

## **APPLICATION OF HANDS ON ACTIVITY LEARNING MODEL TO IMPROVE ENGLISH LEARNING OUTCOMES OF MY UNCLE IS A ZOOKEEPER MATERIAL IN GRADE VIII STUDENTS**

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### **ABSTRACT**

The problems to be studied in this action research are: (a) Does the Hands on Activity Learning Method affect the learning outcomes of Class VIII English? (b) How does the Hands on Activity Learning Method affect the mastery of English learning materials in Class VIII students? The research objectives to be obtained are: (a) To reveal the influence of the Hands on Activity Learning Method on Class VIII English learning outcomes. (b) To reveal the Hands on Activity Learning Method for mastery of Class VIII English learning material. This study used three rounds of *action research*. Each round consists of four stages: design, activity and observation, reflection, and reference. The target of this study is Class VIII students. The data obtained are in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (69%), cycle II (76%), cycle III (92%). The conclusion of this study is that the combination of Hands on Activity with working groups can have a positive effect on the achievement and motivation of Grade VIII students, and this learning model can be used as an alternative to English language learning.

**Keywords:** *bahasa Inggris, hands-on activity, my uncle is a zookeeper*

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### **INTRODUCTION**

Law No. 20 of 2003 article 3 explains the national education system, namely national education functions to develop the ability and shape the character and civilization of a dignified nation, in order to educate the nation's life, and develop Indonesian people as a whole, namely people who believe and fear Allah SWT (Ministry of Education, 2003).

Education requires humans to be able to improve self-quality, develop their competencies, think intelligently, think critically, creatively and innovatively. Reform in the field of education is one of the efforts to improve the quality of education. One that plays an important role in education and needs to be updated in order to improve the quality of education is the curriculum, the curriculum holds a key position in education.

The curriculum provides a guide for the implementation of classroom teaching. However, in explanation and elaboration is the duty and responsibility of an educator. An educator must be able to compile lesson plans and use learning strategies, methods, and models so that students are motivated to learn and active in the learning process so as to develop students' critical thinking skills.

In learning, teachers are required to use learning models that can encourage students to better understand learning material. The use of learning models commonly presented by teachers in learning can only develop cognitive things. Even though the application of learning in the classroom is an effort to improve the quality of human resources to face the challenges

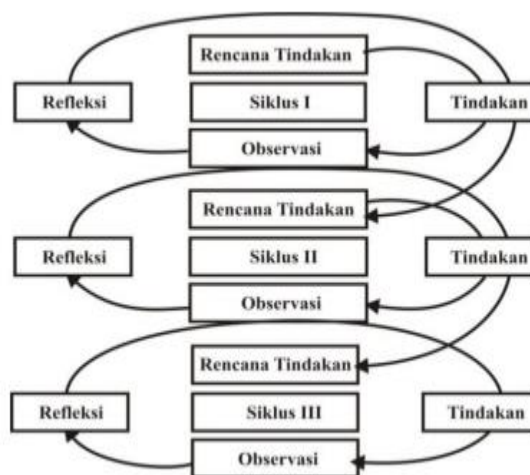
of the global world in the future. The teacher is tasked with facilitating learning according to the circumstances of each student. Here, it is emphasized that the selection of learning activities to be delivered must be aimed at being able to develop students' potential optimally. Therefore, in conducting learning in class, teachers must provide space for students to be creative and actively involved throughout the learning process.

Student-center learning can provide opportunities for students to be more creative in forming knowledge and understanding of what they are learning. Thus students are able to apply the knowledge they gain in various conditions, so that cognitive, affective and psychomotor aspects of students can develop optimally simultaneously (Baharuddin and Wahyuni, E. N., 2010). In connection with the facts above, it is considered necessary to apply a learning model that involves students in the learning process. Efforts that can be made are to use an active learning model, namely the Hands on Activity learning model.

From the background of this problem, the purpose of this research is to determine the influence of the Hands on Activity Learning Method on the English learning outcomes of Class VIII students and to determine the effectiveness of the Hands on Activity Learning Method in improving the mastery of English material for Class VIII students. This research is useful for schools as a reference for learning and dynamic teaching and learning activities.

## **METHOD**

The method used in this study is classroom action research. The research design used is a spiral system Classroom Action Research with the Hopkins model as shown below.



This research was carried out in accordance with the Hopkins model research design which began with preliminary actions then continued planning, action, observation, and reflection. The study was conducted as many as 3 cycles. The results of the evaluation in cycle I are still incomplete, so improvements were made in cycle II and there was another reflection and continued in cycle 3. Cycle I reflection is carried out to determine the corrective steps in cycle II, as well as for cycle III.

