

**TEACHING SPEAKING THROUGH HOPSCOTCH GAME
(A Game for Young Learners)**

PAPER

*Submitted in Partial Fullfillment of Requirrements for Guiding Strata One (S1)
Degree in English Teaching*



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TEACHING SPEAKING THROUGH HOPSCOTCH GAME

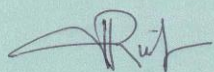
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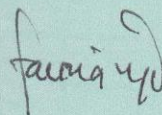
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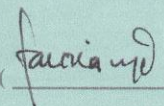
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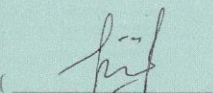
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ABSTRAK

**Dian Amelia Sekarini. 2016. *Teaching Speaking Through Hopscotch Game*. "Makalah".
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Makalah ini membahas tentang penerapan *Hopscotch game* sebagai salah satu teknik dalam pengajaran aspek berbicara bahasa Inggris yang difokuskan pada siswa Sekolah Dasar (SD). Hal ini bertujuan untuk membantu siswa agar lebih tertarik dalam proses belajar mengajar bahasa Inggris. Makalah ini akan menjelaskan: 1) Prosedur penggunaan *Hopscotch game* dalam mengajar aspek berbicara. 2) Keuntungan menggunakan *Hopscotch game* dalam mengajar aspek berbicara. Penulis akan menjelaskan tentang materi pengajaran, media pengajaran dan prosedur dalam mengimplementasikan *Hopscotch game* dalam mengajar aspek berbicara. Hasil kesimpulan menunjukkan bahwa: 1) Terdapat contoh prosedur pengajaran aspek berbicara bahasa Inggris menggunakan *Hopscotch game*, 2) *Hopscotch game* membuat siswa menikmati pembelajaran aspek berbicara dengan menyenangkan, dan hal itu dapat menjadi salah satu cara untuk memotivasi siswa dalam proses belajar mengajar bahasa Inggris. Oleh karena itu diharapkan kepada para guru untuk menerapkan berbagai macam teknik seperti *Hopscotch game* dalam mengajar aspek berbicara untuk membuat proses belajar mengajar menjadi lebih menarik dan menyenangkan. Para siswa diharapkan agar aktif dalam berlatih berbicara bahasa Inggris tanpa takut membuat kesalahan karena guru akan memperbaiki dan membantu mereka untuk menjadi lebih baik dalam berbicara bahasa Inggris.

Kata Kunci: *Teaching Speaking, Technique, Game, Hopscotch Game.*

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CHAPTER I

INTRODUCTION

1. Background of the Problem

Language has a main role in the development of intellectual, social, and emotional learners. It supports the success in learning all fields of the study. Learning the language is expected to help learners to know them, their culture, and other cultures. In addition, learning language also helps learners able to express ideas and feelings, participate in society, and use an analytical and imaginative ability that was in theirs.

According to Crystal (2001: 1), English is a global language. It means English is used by people in all over the world as a medium of communication. In addition, Crystal (1997: 139) stated that English language spread and used nearly a quarter of the world's population and continues to develop into one and a half trillion in the early 2000's it. It is a language which is used by different countries in the international forum, business, and others until now. This language is also used to get information, for example in science, technology, and culture because most of the invention and scientific books are reported and written in English.

English is the first foreign language to be taught at school in Indonesia. The government has decided that English becomes one of the compulsory subjects at junior high school, senior high school, and the university. However, English has also taught in private elementary school as local content. In fact, the introduction of English in primary schools is very important. Based on the introduction of English in primary schools, the students will recognize and know the language first. Therefore, they will have a good knowledge base before continue to higher education level. It means that to build capabilities that are useful in order to prepare graduates to learn English in Junior High School.

Teaching English is not easy for young learners. In young learners' class, especially elementary school students, teachers usually find problems in teaching this subject. In general, their problems were related to low motivation, boring with learning, bad study habit, and bad attitudes toward learning. However, external factors, such as the classroom condition also impeded them in learning English. Most of the students had problems in learning English language skills especially speaking. In general, the problems of students related to learning to speak can be divided into four main groups: First, students feel shy to speak English. Second, students often use their native language. Third, students don't have adequate information on the subjects discussed. Fourth, students feel a lack of linguistic and verbal resources for solving the given task. It is supported by Ur's (1996: 120-121) opinion that there are four factors that cause speaking is difficult for the students. They are (1) Inhibition. Students are afraid of making mistakes, fear of criticism, or just shy. (2) Nothing to say. Students do not have a reason to express themselves. (3) Low or no participate. There is a tendency of the only one student who can speak at a time because a large class or a few students to dominate while others spoke very little or not at all. And the last, (4) Use mother tongue. Students who have the same mother tongue tend to use it because it is easier and less exposed. Those factors made students unable to speak the target language effectively in the classroom.

In this case, the teacher should create an enjoyable and exciting atmosphere in teaching speaking at the elementary school so that students will not be afraid to admit their mistakes and will receive criticism. If an activity is enjoyable, it will be memorable for students. The young learners will have sense of achievement which will develop motivation for learning English. One way to solve the problems of young learners in learning speaking is by using games. This technique can help the students to develop their ability. Based on Piaget (1970) and Vygotsky

(1962) theory, the children or young learners are an active, thinker, and social learners. They love learning by playing with other friends. One of the techniques to teach speaking to create fun learning is through games. The writer will focus on using one of the traditional games as one of a natural and fun way in teaching speaking namely hopscotch game. By using hopscotch game, it is hoped that the students will have high motivation and be able to practice speaking English effectively. Thus, the writer is interested in discussing the use of hopscotch games to teach speaking to young learners in writing of this paper.

2. Limitation of the Problem

Related to the background of the problem above, the writer limits the problem on how to teach speaking for young learners, especially fifth-grade students of International Elementary School by using Hopscotch Game.

3. Formulation of the Problem

Based on the explanation above, the problem is formulated as follows: “How does the teacher apply Hopscotch game in teaching speaking for young learners especially fifth-grade students of International Elementary School?”

4. Purpose of the Paper

The purpose of this paper is to explain how the English teacher applies a Hopscotch game in teaching speaking to young learners, especially for fifth-grade students of International Elementary School.

5. Significance of the Paper

The significance of this paper is to provide some ideas and considerations for English teachers in teaching speaking for young learners. It can be applied in teaching speaking process in the English classroom. Hopscotch game can be used by English teachers in improving students' speaking ability. It is hoped that students (young learners) will be more interested and enjoyable in learning English especially for speaking skills. This paper is hoped to enlarge readers' and English teachers' knowledge about the procedures of a hopscotch game as a technique in teaching speaking English.