

DEVELOPING HOPSCOTCH BOARD FOR LEARNING READING OF DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL

Lutfi Nuraini Ismaiyah^{1*}
Dian Fadhilawati²

^{1,2}English Education Department, Faculty of Teacher Training and Education, Balitar
Islamic University, INDONESIA

Abstract

The aims of this research are to develop a hopscotch board for learning reading of a descriptive text in junior high schools, know the validity of the developed hopscotch board for learning reading of the descriptive text, and gain the teachers' and students' responses toward the developed hopscotch board for learning reading of the descriptive text. This research adapted Research and Development (R&D) design based on Sugiyono's model, which includes: (1) Finding potential and problem solution; (2) Design and development; (3) Experts validation and revision; (4) Teachers' and students' responses; (5) Evaluation by experts and revision; and (6) Final product. The findings revealed that: (1) the model of developed hopscotch board for learning reading descriptive text consisted of a hopscotch board, markers, ownership signs, how to play (for one group instruction and more than one group instruction), cards (reading descriptive cards, exercise cards, a key answer of exercise cards, punishment cards, and key answer of punishment cards), and 2 guidebooks (for teacher and students). (2) The developed hopscotch board was valid, it was proved by the result of material experts' validation of 95% (very valid), and media experts' validation of 95% (very valid). Furthermore, (3) Students and teachers gave positive responses toward the developed hopscotch board as learning media for learning to read the descriptive text as reflected in the result of the questionnaire given in which got 89% (very good) from students and 90% (very good) from the teachers. From the result above, we can infer that the developed hopscotch board was valid and appropriate to be used as an alternative media for learning reading of the descriptive text in junior high schools.

Keywords: Hopscotch Board, Reading, Descriptive Text, Junior High School

1. INTRODUCTION

^{1*}Corresponding author, email: dianfadhilawati@yahoo.com

Citation in APA style: Ismaiyah, L. N., & Fadhilawati, D. (2022). DEVELOPING HOPSCOTCH BOARD FOR LEARNING READING OF DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL. *JOSAR (Journal of Students Academic Research)*, 7(2), 250-267.

Received:
July, 15th 2022

Revised:
September, 3rd 2022

Published:
September, 30th 2022

DOI: <https://doi.org/10.35457/josar.v8i2.2398>

Every citizen is entitled to get an education (Constitution of the Republic of Indonesia Article 31 Section 1). Therefore, every element of education should consider achieving the education's purpose. "A key element in attaining the purpose of education is the effectiveness of learning processes." (Mustolih, 2012). To achieve the goal of education, a country needs a curriculum. The curriculum has a significant role. The curriculum serves as a direction and guides for academic achievement to develop creativity and ability. Therefore, good educators and education staff can comprehend the curriculum and use it in the teaching and learning process. Law Number 32 of 2013 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines in an education system. The curriculum used in the school now is the 2013 curriculum. Permendikbud No. 67/2013 states that the purpose of the 2013 curriculum is to prepare Indonesian people to have the ability to live as individuals and countries who are faithful, productive, creative, innovative, effective, and able to contribute to the life of society, nation, state, and world civilization. In other words, these objectives are components related to the things to be achieved or the expected results of the curriculum.

Based on the 2013 curriculum, the students in Indonesia must study some lessons; one of them is English. English is an international language that is very important in the entire world, including Indonesia. English is used for different purposes, such as teaching and learning, student exchange, cross-culture, etc. English is taught in Indonesia's primary schools, middle schools, high schools, and even colleges (Guterres: 2021). Furthermore, for Indonesian students, English is a foreign language. They must learn and practice some skills in English, such as: listening, speaking, reading, and writing (Fadhilawati, Rachmawati, and Mansur, 2020).

Furthermore, reading is an essential skill that the students must master besides the three others skills mentioned before because reading itself cannot be separated from the process of teaching and learning. The capacity to read is one of the most important skills a learner should possess in their learning which could lead them to better learning and academic achievement (Yuliana, 2016). Moreover, Meriem (2017) said that passing academic achievement tests and reading efficiently for one's career both require high reading comprehension skills. While Sari (2017) stated that in English class, we require literacy skills to supplement our knowledge of the content we have acquired. Because we can get a lot of information by reading.