This research was conducted at MTs N 7 East Jakarta. This research was conducted in March 2022, even semester. The subjects of the study were Class VII students in the 2022/2022 academic year on Thematic subjects. The data collection tool in this study was a teacher-made

test. To strengthen the data collected, observation methods (observations) carried out by peers are also used to find out and record the activities of teachers and students in the teaching and learning process.

In order to compile and process the collected data so that it can produce a conclusion that can be accounted for, quantitative data analysis is used and qualitative data is used in observation methods. How to calculate to determine the completeness of student learning in the teaching and learning process is as follows.

1. Recapitulate test results
2. Calculating the number of scores achieved and the percentage for each student using the learning completeness formula as contained in the technical assessment manual, namely students are said to be complete individually if they get a minimum score of 65, while classically it is said to be complete learning if the number of students who complete individually reaches 85% who have achieved absorption more than equal to 65%.
3. Analyze the results of observations made by the teacher himself during teaching and learning activities.

## **RESULTS AND DISCUSSION**

### **Cycle I**

#### ***Planning Phase***

At this stage researchers prepare learning tools consisting of lesson plan 1, formative test questions 1 and supporting teaching tools.

#### ***Stage of Activities and Implementation***

The implementation of teaching and learning activities for the first cycle was carried out on March 2022 in Class IV with a total of 36 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation (observation) is carried out in conjunction with the implementation of teaching and learning.

#### ***Rubrik Aktivitas Siswa dalam Proses Pembelajaran***

| <b>No</b> | <b>Name</b>                      | <b>Assessment aspect</b>          |  | <b>Total</b> |
|-----------|----------------------------------|-----------------------------------|--|--------------|
|           |                                  | <b><i>Accuracy of answers</i></b> | <b><i>Aesthetics (art value) display</i></b> |              |
| 1         | Andi Bintang Farhan Achsan       | 6                                 | 5  | 11           |
| 2         | Azkiya Wafiya Putri              | 6                                 | 5  | 11           |
| 3         | Ganendra Abqari Sakhi El Arifin  | 6                                 | 5  | 11           |
| 4         | Jihan Rumaisha                   | 3                                 | 4  | 7            |
| 5         | Lubnaya Khairunisa               | 6                                 | 4  | 10           |
| 6         | Muhammad Akhdan Arsad Ardiansyah | 4                                 | 4  | 8            |

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|    |                            |   |   |    |
|----|----------------------------|---|---|----|
| 7  | Muhammad Labib`afin        | 6 | 5 | 11 |
| 8  | Rashya Aqilla Nur Pratama  | 6 | 5 | 11 |
| 9  | Reifhan Aditya Nugraha     | 4 | 4 | 8  |
| 10 | Tiara Zahra                | 4 | 4 | 8  |
| 11 | Umar Rafa Raharjo          | 6 | 4 | 10 |
| 12 | Assyifa Mutiara Arifin     | 6 | 4 | 10 |
| 13 | Azizah Abira Nasya         | 3 | 4 | 7  |
| 14 | Chaesya Izzazy Zhakira     | 6 | 4 | 10 |
| 15 | Hafidza Engrasia Callysta  | 6 | 4 | 10 |
| 16 | Haziq Irhab Rafif          | 6 | 5 | 11 |
| 17 | Ilmira Azuhra Quinna       | 3 | 4 | 7  |
| 18 | Muhammad Rasya Banu Afkari | 3 | 4 | 7  |
| 19 | Nafeeza Khairunisa         | 6 | 4 | 10 |
| 20 | Nayla Alma Pramesti        | 6 | 5 | 11 |
| 21 | Widya Aura Apriliyani      | 6 | 4 | 10 |

**Score Guidelines**

| No | Score | Predicate | Criteria   |
|----|-------|-----------|--|
| 1  | 8     | Very Good | All answers/exposures are correct/precise, interesting           |
| 2  | 6     | Good      | Most of the answers/exposure are correct, interesting            |
| 3  | 4     | Enough    | Half the answers/exposure are correct, interesting               |
| 4  | 2     | Not Good  | A small percentage of answers/exposures are correct, interesting |

**Final Score :**  $\frac{\text{Number of scores obtained}}{16} \times 100$

16

**Attitude assessment**

| No | Student Name                     | Aspects of assessed behavior |    |    |    | Average (Attitude Value) |
|----|----------------------------------|------------------------------|----|----|----|--------------------------|
|    |                                  | BS                           | JJ | TJ | DS |                          |
| 1  | Andi Bintang Farhan Achsan       | 2                            | 4  | 3  | 3  | 3                        |
| 2  | Azkie Wafiya Putri               | 4                            | 4  | 3  | 3  | 4                        |
| 3  | Ganendra Abqari Sakhi El Arifin  | 2                            | 2  | 3  | 3  | 3                        |
| 4  | Jihan Rumaisha                   | 4                            | 4  | 3  | 3  | 4                        |
| 5  | Lubnaya Khairunisa               | 4                            | 2  | 3  | 3  | 3                        |
| 6  | Muhammad Akhdan Arsad Ardiansyah | 2                            | 3  | 3  | 4  | 3                        |
| 7  | Muhammad Labib`afin              | 4                            | 4  | 3  | 3  | 4                        |
| 8  | Rashya Aqilla Nur Pratama        | 2                            | 4  | 3  | 3  | 3                        |

