

AN UNDERGRADUATE THESIS

**USING INVENTED SPELLING TECHNIQUE TO IMPROVE THE
STUDENTS VOCABULARY MASTERY AT THE EIGHTH
GRADE OF SMP N 7 METRO**

By:
Cia Karunia Anggraini
Student Number: 1501070159



Tarbiyah and Teacher's Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/2020M

AN UNDERGRADUATE THESIS
USING INVENTED SPELLING TECHNIQUE TO IMPROVE
STUDENTS' VOCABULARY MASTERY AT THE EIGHTH
GRADE OF SMP N 7 METRO

Presented as Partial Fufillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

By:

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Co –Sponsor : Syahreni Siregar, M.Hum.

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2020 M



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THE STUDENTS' VOCABULARY MASTERY AT THE
EIGHTH GRADE OF SMP N 7 METRO

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Assalamu'alaikum, Wr. Wb

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

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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

No. B-0349/ln.28.1/D/PP.00.9/01/2020

An Undergraduate thesis entitled: USING INVENTED SPELLING TECHNIQUE TO IMPROVE THE STUDENT'S VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP N 7 METRO, written by Cia Karunia Anggraini, student number 1501070159, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday 22nd January 2020 at 13.00 – 14:30

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USING INVENTED SPELLING TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP N 7 METRO

ABSTRACT

BY:

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The purpose of this research was to know improving student's vocabulary mastery through invented spelling technique. The focused on this research is student's vocabulary mastery. It is related to the problem identification that the students have difficulties to memorize vocabulary and difficult to understanding the meaning of the words. Using invented spelling can be alternated in order to build the student's active to improve students' vocabulary mastery.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre-test before treatment and post-test after treatment. The object of this research was 29 students in B class at the eighth grade of SMP N 7 Metro. In collecting the data the researcher used test (pre-test, post-test 1 cycle 1 and post-test 2 cycle 2), observation, field note, and documentation.

The result of this research shows that there is improving students' vocabulary mastery. The improving can be seen from the average score in pre-test, post-test 1 cycle 1 and post-test 2 cycle 2. It was from 62 in pre-test to 72 post-test 1 and 81 in post-test 2. Based on the result above, could be conclude that increasing student's vocabulary mastery through invented spelling technique at the eighth grade of SMP N 7 Metro is successful because criteria in this research was achieved well.

(Keyword: Vocabulary mastery, Invented Spelling Technique, Classroom action research)

**MENGGUNAKAN TEHNIK EJAAN SEMENTARA UNTUK
MENINGKATKAN PENGUASAAN KOSA KATA SISWA DI EKLAS 8 SMP
NEGERI 7 METRO**

ABSTRAK

OLEH:

CIA KARUNIA ANGGRAINI

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan penguasaan kosa kata siswa melalui tehnik ejaan sementara. Penelitian ini berfokus pada penguasaan kosa kata siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki kesulitan dalam mengingat kosa kata dan sulit memahami arti dari setiap kata kata. Menggunakan tehnik ejaan sementara dapat menjadi alternatif untuk membangun keaktifan siswa guna meningkatkan penguasaan kosa kata siswa.

Jenis dari penelitian adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Dalam penelitian ini siswa diberikan tes awal (pre-test) siklus 1 sebelum pelaksanaan penelitian dan tes akhir (post-test) siklus 2 setelah pelaksanaan tindakan. Objek dalam penelitian ini terdiri dari 29 siswa kelas delapan B SMP N 7 Metro. Dalam pengumpulan data, peneliti menggunakan tes (pre-test siklus 1, post-test siklus 1 dan post-test siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa ada peningkatan penguasaan kosa kata siswa. Peningkatan ini dapat dilihat dari nilai rata rata siswa di pre-test, post-test 1 siklus 1, dan post-test 2 siklus 2. Peningkatan dari 62 pada pre-test menjadi 72 pada post-test 1 dan 81 pada post-test 2. Berdasarkan hasil diatas dapat disimpulkan bahwa peningkatan penguasaan kosa kata siswa melalui tehnik ejaan sementara pada kelas 8 SMP N 7 Metro dapat dikatakan sukses karena kriteria yang ditentukan dalam penelitian ini tercapai dengan baik.

(Keyword: Penguasaan Kosa kata, Ejaan Sementara, dan Penelitian tindakan kelas (PTK))

STATEMENT OF RESEARCH ORIGINALITY

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Metro, January 2020

The writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka

Metro, Januari 2020
Yang membuat pernyataan



Cia Karunia Anggraini
1501070159

Motto

اللَّهُ سَبِيلُ فِي فَهُوَ الْعِلْمُ طَلَبِ فِي جَ خَرَمَنْ

“Whoever go out to seek knowledge is in the way of Allah”

(HR.Turmudzi)

“Barang siapa keluar untuk mencari ilmu maka dia berada di jalan Allah”

(HR.Turmudzi)

نِي اِنْ الطَّرِ رَوَاهُ. تُحْسِنُ اَنْ اِذَا عَمِلَ الْعَامِلُ لِلَّهِ اِ يُحِبُّ

“God loves work that when it works well”

(HR. Thabrani)

“Allah mencintai pekerjaan yang apabila bekerja ia menyelesaikannya dengan baik”.