Despite the importance of reading, many students are still having difficulty mastering it. Yuliana (2016) argued a sophisticated process in which the reader engages to deduce the

meaning of things using mental material, and talent understanding is a crucial element of that process. According to Fisher (2016), students who struggle with reading develop a perspective that reading is a challenging activity where readers must accurately read a text. Instead of viewing reading as a fun pastime, they see it as a process of getting words properly. Reading failure can be caused by a variety of factors, including a failure to comprehend a word or a phrase, how sentences connect, how information fits together in meaningful ways, and a lack of interest or attention. Besides that, Mabruroh's findings (2020) indicated that the students encountered a number of challenges when reading academic texts. These issues are challenges with understanding that center on the reading repetition and issues with concepts and topics that center on the usage of titles. According to this study, students regard comprehension to be the most challenging part of academic reading. Having problems with academic reading negatively affects students' comprehension as well as their enthusiasm for reading, which is a worse effect.

The difficulty in learning reading skills was also encountered by the students in junior high schools in Blitar, especially in reading descriptive text. Many students still have problems comprehending the text, referencing, finding the synonym or antonyms of the words used in the text as well as concluding the text. Based on the results of documentation from students' scores on daily reading tests for descriptive text materials, it was found that the students in MTs Hasanuddin Siraman got an average score of 61.00, and the students in MTs Maarif NU 2 Sutojayan had an average score of 68.00, and MTs Sunan Kalijogo Ngadri got an average score of 64.75. All that results were less than the standard minimum criteria for mastery of the schools (75.00). Furthermore, based on the result of interviews in May 2021 with the teachers in those three schools, it was known that the schools used the 2013 curriculum as a learning foundation. However, the schools didn't have complete facilities to support the learning and teaching process. In addition, based on the interview results with the English teachers and the students in those 3 junior high schools, it was known that the teachers rarely used engaging media because the media for learning, especially reading was lacking and they didn't have enough time to make it because of their administration tasks from the school. Most of the students said that the teacher in teaching reading only asked them to do the exercises of reading text in *Buku Paket* and *LKS* (students' worksheets). Consequently, it may be claimed that the students had difficulties learning, particularly when reading descriptive text.

To solve the problem in those schools, especially in learning to read descriptive text, the development of media for teaching and learning reading especially descriptive text in those 3 schools was needed. Developing media for learning reading is not merely dependent on the

availability of the high cost or budget. We can create or make learning media by ourselves. One interesting media that can be created ourselves for learning reading skills is the hopscotch board.

A brand-new type of educational game called a hopscotch board tries to blend fun and learning while also making fitness a key element (Krauber and Lucht, 2012). Furthermore, Laely and Yudy (2018) said that hopscotch is a board game that evolved from a traditional game popular among children in the past, and it is still popular among adolescents now. In addition, Lucht and Heidig (2013) defined a hopscotch board as a new version of the well-known kids' game in which numbered tiles must be jumped in a particular sequence. From those definitions, a hopscotch board is a learning medium for young learners which combines playing and learning by jumping on the board. In this research, the hopscotch board will be used as media for learning to read the descriptive text for junior high school students.

Furthermore, there are many benefits of incorporating hopscotch into the instructional process, Pinandhita (2013) said that the advantages of using a hopscotch board in learning English were: hopscotch board makes the learning enjoyable for kids, and using media to inspire them can help the teaching-learning process. Besides that, a hopscotch board can also develop cognitive, language, and speech (Whittier, 2016). In addition, there are some advantages of a hopscotch board for instruction and learning in line with Ismayanti (2016): (1) The students enjoy following English oral activity, (2) the Hopscotch board motivates in the process of teaching and learning students, (3) Game of hopscotch can make the students healthy, (4) Physical activity can aid in the development of the psychomotor system, foster teamwork, and foster a love of learning.

Moreover, there have been several previous pieces of research that have proven the usefulness of a hopscotch board in the teaching and learning of English, for examples: Susandi (2019) demonstrated that a hopscotch board positively improves the eighth-grade students' speaking abilities of TMI Roudhlatul Qur'an Metro Junior High School. In addition, Alvisar and Malik (2016) have proven that a hopscotch board can make the students easy to remember and can increase the number of their English vocabulary. Moreover, Laely and Yudy (2018) proved that there is a difference in kinesthetic intelligence in the initial and final measurement after the implementation of a learning activity through the learning media 'hopscotch board'. Then Sriwidari, et al. (2018) developed a hopscotch board for children. This research found that the modified hopscotch board affects children's gross motor and social development. There is a significant difference in post-test values between the experimental and control group. Sekarini