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|    |                            |   |   |   |   |   |
|----|----------------------------|---|---|---|---|---|
| 9  | Reifhan Aditya Nugraha     | 4 | 4 | 3 | 3 | 4 |
| 10 | Tiara Zahra                | 2 | 2 | 3 | 3 | 3 |
| 11 | Umar Rafa Raharjo          | 4 | 4 | 3 | 3 | 4 |
| 12 | Assyifa Mutiara Arifin     | 2 | 2 | 3 | 3 | 3 |
| 13 | Azizah Abira Nasya         | 2 | 3 | 3 | 4 | 3 |
| 14 | Chaesya Izzazy Zhakira     | 3 | 4 | 3 | 3 | 3 |
| 15 | Hafidza Engrasia Callysta  | 2 | 2 | 2 | 3 | 2 |
| 16 | Haziq Irhab Rafif          | 4 | 4 | 3 | 3 | 4 |
| 17 | Ilmira Azuhra Quinna       | 2 | 3 | 3 | 3 | 3 |
| 18 | Muhammad Rasya Banu Afkari | 4 | 3 | 3 | 3 | 3 |
| 19 | Nafeeza Khairunisa         | 3 | 4 | 3 | 4 | 4 |
| 20 | Nayla Alma Pramesti        | 2 | 3 | 3 | 4 | 3 |
| 21 | Widya Aura Apriliyani      | 4 | 4 | 3 | 3 | 4 |

Ket:

BS : Cooperative

JJ: Honest

TJ : Responsibility

Ds : Displin

Aspects of my fairy assessment with criteria

4 : Excellent

3: Good

2 : enough

1 : less

In cycle I, the outline of teaching and learning activities with the cooperative learning method of the Hands on Activity model has been implemented well, although the role of the teacher is still dominant enough to provide explanations and directions, because the model is still felt new by students.

| No | Student Name                     | Score | Information |    |
|----|----------------------------------|-------|-------------|----|
|    |                                  |       | T           | TT |
| 1. | Andi Bintang Farhan Achsan       | 62    |             | √  |
| 2. | Azkie Wafiya Putri               | 80    | √           |    |
| 3. | Ganendra Abqari Sakhi El Arifin  | 80    | √           |    |
| 4. | Jihan Rumaisha                   | 60    |             | √  |
| 5. | Lubnaya Khairunisa               | 60    |             | √  |
| 6. | Muhammad Akhdan Arsad Ardiansyah | 80    | √           |    |
| 7. | Muhammad Labib`afin              | 80    | √           |    |
| 8. | Rashya Aqilla Nur Pratama        | 60    |             | √  |
| 9. | Reifhan Aditya Nugraha           | 75    | √           |    |

|              |                            |      |    |   |
|--------------|----------------------------|------|----|---|
| 10.          | Tiara Zahra                | 85   | √  |   |
| 11.          | Umar Rafa Raharjo          | 85   | √  |   |
| 12.          | Assyifa Mutiara Arifin     | 65   |    | √ |
| 13.          | Azizah Abira Nasya         | 65   |    | √ |
| 14.          | Chaesya Izzazy Zhakira     | 80   | √  |   |
| 15.          | Hafidza Engrasia Callysta  | 80   | √  |   |
| 16.          | Haziq Irhab Rafif          | 76   | √  |   |
| 17.          | Ilmira Azuhra Quinna       | 80   | √  |   |
| 18.          | Muhammad Rasya Banu Afkari | 75   | √  |   |
| 19.          | Nafeeza Khairunisa         | 82   | √  |   |
| 20.          | Nayla Alma Pramesti        | 83   | √  |   |
| 21.          | Widya Aura Apriliyani      | 63   |    | √ |
| <b>Total</b> |                            | 1556 | 14 | 7 |

Information:

T : Complete

TT : Incomplete

Number of completed Students : 14

Number of incomplete Students : 7

Ideal Maximum Score : 2100

Score Reached : 1556

Average Score Reached : 74

Completion Percentage : 66

**Table 4.3.** Recapitulation of students' formative test results in cycle I

| No | Explanation                                    | Cycle I Results |
|----|--|-----------------|
| 1  | The average value of the formative test        | 74              |
| 2  | Number of students who completed their studies | 14              |
| 3  | Percentage of learning completeness            | 66              |

From the table above, it can be explained that by applying learning with Hands on Activity, the average value of student learning achievement is 74 and learning completeness reaches 66% or there are 14 students out of 21 students who have completed learning. These results show that in the first cycle classically students have not completed learning, because students who get a score  $\geq$  of 65 are only 66% smaller than the desired percentage of completeness which is 85%. This is because students still feel new and do not understand what the teacher intends and uses by applying learning with Hands on Activity.