(HR. Thabrani)

MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

“Who believe! Seek help in steadfastness and prayer. Lo! Allah is with the steadfast.”

“Hai orang-orang yang beriman, Jadikanlah sabar dan shalat sebagai penolongmu,
Sesungguhnya Allah beserta orang-orang yang sabar.”

(Q.S Al-Baqarah : 153)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr Mugiyono, and Mrs Kristina Supinah who always support me in finishing this thesis.
2. My beloved sister, Eca Meilia Lucika and all of my family.
3. My best friends, they are Astya Ranty, Lulu Otavia, and Sartika Sari Wendy Ayu Fransiska, and Winda Aulia Sari who always help me in finishing this thesis.

ACKNOWLEDGEMENT

Thanks to Allah SWT who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled “Using Invented Spelling Technique to Improve The Students’ Vocabulary Mastery at the Eighth Grade of SMP N 7 Metro”. Sholawat and Salam also deliver to our prophet Muhammad SAW who guided us from the darkness until the brightness.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

1. Dr Hj. Akla, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of State institute for Islamic Studies of Metro.
2. Ahmad Subhan Roza, M.Pd, the head of English Education Department.
3. Dr. Mahrus As’ad M.Ag, the sponsor who given the researcher, advice and suggestion for this undergraduate thesis.
4. Syahreni Siregar, M.Hum, the co-sponsor who given the knowledge to complete this undergraduate thesis.
5. All the lecturer in English education department, who always give knowledge and information.
6. All of the staff of English Education Department who helped the researcher in processing of administration.

7. All of the teacher of SMP N 7 Metro who give the researcher opportunity to conducted this research.

8. My parents, my beloved brother and all of my friends who always give me support, motivation, inspiration, and their prayer in the process of writing and counseling this undergraduate thesis.

As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, November 3rd 2019.

The researcher,



Cia Karunia Anggraini

St Number: 1501070159

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used in many countries as a meaning of communication and it has a great function in any aspect of life such as in politics, business, trade, and diplomatic relationships. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, the Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system. English is taught as one of the main compulsory subjects in junior and senior high school.

English language instructions, have been classified the four language namely reading, speaking, listening and writing. Moreover in teaching and learning language there are four language features that support four language skills above such as vocabulary, grammar, pronunciation and spelling. The language learners should be master four skills in language and also understand component of language.

In relation to study vocabulary, vocabulary is one linguistics feature which influences the communicative process because to mastering the four skills in language we must mastering vocabulary first. In fact, the students who had good vocabulary mastery they would have language skill well. Besides that, the student will be able to speak English fluently. It means that the students will be

able to communicate in English well and there is no misunderstanding each other. If the students have very limited vocabulary, they will find some difficulties in communication. For the beginner mastering vocabulary is the foundation of four skills in English, because with mastering vocabulary they will know the meaning, the use of word, the kind of word, the function of word, prodescriptive textciation and spelling.

However, many students assume that vocabulary is difficult. The students have some problem to learn vocabulary such as, students have limited vocabularies, students have difficulties to memorize the meaning of words, the students are lazy to read English book, and students are bored with monotonous learning at class.

Furthermore, teaching vocabulary in English class not enough using the instruction from the teacher only. The teacher needs the media, method, technique to teach their students to make the student feel comfortable with the learning process, and to make the student not feel bored with the learning process. By implementing the technique the student feel interested in the learning process and improved the students' vocabulary mastery.

Therefore, based on the pre-survey on May 9th, 2019. The writer got data of vocabulary mastery at eighth grade of SMP N 7 METRO as follows:

Table 1
Representation of Pra-survey Result
Vocabulary Mastery of the Eighth Grade
SMP N 7 METRO

No	Score	Frequency	Percentage
1	≥ 75	7	23,3

2	≤ 75	22	76,7
Total		29	100%

The pre-survey was done on May 9th, 2019. They were 26 students at the Eighth Grade of SMP N 7 Metro. The English minimum passing grade in this school is 75. It means that the students who got the score under 75 don't pass the examination. In fact, there are not many students who get 75-100, there are only 7 and 22 students who got score 0-75. The average score is 53% of the total of students and could be known that the students' vocabulary mastery is very low.

In this case, the writer interested in using invented spelling to improve the students' vocabulary mastery. The writer chooses invented spelling as a technique for helping students' to mastering the vocabulary because invented spelling make it easier for students on mastereing the vocabulary by spelling the words.

Based on all of the illustration above the writer would like to improved students' vocabulary mastery by outlining research in the title of "Using Invented spelling To Improve the Students' Vocabulary Mastery At The Eighth Grades of SMP N 7 METRO".

B. Problem Identification

According to the background above, the identification of the problem can be shown as follows:

1. The students have difficulties to memorize vocabulary.
2. The students have difficulties in understanding the meaning of the words.