and Syafei (2016) found in their research that speaking is something that students like learning, and it may help to keep them interested in studying English. That is in line with Ismayanti's finding (2016), showing that after hopscotch board treatment, there was an improvement in self-control. As Nopilayanti, et al. (2016) also stated that after the implementation, there is a development of the hard motoric of learning media 'hopscotch board' the group from the second semester A students at Raisma Putra Kindergarten, Denpasar for the 2015–2016 school year. Lucht and Heidig's finding (2013) additionally proved that a hopscotch board can make after learning new vocabulary terms using a hopscotch board, the children recall and accurately spell roughly the same amount of words. This is the same as Pinandhita's finding (2013) at IKIP PGRI Madiun, which concluded that a hopscotch board makes the speaking class enjoyable for the students, and it may be used as a tool to inspire them during the teaching-learning process.

The majority of the earlier research noted the use of hopscotch in learning a variety of abilities, including speaking, vocabulary, etc. However, there is not any research on the application of hopscotch in learning reading yet. It follows that there has not been much research done on the developing hopscotch board for learning reading, particularly descriptive text, in junior high school. This circumstance can represent a research gap.

Based on the problems faced by the students in three junior high schools in Blitar, especially dealing with the lack of media which led them to unsatisfied achievement in reading descriptive text, the advantages of hopscotch board in the teaching-learning process, and the effective result of previous research on the use of hopscotch board in English teaching and learning, the researchers were interested in developing a hopscotch board for learning reading of the descriptive text in junior high school. Furthermore, the researchers also wanted to know the validity of the product before it was implemented as media for learning reading of descriptive text in junior high school, and the researchers also wanted to gain responses from the teacher and students in junior high schools toward the developed hopscotch board for learning descriptive text.

2. METHODS

This research was carried out to develop media for learning English reading skills, especially for junior high school. So, this research is defined as Research and Development (R&D). According to Sugiyono (2016), R&D is a study technique used to create specific and test the efficacy of the products. In this case, the researchers developed a non-digital product in

the form of a hopscotch board for learning descriptive text in junior high school, especially for seventh-grade students. In this research, the researchers adapted Sugiyono's model which covers 6 important steps as you can see in table 1. From table 1, the researchers developed a product (hopscotch board) for teaching and learning reading of the descriptive text in junior high school by adapting the model of Sugiyono (2016). In developing the product, there were six important steps 1) Finding Potential, Problem, and Solution, 2) Design and Development, 3) Experts Validation, 4) Teachers' and Students' Responses, 5) Evaluation and Revision, and 6) Final Product and Publication. The research procedure above can be explained as follows;

Table 1: Research Framework of Hopscotch Board for Seventh Grade Students

1	2	3	4	5	6	
Data Collection and Finding Potential, Problem, and Solution	Outcomes	Design and Development	Expert Validation and Revision	Teachers' and Students' Responses	Evaluation by Experts and Revision	Final Product and Publication
<pre> graph TD subgraph Step1 [Step 1: Data Collection and Finding Potential, Problem, and Solution] PS[Policy Study] --> R[Requirements] FS[Field Study at School] --> P[Potential and ---] TR[Theoretical and Empirical of the Study] --> S[Potential Solution] end subgraph Step2 [Step 2: Design and Development] N[Need Analysis Based on Potential and Problem] --> DM[Design Media] DM --> MD[Media Development] end subgraph Step3 [Step 3: Expert Validation and Revision] VE[Validation by Experts] --> R2[Revision] end subgraph Step4 [Step 4: Teachers' and Students' Responses] SGI[Small Group Instruction] --> TRS[Teachers' and Students' Responses] TRS --> AQ[Analyzing Questionnaire] end subgraph Step5 [Step 5: Evaluation by Experts and Revision] E[Evaluation by Experts] --> R3[Revision] end subgraph Step6 [Step 6: Final Product and Publication] FP[Final Product] --> P[Publication] end PS --> N R --> N P --> N S --> N N --> DM DM --> VE VE --> TRS TRS --> E E --> FP FP --> P R2 --> TRS R3 --> FP </pre>						
1. Determining the type of study. 2. Designing research instruments: a. Interview b. Observation c. Documentation d. Questionnaire	1. Conducting policy study to obtain requirements. 2. Conducting field study at school using interviews, observation, documentation, and questionnaire 3. Conducting theoretical and empirical studies.	1. Conducting need analysis based on problems and potential. 2. Designing media. 3. Developing media.	1. Conduct validation by experts. 2. Revising product.	1. Conducting small group instruction. 2. Conducting questionnaires to teachers and students. 3. Analyzing questionnaire	1. Evaluating by experts. 2. Revising product.	1. Producing hopscotch board as the final product. 2. Publish the product.