### **Reflection**

In the implementation of teaching and learning activities, information is obtained from the following observations:

- 1) Teachers are less than optimal in motivating students and in conveying learning objectives
- 2) Teachers are less than optimal in time management
- 3) Students are less active during learning

### **Revision**

The implementation of teaching and learning activities in the first cycle still has shortcomings, so there needs to be revisions to be carried out in the next cycle.

- 1) Teachers need to be more skilled in motivating students and clearer in conveying learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
- 2) Teachers need to distribute time well by adding information that they feel is necessary and giving notes.
- 3) Teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

### **Cycle II**

#### **Planning stage**

At this stage researchers prepare learning tools consisting of lesson plan 2, formative test questions 2 and supporting teaching tools.

#### **Stage of activity and implementation**

The implementation of teaching and learning activities for the second cycle was carried out on March 11, 2022 in Class IV with a total of 21 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or shortcomings in cycle I do not repeat themselves in cycle II. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

#### **Student Activities Rubric in the learning process**

| No | Name                             | Assessment aspect   |                                | Total |
|----|----------------------------------|---------------------|--------------------------------|-------|
|    |                                  | Accuracy of answers | Aesthetics (art value) display |       |
| 1  | Andi Bintang Farhan Achsan       | 7                   | 6                              | 13    |
| 2  | Azkiya Wafiya Putri              | 7                   | 6                              | 13    |
| 3  | Ganendra Abqari Sakhi El Arifin  | 7                   | 6                              | 13    |
| 4  | Jihan Rumaisha                   | 4                   | 5                              | 9     |
| 5  | Lubnaya Khairunisa               | 7                   | 5                              | 12    |
| 6  | Muhammad Akhdan Arsad Ardiansyah | 5                   | 5                              | 10    |
| 7  | Muhammad Labib`afin              | 7                   | 6                              | 13    |

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|    |                            |   |   |    |
|----|----------------------------|---|---|----|
| 8  | Rashya Aqilla Nur Pratama  | 7 | 6 | 13 |
| 9  | Reifhan Aditya Nugraha     | 5 | 5 | 10 |
| 10 | Tiara Zahra                | 5 | 5 | 10 |
| 11 | Umar Rafa Raharjo          | 7 | 5 | 12 |
| 12 | Assyifa Mutiara Arifin     | 7 | 5 | 12 |
| 13 | Azizah Abira Nasya         | 4 | 5 | 9  |
| 14 | Chaesya Izzazy Zhakira     | 7 | 5 | 12 |
| 15 | Hafidza Engrasia Callysta  | 7 | 5 | 12 |
| 16 | Haziq Irhab Rafif          | 7 | 6 | 13 |
| 17 | Ilmira Azuhra Quinna       | 4 | 5 | 9  |
| 18 | Muhammad Rasya Banu Afkari | 4 | 5 | 9  |
| 19 | Nafeeza Khairunisa         | 7 | 5 | 12 |
| 20 | Nayla Alma Pramesti        | 7 | 6 | 13 |
| 21 | Widya Aura Apriyayani      | 7 | 5 | 12 |

**Score Guidelines**

| No Score Predicate |   |           | Criteria   |
|--------------------|---|-----------|--|
| 1                  | 8 | Very Good | All answers/exposures are correct/precise, interesting           |
| 2                  | 6 | Good      | Most of the answers/exposure are correct, interesting            |
| 3                  | 4 | Enough    | Half the answers/exposure are correct, interesting               |
| 4                  | 2 | Not Good  | A small percentage of answers/exposures are correct, interesting |

**Final Score :**  $\frac{\text{Number of scores obtained}}{16} \times 100$

16

**Attitude Assessment**

| No | Student Name                     | Aspects of assessed behavior |    |    |    | Average (Attitude Value) |
|----|----------------------------------|------------------------------|----|----|----|--------------------------|
|    |                                  | BS                           | JJ | TJ | DS |                          |
| 1  | Andi Bintang Farhan Achsan       | 4                            | 4  | 4  | 4  | 4                        |
| 2  | Azkie Wafiya Putri               | 4                            | 4  | 4  | 3  | 4                        |
| 3  | Ganendra Abqari Sakhi El Arifin  | 3                            | 4  | 4  | 4  | 4                        |
| 4  | Jihan Rumaisha                   | 3                            | 4  | 4  | 4  | 4                        |
| 5  | Lubnaya Khairunisa               | 4                            | 4  | 4  | 4  | 4                        |
| 6  | Muhammad Akhdan Arsad Ardiansyah | 3                            | 3  | 4  | 4  | 4                        |
| 7  | Muhammad Labib`afin              | 4                            | 4  | 4  | 4  | 4                        |
| 8  | Rashya Aqilla Nur Pratama        | 4                            | 3  | 4  | 4  | 4                        |

