.

After that, she continued her study at SMP Kartikatama Metro, on 2009-2012. Next, she continued her study at SMA Kartikatama Metro, Central Lampung, on 2012-2015. It was long journey to find out her dream. Finally, she was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro on 2015. Now, she get as tutor of English Club in Junior High School in Kartikatama Metro and Islamic Boarding School TMI Roudhlatul Qur'an Metro and also as English Teacher in Madrasah Ibtidaiyyah Al Qur'an (Islamic Boarding School Roudlatul Qur'an Metro), she really hope that she is able to continue his study to master of degree and to be succesfull person that can present a happines for her parents.