Additionally, the six steps of the research indicated above are as follows:

Analysis of Potential, Problem, and Solution (Phase I)

In this step, the researchers conducted a policy study by studying and analyzing the 2013-revised curriculum and English syllabus for junior high school to study some requirements in teaching learning English for junior high school, especially the materials of seventh-grade students on 23-24 May 2021. Furthermore, the researchers did a field study at three junior high schools in Blitar, such as MTs Hasanuddin Siraman Blitar, MTs Maarif NU 2 Sutojayan Blitar, and MTs Sunan Kalijogo Ngadri Blitar on 25-28 May 2021. It was intended to know the potencies and problems encountered by the school, and the need to solve the problems. Besides, the researchers also conducted a theoretical study to find out the appropriate solution for the problems faced by the schools based on the needs of the teachers and students of that three schools on 29 May 2021.

Design and Development (Phase II)

After the researchers knew the real situation or problem encountered by the schools, the researchers tried to give a solution by providing a product that is suitable to the needs of the teachers and students in three junior high schools in Blitar by designing the model of a product for solving the problems. In this case, the researchers designed the hypothetical model of a hopscotch board for learning reading of the descriptive text that consisted of a hopscotch board, markers, ownership signs, how to play (for one group instruction and more than one group instruction), cards (reading descriptive cards, exercise cards, the key answer of exercise cards, punishment cards, and key answer of punishment cards), and two guidebooks (for teacher and students) on 30 May 2021. The researchers created the product based on the made-up hypothetical model after consulting with the advisors about it and receiving permission to do so because it was an appropriate hypothetical model for the problems faced by students in three junior high schools.

Experts Validation and Revision (Phase III)

In phase III, the researchers validated the product to the three material experts and three media experts from 23 August 2021 to 13 September 2021. Furthermore, the material experts would be Mr. AF, the English lecturer at the Islamic University of Balitar Blitar; Mrs. TI, an English teacher of MTs Hasanuddin Siraman; and Mrs. ADM, an English teacher of MTs Sunan Kalijogo Ngadri. Moreover, the media experts would be Mrs. MRA, the English lecturer at the

Islamic University of Balitar Blitar; Mr. MM, the English teacher of MAN Kota Blitar; and Mr. MAF, the teacher of SMAN 01 Kesamben. The criteria or aspects of the material validation would cover four aspects; (1) the worthiness of the content, (2) language, (3) presentation, and (4) graphics. While the criteria of media validation would cover seven aspects; (1) hopscotch bag, (2) hopscotch board, (3) marker, (4) ownership sign, (5) how to play, (6) card, and (7) guidebook. Additionally, the percentage results of the experts' validation scores were examined by the researchers. The researchers consulted the results to the following score of interpretation in table 2 proposed by (Sugiyono, 2016) after calculating the average score of media and material experts, as follows:

Table 2: Validation Score Interpretation Criteria

Percentage	Description
81-100	Very Valid
61-80	Valid
41-60	Valid Enough
21-40	Less Valid
0-20	Not Valid

(Adapted from Sugiyono, 2016)

Teachers' and Students' Responses (Phase IV)

After the researchers validated the product to the materials and media experts, then it was revised in accordance with advice from experts until it was valid and appropriate for use in learning junior high school students to read the descriptive text, the next step that the researchers did was gave the questionnaire to the teachers and students. It was intended to know the teachers' and students' responses toward the developed hopscotch board for teaching and learning reading of a descriptive text in junior high school. The subjects in this phase were 5 teachers and 20 students of seventh-grade junior high school in MTs Hasanuddin Siraman Blitar, MTs Maarif NU 2 Sutojayan Blitar, and MTs Sunan Kalijogo Ngadri Blitar. The research instrument that the researchers used in this phase were a closed questionnaire in which the respondents were expected to give respond by giving a checklist about the statements related to the developed hopscotch board for teaching and learning reading of the descriptive text. There were four indicators (display, media, material, motivation, and benefits) that included seventeen statements aimed at five teachers, and there were five indicators (display, game, material, motivation and benefits, easiness) including thirteen statements for twenty students who were given on 25-27 September 2021, where teachers and students came from various junior high

schools in Blitar. This questionnaire was given to respondents in person and online. Each question consists of five options of the answer: Absolutely Agree (AA), Agree (A), Neutral (N), Disagree (D), and Absolutely Disagree (AD). The results of the questionnaire were presented as percentages, and they were compared to the following standards in table 3 to determine the extent of the responses from the teachers and students.