3. The students have low motivation in learning English, because they assume that English is difficult.
4. The technique that is used by teacher is not interesting in the English learning process.
5. Students are not active in the teaching and learning process at the class.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem in the first problem that the students difficulties to memorize vocabulary. So, the researcher used invented spelling technique on improving students' vocabulary mastery at the eighth grade of SMP N 7 METRO.

D. Problem Formulation

The problem of the research can be noted as follows:

“Can invented spelling technique improve the students' vocabulary mastery at the eighth-grade of SMP N 7 METRO”

E. The objective of the Study

To investigate using invented spelling technique can improve the students' vocabulary mastery at eighth-grade of SMP N 7 METRO.

F. The benefit of the Study

The benefits of the study are:

1. For the students

Students can easier to memorize the words, and to motivate students in learning vocabulary.

2. For the Teacher

Make easier for the teacher to overcome the problem in learning vocabulary and being the new technique for the teacher to improve the vocabulary mastery of the students'.

3. For the Other Researcher

Being reference for the others researcher that wants to investigate this technique.

G. Prior Research

The writer is taken a review of related researcher from another thesis as a principle or comparative in this research. This research will be conducted by considering some prior researches which focused on the research of using the invented spelling technique in vocabulary mastery. The first, previous research was done by Margarida Alves Martins and Cristina Silva entitled "The impact of invented spelling on phonemic awareness". The research method used in the first prior research is experimental research. The sample of the first prior research is

90 middle-class Portuguese kindergarten children. The results of the first prior research are invented spelling learning technique could enhance the phonemic awareness.¹

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research has been located in the similarity of language skill. Both of these research have similarities in the domain of the research, namely in the invented spelling technique. This research and the first prior research have a difference in the research method. The research method of the first prior research is experimental and the researcher method of this research is classroom action research. While the other differences between this research and the first prior research have been located in the research sample. The sample of this research is eighth grade of SMPN 7 Metro; while the sample of the first prior research is 90 middle-class Portuguese kindergarten children.

The second prior research was done by Hilde Hofslundsengen, Bente Eriksen Hagtvet, and Jan-Eric Gustafsson entitled “Immediate and delayed effects of invented writing intervention in preschool”. The research method used in the second prior research is quasi-experimental. The sample all five-year old children in 12 preschools on the west coast of Norway. The results of the second

¹ Margarida Alves Martins, Cristina Silva, “The impact of invented spelling on phonemic awareness”, *Learning and Instruction*, (Portugal: ELSEVIER) doi:10.1016/j.learninstruc.2005.12.005, (2006): 41.

prior research are using the invented spelling technique in writing will enhance students writing skills.²

The research and the second prior research have similarities and differences. The similarity between this research and the second prior research has been located in the similarity of language skill. Both of these research have similarities in the domain of the research, namely in the using of invented spelling technique. This research and the second prior research have a difference in the research method. The research method of the second prior research is quasi-experimental and the researcher method of this research is classroom action research. While the other differences between this research and the second prior research have been located in the research sample. The sample of this research is eighth grade of SMPN 7 Metro; while the sample of the second prior research is all five-year old children in 12 preschools on the west coast of Norway.

The third prior research was done by by Lucia Bigozzi¹, Christian Tarchi entitle “Predicting Reading and Spelling Disorders: A 4-Year Prospective Cohort Study”. The research method used in the third prior research is analysis research. The sample 642 Italian children from a mid-sized city in Central Italy. The results of the first prior research successful students used invented spelling technique.³

² Hilde Hofslundsengen, Bente Eriksen Hagtvét, and Jan-Eric Gustafsson, “Immediate and delayed effects of invented writing intervention in preschool”, *CrossMark*, (Springer), DOI 10.1007/s11145-016-9646-8 / 22 April 2015, 1-2.

³ Lucia Bigozzi¹, Christian Tarchi¹, Corrado Caudek² and Giuliana Pinto¹, “Predicting Reading and Spelling Disorders: A 4-Year Prospective Cohort Study”, *Predicting Reading and Spelling Disorders*, (Italy: Frontiers in Psychology) doi: 10.3389/fpsyg.2016.00337/ 09 March 2016, 1.

The research and the third prior research have similarities and differences. The similarity between this research and the second prior research has been located in the similarity of language skill. Both of these research have similarities in the domain of the research, namely in the invented spelling technique. This research and the third prior research have a difference in the research method. The research method of the third prior research is analysis and the researcher method of this research is classroom action research. While the other differences between this research and the second prior research have been located in the research sample. The sample of this research is eighth grades of SMPN 7 Metro; while the sample of the third prior research is 642 Italian children from a mid-sized city in Central Italy.

However, from the above study, there are similarities and differences from the previous ones. The similarities between the previous study and this study are used *Invented spelling*. Furthermore, the differences between the previous study and this study are: (1) the location and sample of the research, (2) the method of the research, (3) the dependent variable, most of the researchers use *Invented spelling* to teach speaking and reading, but this study focuses on improving students' vocabulary mastery especially in descriptive text.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Vocabulary Mastery

1. The Definition of Vocabulary Mastery

According to Porter mastery is learning or understanding something completely and having no difficulty in using it.⁴

Mastery was characterized by As Hornby that mastery defined as the complete control of knowledge.⁵

Another statement presented by Andy Hargreaves that what is in everyday language often understood as mastery.⁶

From the definition above, the researcher concludes that mastery is skill or knowledge to understand or learn something completely without difficulties.