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|    |                            |   |   |   |   |   |
|----|----------------------------|---|---|---|---|---|
| 9  | Reifhan Aditya Nugraha     | 3 | 4 | 4 | 4 | 4 |
| 10 | Tiara Zahra                | 4 | 4 | 4 | 4 | 4 |
| 11 | Umar Rafa Raharjo          | 3 | 4 | 4 | 4 | 4 |
| 12 | Assyifa Mutiara Arifin     | 4 | 4 | 4 | 4 | 4 |
| 13 | Azizah Abira Nasya         | 3 | 3 | 4 | 4 | 4 |
| 14 | Chaesya Izzazy Zhakira     | 4 | 4 | 4 | 4 | 4 |
| 15 | Hafidza Engrasia Callysta  | 3 | 3 | 4 | 4 | 4 |
| 16 | Haziq Irhab Rafif          | 3 | 4 | 4 | 4 | 4 |
| 17 | Ilmira Azuhra Quinna       | 4 | 4 | 4 | 4 | 4 |
| 18 | Muhammad Rasya Banu Afkari | 3 | 3 | 3 | 4 | 3 |
| 19 | Nafeeza Khairunisa         | 4 | 4 | 4 | 4 | 4 |
| 20 | Nayla Alma Pramesti        | 3 | 4 | 4 | 4 | 4 |
| 21 | Widya Aura Apriliyani      | 4 | 4 | 4 | 4 | 4 |

Ket:

BS : Cooperative

JJ: Honest

TJ : Responsibility

Ds : Displin

Aspects of behavior assessment with criteria

4 : Excellent

3: Good

2 : enough

1 : less

From the table above, the aspects observed in teaching and learning activities (cycle II) carried out by teachers by applying the Hands on Activity learning method get a fairly good assessment from observers. This means that from all assessments there is no less value. However, the assessment is not yet an optimal result, for that there are several aspects that need attention for the improvement of the application of further learning. These aspects are motivating students, guiding students to formulate conclusions / find concepts, and time management.

With the improvement of aspects I of the nature of the application of the Hands on Activity learning method, it is hoped that students can conclude what they have learned and express their opinions so that they will understand more about what they have done.

At the end of the teaching and learning process, students are given a formative test II with the aim of determining the level of student success in the teaching and learning process that has been carried out. The instrument used is formative test II. The data from research results in cycle II are as follows.

**Table 4.5.** Formative Test Scores in Cycle II

| No           | Student Name                        | Score | Information |    |
|--------------|-------------------------------------|-------|-------------|----|
|              |                                     |       | T           | TT |
| 1.           | Andi Bintang Farhan Achsan          | 68    |             | √  |
| 2.           | Azkie Wafiya Putri                  | 75    | √           |    |
| 3.           | Ganendra Abqari Sakhi El Arifin     | 88    | √           |    |
| 4.           | Jihan Rumaisha                      | 69    |             | √  |
| 5.           | Lubnaya Khairunisa                  | 68    |             | √  |
| 6.           | Muhammad Akhdan Arsad<br>Ardiansyah | 88    | √           |    |
| 7.           | Muhammad Labib`afin                 | 87    | √           |    |
| 8.           | Rashya Aqilla Nur Pratama           | 80    | √           |    |
| 9.           | Reifhan Aditya Nugraha              | 82    | √           |    |
| 10.          | Tiara Zahra                         | 65    |             | √  |
| 11.          | Umar Rafa Raharjo                   | 85    | √           |    |
| 12.          | Assyifa Mutiara Arifin              | 85    | √           |    |
| 13.          | Azizah Abira Nasya                  | 85    | √           |    |
| 14.          | Chaesya Izzazy Zhakira              | 85    | √           |    |
| 15.          | Hafidza Engrasia Callysta           | 78    | √           |    |
| 16.          | Haziq Irhab Rafif                   | 85    | √           |    |
| 17.          | Ilmira Azuhra Quinna                | 75    | √           |    |
| 18.          | Muhammad Rasya Banu Afkari          | 85    | √           |    |
| 19.          | Nafeeza Khairunisa                  | 88    | √           |    |
| 20.          | Nayla Alma Pramesti                 | 88    | √           |    |
| 21.          | Widya Aura Apriliyani               | 65    |             | √  |
| <b>Total</b> |                                     | 1674  | 16          | 5  |

Information:

T : Tuntas  
 TT : Incomplete  
 Number of completed Students : 16  
 Number of incomplete Students : 5  
 Ideal Maximum Score : 2100  
 Score Reached : 1674  
 Average Score Reached : 79  
 Completion Percentage : 76%

**Table 4.6.** Recapitulation of Student Formative Test Results in Cycle II

| No | Description                               | Cycle II Results |
|----|---|------------------|
| 1  | Average formative test score              | 79               |
| 2  | Number of students who completed learning | 16               |
| 3  | Percentage of learning completeness       | 76               |

From the table above, the average score of student achievement is 79 and learning completeness reaches 76% or there are 16 students out of 21 students who have completed learning. These results show that in cycle II the completeness of learning classically has improved slightly better than cycle I. There is an increase in students' speaking skills because after the teacher informs that at the end of each lesson there will always be a test so that at the next meeting students are more motivated to learn. In addition, students have also begun to understand what the teacher intends and wants by applying learning with the Hands on Activity Learning Method.

### ***Reflection***

In the implementation of learning activities, information is obtained from the following observations.

- 1) Motivating students
- 2) Guide students to formulate conclusions/find concepts
- 3) Time management

### ***Design Revision***

The implementation of learning activities in the second cycle still has shortcomings. So there needs to be revisions to be implemented in cycle II, including:

- 1) Teachers in motivating students should be able to make students more motivated during the teaching and learning process.
- 2) The teacher must be closer to the students so that there is no feeling of fear in the students either to express opinions or ask questions.
- 3) Teachers must be more patient in guiding students to formulate conclusions / find concepts.
- 4) Teachers must distribute time well so that learning activities can run as expected.
- 5) Teachers should add more sample questions and give practice questions to students to do in each teaching and learning activity.

## **Cycle III**

### ***Planning stage***

At this stage researchers prepare learning tools consisting of lesson plan 3, formative test questions 3 and supporting teaching tools.

### ***Stage of activity and observation***

The implementation of teaching and learning activities for the third cycle was carried out on ..... 18 2022 in Class IV with a student body of 21 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle II, so that errors or shortcomings in cycle II do not repeat themselves in cycle III. Observation (observation) is carried out simultaneously with the implementation of teaching and learning.

### ***Rubrik Aktivitas Siswa dalam proses pembelajaran***

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| No | Name                             | Assessment aspect  |                                 | Total |
|----|----------------------------------|--------------------|---------------------------------|-------|
|    |                                  | Accuracy of answer | Aesthetics (art value) exposure |       |
| 1  | Andi Bintang Farhan Achsan       | 6                  | 7                               | 13    |
| 2  | Azkie Wafiya Putri               | 8                  | 8                               | 16    |
| 3  | Ganendra Abqari Sakhi El Arifin  | 6                  | 7                               | 13    |
| 4  | Jihan Rumaisha                   | 8                  | 8                               | 16    |
| 5  | Lubnaya Khairunisa               | 8                  | 8                               | 16    |
| 6  | Muhammad Akhdan Arsad Ardiansyah | 8                  | 8                               | 16    |
| 7  | Muhammad Labib`afin              | 6                  | 7                               | 13    |
| 8  | Rashya Aqilla Nur Pratama        | 8                  | 7                               | 15    |
| 9  | Reifhan Aditya Nugraha           | 7                  | 7                               | 14    |
| 10 | Tiara Zahra                      | 8                  | 8                               | 16    |
| 11 | Umar Rafa Raharjo                | 8                  | 8                               | 16    |
| 12 | Assyifa Mutiara Arifin           | 7                  | 7                               | 14    |
| 13 | Azizah Abira Nasya               | 7                  | 7                               | 14    |
| 14 | Chaesya Izzazy Zhakira           | 8                  | 7                               | 15    |
| 15 | Hafidza Engrasia Callysta        | 8                  | 7                               | 15    |
| 16 | Haziq Irhab Rafif                | 6                  | 7                               | 13    |
| 17 | Ilmira Azuhra Quinna             | 8                  | 7                               | 15    |
| 18 | Muhammad Rasya Banu Afkari       | 8                  | 7                               | 15    |
| 19 | Nafeeza Khairunisa               | 8                  | 8                               | 16    |
| 20 | Nayla Alma Pramesti              | 6                  | 7                               | 13    |
| 21 | Widya Aura Apriliyani            | 6                  | 7                               | 13    |

**Score Guidelines**

| No | Score | Predicate | Criteria   |
|----|-------|-----------|--|
| 1  | 8     | Very Good | All answers/exposures are correct/precise, interesting           |
| 2  | 6     | Good      | Most of the answers/exposure are correct, interesting            |
| 3  | 4     | Enough    | Half the answers/exposure are correct, interesting               |
| 4  | 2     | Not Good  | A small percentage of answers/exposures are correct, interesting |