Table 3: The Score of Questionnaire Interpretation Criteria

Percentage	Description
81-100	Very Good
61-80	Good
41-60	Good Enough
21-40	Less Good
0-20	Not Good

Adapted from Sugiyono, 2016)

Evaluation and Revision (Phase V)

After doing the perception test, the researchers evaluated the result of whether the product needed revision or not. In this section, they discussed with the advisors to get suggestions about the product that would be published. Following evaluation and revision, the researchers created the final output, represented it by the final model of the hopscotch board for learning reading of a descriptive text to junior high school students in the seventh grade, and created the real products, which included a hopscotch board, markers, ownership signs, how to play for one group and more than one group instruction, cards, and teachers' and students' guidebook.

Final Product and Publication (Phase VI)

After evaluating and making revisions, the researchers would have a final product in the form of the final model of a hopscotch board for learning reading to the seventh-grade students in junior high school and produce the actual product that included a hopscotch board, markers, ownership signs, how to play for one group and more than one group instruction, cards, and teachers and students guidebook. In the last step, they published the product in limited schools, especially for the school where the researchers did preliminary, they were MTs Hasanuddin Siraman Blitar, MTs Maarif NU 2 Sutojayan Blitar, and MTs Sunan Kalijogo Ngadri Blitar.

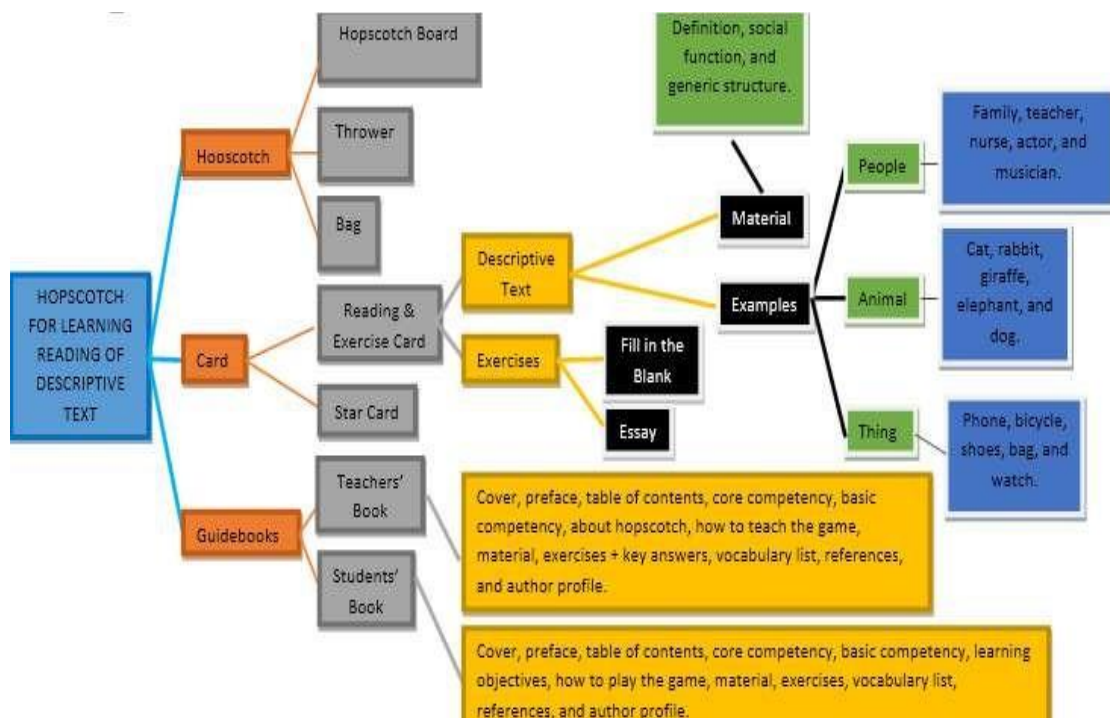
3. RESULTS

The three research problems raised by the researchers were addressed by the results of this research, which were: 1) How is the model of hopscotch board for learning reading of the descriptive text in junior high school, 2) How is the validity of the hopscotch board for learning reading of the descriptive text in junior high school, and 3) how are that teachers' and students' responses toward the use of hopscotch board for learning reading of the descriptive text in junior high school, the following will be explained in more detail:

The Hypothetical Model of Hopscotch Board as a Learning Media for Learning Reading to the Seventh Grade Students in Junior High School

The researchers developed a prototype of the product to address the problems that schools were having. The hopscotch board was developed by the researchers using a hypothetical product design to teach junior high school students how to read descriptive texts. The researcher's hypothetical hopscotch board for teaching junior high school students to read descriptive texts has the following design:

Figure 1: Hypothetical Model of Hopscotch Board as a Learning Media for Learning Reading to the Seventh Grade Students in Junior High School



The hypothetical model of a hopscotch board consisted of three, they were: (1) Hopscotch included a hopscotch board, thrower, and bag. (2) Card divided into reading & exercise card and star card. The reading & exercise card consisted of descriptive text and exercises. The

descriptive text was explained with material and examples. The material included definition, social function, and generic structure of the descriptive text. While the examples are divided into three: people, animals, and things. Examples of people were family, teacher, nurse, actor, and musician. Then, the examples of the animal were cat, rabbit, giraffe, elephant, and dog. However, phone, bicycle, shoes, bag, and watch were examples of things. The exercises were made in the form of fill-in-the-blank and essays. (3) Guidebooks are divided into teacher's book and students' book. The teacher's book consisted of cover, preface, table of contents, core competency, basic competency, about hopscotch, how to teach the game, material, exercises + key answers, vocabulary list, references, and author profile. While cover, preface, table of contents, core competency, basic competency, learning objectives, about hopscotch, how to play the game, material, exercises, vocabulary list, references, and author profile were the contents of the students' book.

The Final Model of Hopscotch Board as a Learning Media for Learning Reading to the Seventh Grade Students in Junior High School

After evaluating and making revisions, the researchers would have a final product in the form of the final model of a hopscotch board for learning reading to the seventh grade students in junior high school and produce the authentic products that include a hopscotch board, cards, and two guidebooks.

Final Model of Hopscotch Board as a Learning Media for Learning Reading to the Seventh Grade Students in Junior High School