According to Caroline vocabulary is the collection of words that an individual knows.⁷

Michael L. Kamil states that vocabulary is the set of words for which we know the meanings when we speak or read orally.⁸

⁴ Paul Procter. *Longman Dictionary of Contemporary English* (New York: Longman Group, Ltd 2001)P.953.

⁵ As Hornby, *Oxford Advanced learners Dictionary of Current English*, (New York : Oxford University press, 1988)P.777.

⁶ Andy Hargreaves, Lorna Earl, *Practical English Language Teaching Reinventing Education for Early Adolescents*, (London : USA Falmer Press, 2003)P.22.

⁷ Caroline, T Linse, *Practical English Language Teaching , Young Learner*, (New York: McGraw-Hill Companies, 2005)P.121.

⁸ Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: LEA Publisher, 2005)P.3.

Meanwhile, Lisa Frech assumed that vocabulary is the collection of words that you hear and read throughout your life.⁹

Vocabulary is used to communicate each other. Students cannot communicate effectively without sufficient vocabulary. It is important for someone to mastering vocabulary in order to be successful in study language. Vocabulary has important role because it appears in every language skills.

From the definition above the researcher conclude that, vocabulary mastery is the learners' skill to understand the languages and is the skill to mastering the vocabulary. In English teaching-learning process, mastering vocabulary well can help the students to understand the lesson and help the students to mastery four skills in English.

2. The Important of Vocabulary Mastery

According to Scott Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.¹⁰ It means that, vocabulary is important skill to communicate with each other in certain language. In using the language, students who rich in vocabulary will be successful both in expression skill such speaking and writing and also receptive skill

⁹ Lisa Frech, *Vocabulary Content-Area Strategies Social Studies*, (USA: j. Weston Walch, Publishers, 2003)P.1.

¹⁰ Scott Thornbury, *How to Teach Vocabulary*,(England : Pearson Education Limited,2002)P.13.

listening and reading, but those who are poor in vocabulary will get trouble in those skills.

As English teacher, to increasing student's English vocabulary mastery is not easy. Teacher needs some various method or technique to teach vocabulary for students in the classroom because the method or technique that is used by teacher is given big influence for students. If the teacher use interesting technique to teach the students it will improve the vocabulary of the students, but if the technique that is used by the teacher is not interesting for the students so the students can not improve their vocabulary.

Finally, it is clear that vocabulary is the most important aspects in teaching and learning process in the classroom of English as a foreign language, because without mastering vocabulary well the students difficult to mastering the four skill in English. So, the teacher must choose the best technique to teach the students in order to improve the student's vocabulary.

3. Kinds of Vocabulary

John state that words of this kind, article, preposition, conjunction, auxiliaries are often referred to as functions words and are seen as belonging more to the grammar of the language than its vocabulary. Unlike contents words, verbs, adjectives and adverbs.¹¹

¹¹ John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000)P.18

a. Function Word.

Function word is a word that is uninflected and serve a grammatical function but has little identifiable meaning. Each function word either gives some grammatical information on other word in a sentence or clause, and cannot be isolated from other word, or it may indicate the speaker's mental model as to what is being said. There are some function words according to Jerremy, are:

a) Preposition

Preposition is a word (or group of words) which is used to show the way in which other words are connected. Example of words: for, of, in, on top of. The example of preposition in a sentence :

- 1) Bring me two bottles of wine.
- 2) Put that in the box.

b) Conjunction

Conjunction is a word that connects sentences, phrases or clauses. There are two kind of conjunctions : coordinating and subordinating conjunction.

- 1) Coordinating conjunctions : these join matching structures like nouns to nouns, verbs to verbs, and so on. In the list, they are, but, or and nor.
- 2) Subordinating conjunctions : is the words that introduce adjectival and adverbial clauses. The constructions they

introduce contain subjects and verbs, but cannot stay alone as independent sentences. In the list, they are after, although, because, when, etcetera.

c) Pronoun

A pronoun is a word that substitutes a noun or a noun phrase and denote persons or things asked for, who/which have/has been previously specified or understood from the context.

d) Auxiliaries

Auxiliaries is a verb which helps another verb to form a sentence structure complete. Kinds of auxiliary verbs, are :

- 1) To be : being, been, am, is, are, was, and were.
- 2) To do : does and did.
- 3) Have : has and had.
- 4) Modal auxiliary : can, may, shall, will, must.

e) Article

The article is not included in the class eighth part of speech but the article is grouped in the class of adjective, namely demonstrative adjective. Kinds of article, are :

- 1) The : The place that I just visited is cozy.
- 2) A : He goes to the swimming pool twice a week.
- 3) An : I have an apple.

b. Content words

These words constitutes the bulk of vocabulary of the language. The large body of “content” words constitutes the fourth group of vocabulary items and the chief material usually considered when the vocabulary of a language is discussed. These are the words that function as symbols for the phenomena which we react upon as the world of reality about us.

a) Noun

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; noun can be used as the subject or object of a verb. Example of words : Eleanor, Devon, book, sense, town hall. The example of nouns in sentences :

- 1) Eleanor arrives tomorrow. (noun as subject).
- 2) I recommend this book. (noun as object).

b) Verb

Verb is a word (group of words) which is used in describing an action, experience or state. Example of words: write, eat, read, etc. example of verbs in sentence :

- 1) He wrote a poem.
- 2) I like riding horses.

c) Adjective

A word that gives more information about a noun or pronoun.