**Final Score :**  $\frac{\text{Number of scores obtained}}{16} \times 100$

16

**Attitude Assessment**

*Application of Hands on Activity Learning Model to Improve English Learning Outcomes of My Uncle is A Zookeeper Material in Grade Viii Students*

| No | Student Name                     | Aspects of assessed behavior |           |           |           | Average (Attitude Value) |
|----|----------------------------------|------------------------------|-----------|-----------|-----------|--------------------------|
|    |                                  | <i>BS</i>                    | <i>JJ</i> | <i>TJ</i> | <i>DS</i> |                          |
| 1  | Andi Bintang Farhan Achsan       | 4                            | 4         | 4         | 4         | 4                        |
| 2  | Azkie Wafiya Putri               | 4                            | 4         | 4         | 4         | 4                        |
| 3  | Ganendra Abqari Sakhi El Arifin  | 4                            | 4         | 4         | 4         | 4                        |
| 4  | Jihan Rumaisha                   | 4                            | 4         | 4         | 4         | 4                        |
| 5  | Lubnaya Khairunisa               | 4                            | 4         | 4         | 4         | 4                        |
| 6  | Muhammad Akhdan Arsad Ardiansyah | 4                            | 4         | 4         | 4         | 4                        |
| 7  | Muhammad Labib`afin              | 4                            | 4         | 4         | 4         | 4                        |
| 8  | Rashya Aqilla Nur Pratama        | 4                            | 4         | 4         | 4         | 4                        |
| 9  | Reifhan Aditya Nugraha           | 4                            | 4         | 4         | 4         | 4                        |
| 10 | Tiara Zahra                      | 4                            | 4         | 4         | 4         | 4                        |
| 11 | Umar Rafa Raharjo                | 4                            | 4         | 4         | 4         | 4                        |
| 12 | Assyifa Mutiara Arifin           | 4                            | 4         | 4         | 4         | 4                        |
| 13 | Azizah Abira Nasya               | 4                            | 4         | 4         | 4         | 4                        |
| 14 | Chaesya Izzazy Zhakira           | 4                            | 4         | 4         | 4         | 4                        |
| 15 | Hafidza Engrasia Callysta        | 4                            | 4         | 4         | 4         | 4                        |
| 16 | Haziq Irhab Rafif                | 4                            | 4         | 4         | 4         | 4                        |
| 17 | Ilmira Azuhra Quinna             | 4                            | 4         | 4         | 4         | 4                        |
| 18 | Muhammad Rasya Banu Afkari       | 4                            | 4         | 4         | 4         | 4                        |
| 19 | Nafeeza Khairunisa               | 4                            | 4         | 4         | 4         | 4                        |
| 20 | Nayla Alma Pramesti              | 4                            | 4         | 4         | 4         | 4                        |
| 21 | Widya Aura Apriliyani            | 4                            | 4         | 4         | 4         | 4                        |

Ket:

BS : Cooperative

JJ: Honest

TJ : Responsibility

Ds : Displin

Aspects of my fairy assessment with criteria

4 : Excellent

3: Good

2 : enough

1 : less

From the table above, it can be seen that the aspects observed in teaching and learning activities (cycle III) carried out by teachers by applying the Hands on Activity learning method

get a fairly good assessment from observers are motivating students, guiding students to formulate conclusions / find concepts, and time management.

The improvement of the above aspects in applying the Hands on Activity learning method is expected to be as successful as possible.

At the end of the teaching and learning process, students are given formative test III with the aim of determining the level of student success in the teaching and learning process that has been carried out. The instrument used is formative test III. The data from research results in cycle III are as follows.

**Table 4.8** Formative Test Scores in Cycle II

| No  | Student Name                     | Score | Information |    |
|-----|----------------------------------|-------|-------------|----|
|     |                                  |       | T           | TT |
| 1.  | Andi Bintang Farhan Achsan       | 100   | √           |    |
| 2.  | Azkie Wafiya Putri               | 90    | √           |    |
| 3.  | Ganendra Abqari Sakhi El Arifin  | 80    | √           |    |
| 4.  | Jihan Rumaisha                   | 80    | √           |    |
| 5.  | Lubnaya Khairunisa               | 80    | √           |    |
| 6.  | Muhammad Akhdan Arsad Ardiansyah | 80    | √           |    |
| 7.  | Muhammad Labib`afin              | 85    | √           |    |
| 8.  | Rashya Aqilla Nur Pratama        | 80    | √           |    |
| 9.  | Reifhan Aditya Nugraha           | 85    | √           |    |
| 10. | Tiara Zahra                      | 85    | √           |    |
| 11. | Umar Rafa Raharjo                | 95    | √           |    |
| 12. | Assyifa Mutiara Arifin           | 85    | √           |    |
| 13. | Azizah Abira Nasya               | 80    | √           |    |
| 14. | Chaesya Izzazy Zhakira           | 85    | √           |    |
| 15. | Hafidza Engrasia Callysta        | 85    | √           |    |
| 16. | Haziq Irhab Rafif                | 88    | √           |    |
| 17. | Ilmira Azuhra Quinna             | 85    | √           |    |
| 18. | Muhammad Rasya Banu Afkari       | 85    | √           |    |
| 19. | Nafeeza Khairunisa               | 90    | √           |    |
| 20. | Nayla Alma Pramesti              | 85    | √           |    |
| 21. | Widya Aura Apriliyani            | 89    | √           |    |
|     | Jumlah                           | 1797  | 21          | 0  |