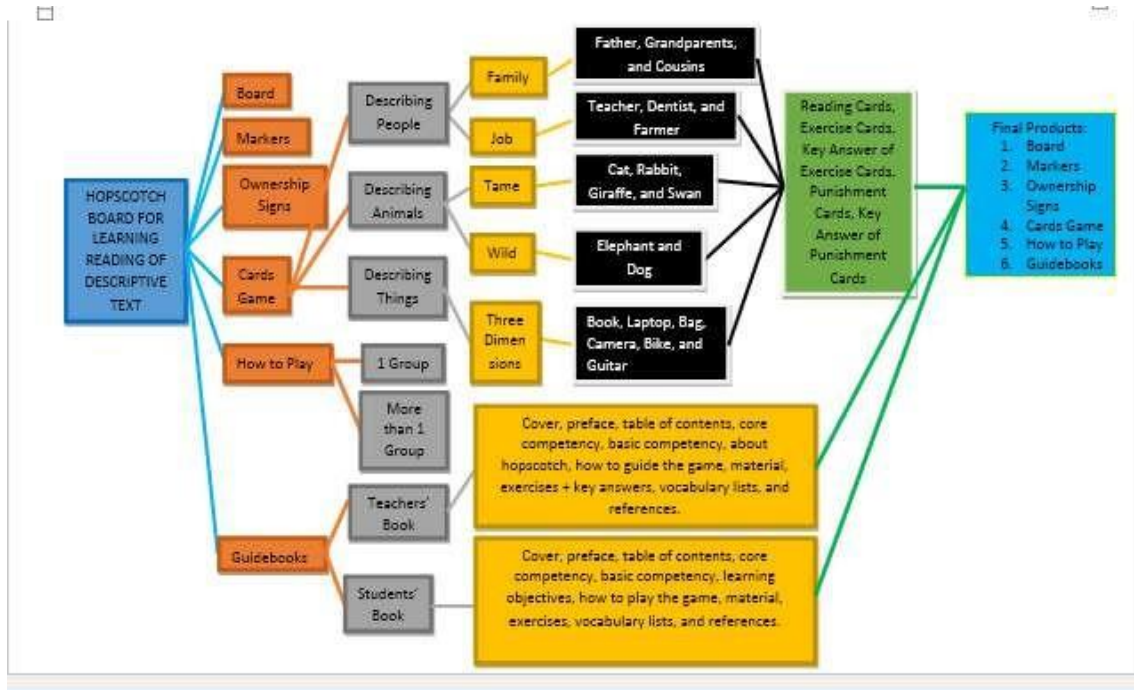


Figure 2: Final Model of Hopscotch Board as a Learning Media for Learning Reading to the Seventh Grade Students in Junior High School

The final model of the hopscotch board divided into six, they were: (1) Board, (2) Markers, (3) Ownership signs, and (4) Cards game consisting of describing people, animals, and things. Describing people included family (father, grandparents, and cousins) and job (teacher, dentist, and farmer). While describing animals divided into two, tame (cat, rabbit, giraffe, and swan) and wild (elephant and dog). However, things described were three dimensions that included a book, laptop, bag, camera, bike, and guitar. The cards game consisted of reading cards, exercise cards, the key answer of exercise cards, punishment cards, and key answers to punishment cards. (5) How to play that divided into one group and more than one group. (6) Guidebooks included teacher's books and students' books. The teacher's book consisted of cover, preface, table of contents, core competency, basic competency, hopscotch, how-to guide the game, material, exercises + key answers, vocabulary lists, and references. While cover, preface, table of contents, core competency, basic competency, learning objectives, how to play the game, material, exercises, vocabulary lists, and references were the contents of the student's book.

Experts Validation

The researchers validated the hopscotch board's materials with the help of three material experts to ascertain whether or not they were valid learning resources that could be utilized as media to help seventh-grade students learn to read descriptive text. The 23rd and 31st of August 2021 saw the completion of the material validation. From the result of material experts on all aspects (the worthiness of content, language, presentation, and graphics), the researchers got a score of 95%. We can conclude that the material on the hopscotch board was very valid to be applied as learning media to the seventh-grade students in junior high school.

In addition, the researchers also validated the product with the help of three media experts to ascertain whether or not they were valid learning resources that could be utilized as media to help seventh-grade students learn to read descriptive text. 23 and 29 August 2021 and also 13 September saw the completion of the media validation. The three media experts received the questionnaire directly from the researchers. The researchers scored 95% on the result of media experts of all aspects, which consist of (a hopscotch bag, hopscotch board, marker, ownership sign, how to play, card, and guidebook). We can conclude that the hopscotch board was very valid to be applied as learning media to the seventh-grade students in junior high school. Table 4 provides an illustration of the material summary and media validation from experts.

Table 4: The Result of Material and Media Experts

Validator	Percentage	Average	Criteria
Material Experts	95%	95%	Very Valid
Media Experts	95%		

From the result of material and media validation in table 4 above, we knew that the mean score of the validation was 95%. It means that the media was very valid to be used as an alternative media for learning reading to the seventh-grade students in junior high school.

The Result of Teachers' and Students' Responses

To know the teachers' and students' responses to the use of hopscotch board for learning reading, the researchers gave questionnaires directly to five teachers and twenty students from MTs Hasanuddin Siraman, MTs Ma'arif NU 2 Sutojayan, and MTs Sunan Kalijogo Ngadri. The teachers' and students' responses hold from Friday, September 24, through Monday, September 27, 2021. From the result of teachers' responses to all aspects (display, media, material,

motivation, and benefits), the researchers got a score of 90%, it means that the hopscotch board is very appropriate to be used as an alternative learning medium for reading descriptive text.

The researchers scored 89% on the result of students' responses to all aspects, which consist of (display, game, material, motivation and benefits, and easiness). We can conclude that the hopscotch board was very appropriate to be applied as learning media to the seventh-grade students in junior high school. Table 5 provides an illustration of the responses from the teachers and the students.

Table 5: The Result of Teachers' and Students' Responses toward the Use of Hopscotch Board as an Alternative Media for Learning Reading to the Seventh Grade Students in Junior High School

Subject	Percentage	Average	Criteria
Teachers	90%	89,5%	Very Appropriate
Students	89%		

From the result of teachers' and students' responses, we knew that the mean score of the responses was 89,5%. It means that the hopscotch board was very appropriate to be used as an alternative media for learning reading to the seventh-grade students in junior high school.