Example of words: kind, better, best, impetuous, etc. The example of adjectives in a sentence :

- 1) What a kind man!
- 2) She is so impetuous.

d) Adverb

A word (or group of words) that describe or adds to the meaning of a verb, adjective, another adverb or a whole sentence. Example of words : carefully, at home, in half of hour, sensibly, etc. the example of adverb in a sentence :

- 1) He walked across the bridge carefully.
- 2) I like listening to the music at home.¹²

4. The Problem of Mastering Vocabulary

According to Scoot Thornbury, there are some factors that make words are difficult to learn, such as: pronunciation, spelling, meaning. Other factors make some words more difficult than others such as:

a. Pronunciation

It is occurred when some words are unfamiliar to the learners, so that, the learners think the sounds more difficult to pronounce and also difficult to learn by them.

¹²Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 1998). P..37.

b. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntatic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function, and the meaning that attaches to the word arrangement in a sentence is the syntatic meaning. For example question attaches to the word arrangement in the sentence *is he student*. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.¹³

c. Spelling

Spelling usually becomes the problem for second or foreign language learners. In indonesia, the spelling of English letters definitely opposite with Bahasa, it is also supported when the writer interviewed the English teacher. Most of students especially in rural area had difficult to spell the letters because of the effect of their mother tongue. Also sound-spelling mismatches

¹³Scott Thornbury, *How to Teach Vocabulary*,(England : Pearson Education Limited,2002)P.13.

commonly caused of errors, either pronunciation or spelling. There are 9 categories of spelling errors according to Bestgen and Granger, as follow :¹⁴

Table.2 Categories of Spelling Errors

Categories of spelling error	Example
Omission of a letter	completly – completely conciuous - conscious distinc - distinct eople - people mecanisms - mechanisms throghout – throughout
Addition of a letter	develope – develop youngs - young alledged - alleged eightheen - eighteen envolves - evolves ridicoulous – ridiculous
Single letter instead of double letter	especialy – especially robed - robbed adicts – addicts carots - carrots

¹⁴ Bestgen, Y and Granger, S. 2011. Categorising Spelling Errors to Assess L2 Writing. *Int. J. Continuing Engineering Education and life-lang learning*, vol.4, no.7, (2011): 1-50.

	<p>occurred - occurred</p> <p>occurring – occurring</p>
Double letter instead of single letter	<p>appartments – apartments</p> <p>allmighty – almighty</p> <p>detailled - detailed</p> <p>loosing - losing</p> <p>proffessors – professors</p>
Substitution of one letter	<p>lifes – lives</p> <p>dependend - dependent</p> <p>consecuently - consequently</p> <p>confortable - comfortable</p> <p>engeneering - engineering</p> <p>uncredible – incredible</p>
Interchange of two adjacent letter	<p>concieved – conceived</p> <p>birht - birth</p> <p>lfie - life</p> <p>peopels - peoples</p> <p>entreprises - enterprises</p>
Involving an apostrophe	<p>Its - it's</p> <p>womans - woman's</p> <p>childrens' - children's</p>
Erroneous splitting or joining of words	<p>business_man - businessman</p> <p>every_one - everyone</p>

(word segmentation error)	free_time - freetime every_day - everyday air_pollution - airpollution even_though - eventhough
Two or more error of the same type or of different types	unbalance-imbalance politic - political payed - paid weter - whether dustbinman - dustman theirselves - themselves beggining - beginning configuring - configuring divorcion - divorce hitted – hit

5. Vocabulary Assessment

According to ibadurrahman, vocabulary assessment will help teachers to get information on how much vocabulary learning has taken place in the class, and whether the teaching has been effective or not. There are two kinds in assessing vocabulary, are :¹⁵

¹⁵Primadiana Cahyati, "Assessing Vocabulary", on <https://www.slideshare.net/mobile/primadinacahyati/assessing-vocabulary-75659989> access on december 9th 2019.

Discrete Vocabulary	Embedded Vocabulary
1. Multiple-choice question format.	1. Assessing vocabulary in reading comprehension.
2. Matching format.	2. Assessing vocabulary in writing.
3. Sentence completion or gap fill item.	3. Assessing vocabulary in speaking.
4. Translation.	