Information:

T : Complete

TT : Incomplete

Number of completed Students : 21

Number of incomplete Students : 0

Ideal Maximum Score : 2100

Score Reached : 1797  
Average Score Reached : 85  
Completion Percentage : 100%

**Table 4.9.** Student Formative Results in Cycle III

| No | Score | Predicate | Criteria   |
|----|-------|-----------|--|
| 1  | 8     | Very Good | All answers/exposures are correct/precise, interesting           |
| 2  | 6     | Good      | Most of the answers/exposure are correct, interesting            |
| 3  | 4     | Enough    | Half the answers/exposure are correct, interesting               |
| 4  | 2     | Not Good  | A small percentage of answers/exposures are correct, interesting |

Based on the table above, the average formative test score was 85 and from 21 students had achieved learning completion. So classically the completeness of learning that has been achieved is 100% (including the complete category). The results in cycle III have improved better than cycle II. The increase in speaking skills in cycle III is influenced by an increase in the teacher's ability to apply learning with the Hands on Activity Learning method so that students become more accustomed to learning like this so that students more easily understand the material that has been given.

### ***Reflection***

At this stage, it will be studied what has been done well and what is still not good in the teaching and learning process with the application of learning with Hands on Activity. From the data that has been obtained can be described as follows:

- 1) During the teaching and learning process, the teacher has carried out all the learning well. Although there are some aspects that are not yet perfect, but the percentage of implementation for each aspect is quite large.
- 2) Based on observational data, it is known that students are active during the learning process.
- 3) Deficiencies in previous cycles have improved and improved so that they become better.
- 4) The students' speaking skills in cycle III reach completion.

### ***Implementation Revision***

In cycle III teachers have implemented learning with Hands on Activity well and seen from student activities and students' speaking skills, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what already exists with the aim that in the implementation of the next teaching and learning process the application of the Hands on Activity Learning model can improve the teaching and learning process so that learning objectives can be achieved.

### **Completeness of Students' Speaking Skills**

Through the results of this study shows that learning with Hands on Activity has a positive impact in improving student achievement. This can be seen from the more stable students' understanding of the material delivered by the teacher (learning completeness increases from cycles I, II, and III), which are 66%, 76%, and 100%, respectively. In cycle III the completeness of student learning has classically been achieved.

### **Teacher's Ability to Manage Learning**

Based on data analysis, student activity in the teaching and learning process was obtained by applying the Hands on Activity teaching model in each cycle increased. This has a positive impact on student achievement, which can be shown by increasing the average score of students in each cycle which continues to increase.

### **Student Activities in Learning**

Based on data analysis, student activities were obtained in the learning process of Islamic Religious Education and Ethics with the most dominant Hands on Activity teaching model being, listening / paying attention to teacher explanations, and discussions between students / between students and teachers. So it can be said that student activities can be categorized as active.

As for teacher activities during learning, they have implemented the steps of teaching and learning activities by applying contextual teaching to problem-based teaching models well. This can be seen from the teacher's activities that appear including guiding and observing students in finding concepts, explaining difficult material, giving feedback / evaluation / question and answer where the percentage for the above activities is quite large.

## **CONCLUSION**

The teaching model of the Hands on Activity Learning Method can improve the quality of English language learning. Learning with the Hands on Activity Learning Method has a positive impact in improving student learning outcomes which is characterized by increasing student learning completeness in each cycle, namely cycle I (69%), cycle II (76%), cycle III (92%). The teaching model of the Hands on Activity Learning Method can make students feel that they have received attention and opportunities to express opinions, ideas, ideas and questions.

Students can work independently or in groups, and are able to account for all individual and group tasks. The application of learning with the Hands on Activity Learning Method has a positive influence, which can increase student learning motivation.

To implement the teaching model of the Hands on Activity Learning Method requires careful preparation, so teachers must be able to determine or choose topics that can really be applied to learning with the Hands on Activity Learning Method in the teaching and learning process so that optimal results are obtained.

In order to improve student achievement, teachers should more often train students with various teaching methods, even in a simple level, where students can later discover new knowledge, acquire concepts and skills, so that students succeed or are able to solve the problems they face.

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