4. DISCUSSION

As this research aims at producing a hopscotch board as an alternative media for learning reading to seventh-grade students, the product is in the form of a hopscotch board, cards, teachers' guidebook, and students' guidebook. Hopscotch board consists of markers, ownership signs, and how-to-play (for one group and more than one group instruction). The material on the hopscotch board was arranged according to 2013 curriculums, especially in KD 3.7 about adjectives and KD 3.10 about descriptive text. The researchers made the exercises in the form of fill-in-the-blank and essay format.

The researchers divided the cards into five: reading cards, exercise cards, key answers of exercise cards, punishment cards, and key answers of punishment cards. Teachers' guidebook consists of cover, preface, table of contents, core competency, basic competencies, hopscotch, how- to guide the game, material, exercises + key answers, vocabulary lists, and references. While the students' guidebook consists of cover, preface, table of contents, core competency,

basic competencies, learning objectives, how to play the game, material, exercises, vocabulary lists, and references.

Hopscotch board is a very valid media to be used as an alternative media for learning reading to the seventh-grade students in junior high school. It is proved by the result of validation in six experts, which obtained 95%. In addition, the appropriateness of the hopscotch board as an alternative media for learning reading to seventh-grade students was proved by the result of teachers' responses (90%) and students' responses (89%). These outcomes could be attributed to a number of things, including the content of the hopscotch board is suitable for students' needs, the hopscotch board is safe to use, the hopscotch board would ease the students in studying the reading descriptive text, and the students like the writing in hopscotch board, because it is clear and easy to read.

From the questionnaires given to the teachers and students, we know that the teachers and the students were motivated to use the hopscotch board as an alternative media for learning reading to the seventh-grade students. It is in line with Pinandhita's (2013) idea that said hopscotch games could serve as a vehicle for inspiring students to learn. Furthermore, based on the result of the questionnaires, it was known that a hopscotch board could ease students to learn reading. It is in line with Alvisar and Malik's (2016) idea that said hopscotch could make the students easy to remember.

5. CONCLUSION

1) The model of developed hopscotch board for learning reading to the seventh-grade students in junior high school includes: (a) Hopscotch (consist of hopscotch bag, hopscotch board, markers, ownership signs, how to play hopscotch (for one and more than one group instruction), and cards. The material on the hopscotch board was arranged according to 2013 curriculums, especially in KD 3.7 about adjectives and KD 3.10 about descriptive text. The exercises (made in blank word form and essay form). (b) Two guidebooks (guidebook for teacher and guidebook for students). Guidebook for teachers consists of cover, preface, table of contents, core competency, basic competencies, hopscotch, how-to guide the game, material, exercises + key answers, vocabulary lists, and references. However, a guidebook for students consists of a cover, preface, table of contents, core competency, basic competencies, learning objectives, how to play the game, material, exercises, vocabulary lists, and references. 2) The model of developed hopscotch board for learning reading to the seventh-grade students was

very valid to be used. It is proved by the result of validation to the material experts = 95% (very valid), and the result of validation to the media experts = 95% (very valid). 3) The model of the developed hopscotch board got positive responses from the teachers and the students. It is proved by the result of teachers' responses = 90% (very good) and the students' responses = 89% (very good).

6. SUGGESTION .

The suggestions of this research are addressed to schools, English teachers, students, and future researchers as described as follows: 1) It is suggested for schools to use this hopscotch board as an alternative media for learning, especially reading. It is also recommended that the headmasters motivate and support their teachers to make the learning media that can help the students to learn easily. 2) For English teachers, it is suggested that the teachers use this hopscotch board as an alternative media for learning reading in their school. Before they apply as media for the learning process, they should read the guidebook for the teacher carefully. 3) It is suggested for students to use this hopscotch board for learning reading either in school or at home. Before they learn it, they should read the guidebook for students carefully. 4) future researchers are suggested to conduct research on hopscotch boards with their different topics, method, skills, or educational stages to know the effectiveness of hopscotch as a learning media and to perfect this research.

ACKNOWLEDGMENTS

The researchers would like to give the most excellent thanks to the headmaster of MTs Hasanuddin Siraman, MTs Maarif NU 2 Sutojayan, MTs Sunan Kalijogo Ngadri, the English teachers and all students who supported the researchers in finishing the research.

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