B. Invented Spelling Technique

1. The Definition of Invented Spelling Technique

Caroline T.Linse on her book state that Invented spelling refers to students' attempts to spelling words based on their developing cognitive and literacy skills. Invented spelling can reveal valuable information about the child's English-language literacy development.¹⁶

According to Gentry and Gillet, invented spellings increase in phonological accuracy and orthographic complexity as children become more adept at capturing words in print in the overtime.¹⁷ It is allowing students to write words as they think the words are spelled.

¹⁶ Caroline T.Linse, *Practical English Language Teaching: Young Learners*, (New York, McGraw,2005), 113

¹⁷ Gene Ouellette & Monique Senechal, " *Pathways to literacy : A stydy of Invented Spelling and Its Role in Learning to Read*", *Child Development* (Mount Allison University & Carleton University, vol.79, no.4, (2008): 899.

Janne M. Machohado state that Invented spelling serves as an important stage in the process of deciphering the sound symbol system of written language.¹⁸

Janet W. Lener said that invented spelling is the beginning writer's attempt to write words by attending to their sound units.¹⁹

Moreover, Brian assume that invented spelling is an instructional technique of the phonemic awareness of the sounds of language to tend write more.²⁰

Then, Margarinda considers that invented spelling allows children to analyze the correspondences between sounds and letters, and therefore it facilitates and strengthens the connections between graphic and phonological representations.²¹

Besides, Janiel M. Wagstaff state that invented spelling is one way for emerging writers to communicate and serves as a developmental step toward conventional spelling.²²

John assumes that invented spelling reflects children's attempts to spell a word according to the way it sounds.²³

¹⁸ Jeanne M. Machado, *Early Childhood Experiences in Language Arts*, (USA, Wadsworth, 2008), 460.

¹⁹ Janet W. Lener & Beverley Johns, *Learning Disabilities and Related Disabilities: Strategies for Success, Thirteenth Edition* (USA, Cengage Learning, 2015), 400.

²⁰ *ibid.* 401.

²¹ Margarinda Alves Martin, Ana Albuquerque, Aliana Salvador & Cristiana Silva, "The Impact Of Invented Spelling in Early Spelling and Reading", *Journal Writing Research*, (Portugal:), (2013): 302.

²² Janiel Wagstaff, *Phonics That Work! New Strategies for the Reading/writing Classroom*, (USA, HarperCollins Publisher, Inc, 2017), 43.

²³ John F. Savage, *Sound it Out!: Phonics in a Balanced Reading Program*, (University of Virginia, McGraw-Hill, 2001), 132.

From the definition above we can conclude that invented spelling is a technique that refers to the students' efforts in writing a sentence by paying attention on the sound unit to be written and the children's attempt to spell a word based on the words they have been written.

2. The Principles of Invented Spelling Technique

Jeanne mentions some principles in invented spelling, as follows:

- a. Guiding teachers in the role of detectives trying to ascertain meanings that the students may perceive as obvious.
- b. Providing the students a system of spelling that follows logical and predictable rules before they learn the conventional forms in the process of writing.
- c. Serving as an important stage in the process of deciphering the sound symbol system of written language.
- d. Guiding the students to use personal logic rather than or in conjunction with standard spelling.
- e. Giving the students early power over words in order not to be worry about correct spelling on their first drafts and neither do inventive spellers.²⁴

3. The Benefits of Invented spelling Technique

There some benefits of invented spelling, the benefits are:

- a. Invented spelling has been shown to help students become better decoders as they apply and refine their letter-sound knowledge.

²⁴ Jeanne M. Machado, *Early Childhood Experiences in Language Arts*, (USA, Wadsworth, 2008), 460.

- b. Invented spelling makes it easy for students in writing activities by giving a few key words in writing.²⁵

4. The Procedures of Using Invented Spelling technique in Teaching Vocabulary

The following steps can help students in learning vocabulary through invented technique. The steps are:

- a. Let students know that teacher want them to do their best to spell some words that may be new for the students. For example, the teacher explained about new vocabulary from the text that has been given to the students.
- b. Ask the students to mention the words of the text and say the words out loud together. For example, the teacher asked the students to find the words (adjective, noun) from the text. Then, the teacher asked the students to mention the words together. As follows : good, trunks, grass, elephants, water.
- c. Ask the students to write the word on the whiteboard the best they can and sound out the words as the students write it. For example, after the students found the words the teacher asked to the students to write the words on the whitebord by themselves and say the words together.
- d. After 20 second or so, ask students to show their spelling based on the words as they write it. For example, the teacher asked the students to

²⁵ Janiel Wagstaff, *Phonics That Work! New Strategies for the Reading/writing Classroom*, (USA, HarperCollins Publisher, Inc, 2017), 43-44.

spell the words that have been written by themselves. As follows : g-o-o-d, t-r-u-n-k-s, g-r-a-s-s, e-l-e-p-h-a-n-t-s, w-a-t-e-r.

- e. Then review the spelling words of the students, and show the correct spelling. It means that the teacher reviewed the spelling words from the students. If there are mistakes the teacher showed the correct spelling to the students.
- f. Go to the next word and repeat the process by saying the word, asking students to say it together, and then asking them to write it on their books.²⁶ It means that after the teacher reviewed the spelling words of the students the teacher asked the students to respell. Then, the teacher asked the students to write the correct words on the students' books.

C. Action Hypothesis

Action hypothesis which is submitted in this research is “using invented spelling technique can improve the vocabulary mastery of the eighth students of SMP N 7 Metro”.

²⁶ Eli Johnson & Michelle Karns, *RTI Strategies That Work in the K-2 Classroom*, (New York, Routledge, 2013), 122-123.

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definition of Variables

This research is classroom action research. This research consists of two variables, which is variable (X) and variable (Y). Variable (X) is an independent variable and variable (Y) is a dependent variable. The variable of this research is invented spelling (X) and vocabulary mastery (Y). The operational variable is the definition which based on the characteristic of the things that will be defined.

B. The setting of the Research

This research is Classroom Action Research (CAR). The researcher conducted this research at the eighth grades of SMP N 7 METRO. The researcher focused on the eighth grades, especially at VIII B class. The researcher chose this class because most of the students in this class had a low score in vocabulary mastery.

C. The subject of the Study

The subject of this research is the students' vocabulary mastery. In doing this research, the researcher collaborated with an English teacher, she is Mrs.Yulia the students in this research were 29 students of VIIIB class. The researcher chose this class because most of the students got low scores in English lessons especially in vocabulary.

D. Classroom Action Research

Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be. If you feel that your practice is satisfactory you will be able to explain how and why you believe this is the case; you will be able to produce evidence to support your claims. If you feel that your practice needs attention in some way you will be able to take action to improve it, and then produce evidence to show in what way the practice has improved.²⁷

1. Action Plan

Kemmis's model of the action research process shows a self-reflective spiral of planning, acting, observing, reflecting and re-planning as the basis for understanding how to take action to improve an educational situation (see Figure 3.3).

The diagram shows the principles in action, the movement from one critical phase to another, and the way in which progress may be made through systematic steps.

²⁷ Jean McNiff, Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), 45.

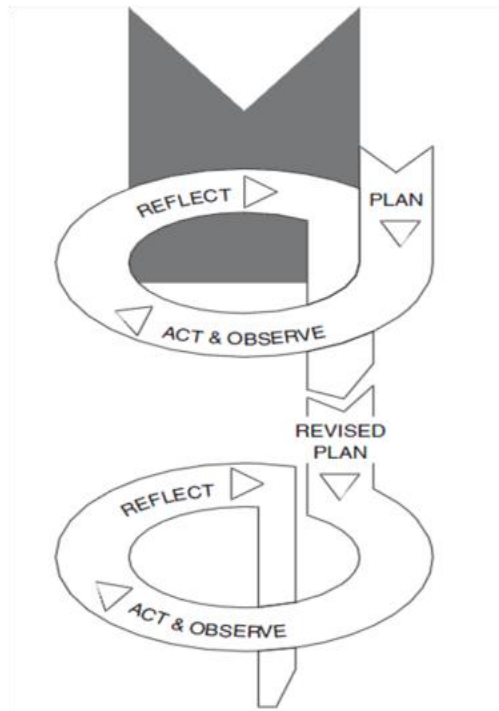


Figure 3.3 the individual aspect in action research²⁸

2. Action Procedure

From the classroom action research model, the researcher can be defined that action research is a process that has cycles and have four aspects. The aspects are planning, acting, observing, and reflecting.

The classroom action research that will be conducted by the researcher can be illustrated as follows:

a. Cycle I

1) Planning

The first step in each activity is planning because without good planning the activity that the researcher did not run well.

Here are the steps that the researcher can make in planning:

²⁸ Ibid. P.45

- a) The researcher prepared the lesson plan
- b) The researcher prepared the materials and media
- c) The researcher prepared the observation sheet and list of students' name.
- d) The researcher prepared a source of learning.
- e) The researcher make question which will be used in pre-test and post-test.

2) Acting

Acting is the implementation of planning. In this step the researcher will decide to take action as teacher who determined a technique in teaching and learning process in the classroom. The researcher acts as follow:

- a) Pre-teaching
 - (1) The students prayed and greeted together.
 - (2) The researcher checked the student attendant list.
 - (3) The researcher asked about the student's conditions.
 - (4) The researcher asked the students about the last materials.
 - (5) The researcher gave information for the students about the material that will deliver.
 - (6) The researcher gave ice breaking for the students in order to make the students more interesting in the learning process.

b) While teaching

- (1) The researcher implements the Invented Spelling Technique.
- (2) Let students know that researcher want them to do their best to spell some words that may be new to the students.
- (3) Ask the students to mention the words of the text and say the words out loud together.
- (4) Ask the students to write the word on the whiteboard the best they can and sound out the words together.
- (5) After 20 second or so, ask students to show their spelling based on the words as they write it
- (6) Then review the spelling words of the students, and show the correct spelling.
- (7) Go to the next word and repeat the process by saying the word, asking students to say it together, and then asking them write it on their books.

c) Post-teaching

- (1) The researcher gave the conclusion of the materials.
- (2) The researcher informs about the next material for the students.
- (3) The researchers and the collaborator gave motivation for the students.

(4) The researcher and collaborator closed the meeting and asked the student to pray together.

(5) The researcher and collaborator greeted the students.

3) Observing

Observing is activity when the researcher observes the effect of the action in this context. The observation will be done in the teaching-learning process. The collaborator has observed the important things in the teaching and learning process by using the observation sheet. The outline of this observation is students as the participant of the teaching and learning process.

4) Reflecting

By reflection, the researcher analyzed and discussed result during teaching learning like the weakness and strength done by the researcher and the students during the teaching-learning process. The researcher decided that the next cycle focused on the weakness in the review cycle.

b. Cycle II

If from the first cycle, there were some students that not successful, so the researcher must conduct the second cycle. The result of the first cycle is for evaluation of the material and for reflection to the second cycle. The minimum cycle in Classroom Action Research (CAR) is two cycles. If in the second cycle all of

the students were successful, so the cycle can be stopped until the second cycle only.

The procedures of the second cycle are:

1) Planning

- a) The researcher identified the problem and found the problem from the first cycle
- b) The researcher prepared a lesson plan
- c) The researcher prepared the material, method, and technique of teaching
- d) The researcher prepared the source of learning
- e) The researcher prepared format to observe
- f) The researcher prepared the instrument of evaluation.

2) Acting

- a) The researcher implements the Invented Spelling Technique.
- b) Let students know that researcher want them to do their best to spell some words that may be new to them.
- c) Ask the students to mention the words of the text and say the words out loud together.
- d) Ask the students to write the word on the whiteboard the best they can.
- e) After 20 second or so, ask students to show their spelling based on the words as they write it.

f) Then review the spelling words of the students, and show the correct spelling.

g) Go to the next word and repeat the process by saying the word, asking students to say it together, and then asking them write it on their books.

3) Observing

In this step, the researcher observed the process of teaching-learning by using a format of observation to collect the data in action plan II.

4) Reflecting

In this step, the researcher compared the score of pre-test and post-test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Techniques

In collecting the data, the researcher will describe as follow:

1. Test

The test is the string of questions or exercises to measure the knowledge skill, intelligence, ability that individuals or groups have. In this research will be conducted pre-test and post-test, but in the pre-test and post-test, the researcher gave a different theme.

a. Pre-test

The researcher conducted the pre-test before treatments. It is held in order to know about how far the students' vocabulary mastery before the researcher gave the treatments.

b. Post-test

The researcher will be conducted the post-test after the treatments. It is held in order to know how about the vocabulary mastery of the students' after the researcher gave the treatments. Is there any improvement or not.

2. Observation

In this research, the researcher observed the students activates by using an observation sheet. Observation is the measuring of data immediately to the object of research.

3. Documentation

Documentation is the method which is used to get information from the written source or document. In this case, documentations is needed by the researcher in order to get the complete data about the establishment history of SMP N 7 Metro, the organization structure of SPM N 7 Metro, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

4. Field Note

In this research, the researcher used field note to record the student's activity during the learning process. The researcher conducted the field note in order to get the complete data from the eighth graders of SMP N 7 Metro.

F. Data Analysis Technique

Data analysis will be conducted by taking the average score of the pre-test and post-test. It is to know comparison score between pre-test and post-test. So, to analyze the result of the research, the researcher applied the formula as the follows:

1. Average score

$$X = \frac{\sum X}{n}$$

Note :

X = Average score

$\sum X$ = Total score of follow the test

n = Total of students that follow the test.²⁹

2. The percentage of the students who pass the minimum standard criteria

The formulas are :

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

²⁹ Donald Ary, *Introduction to Research in Education*, (USA: Wadsworth, 2010), 108.

Note :

P = Class Percentage

F = Frequency

N = Number of students.³⁰

Moreover, to know the result the researcher compared between pre-test and post-test. The result will be matched by the minimum passing grade in this school at least 75. If from cycle 1, there were 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 stopped until cycle II only.

G. The Indicator of Success

The indicator of the success taken from the process and the result of the learning activities. If 75% of students have at least 75 scores, so this research was successful. Indicator of success of the students' activity that had observed that the students can succeed in vocabulary mastery especially in descriptive text if they had the criteria as follow:

1. The students improved their scores in vocabulary.
2. The students more easy in memorized the vocabulary.

³⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta:PT. Raja Grafindo Persada, 2010), p.43.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. History of SMP N 7 METRO

The history of the establishment of SMP N 7 METRO. Began with the establishment of Sekolah Kerajinan Negeri (SKN) in 1959. Then, in 1993 changed its name to Sekolah Teknik Persiapan Negeri. After that, in 1994 Sekolah Teknik Persiapan Negeri was converted into SMP N 7 METRO. SMP N 7 METRO was founded 1994 and located on Jl. Kemiri no.3 Iringmulyo Metro Timur, but in 2001 the location of SMP N 7 METRO was converted into Vocational High School 3 Metro. In 2002 SMP N 7 METRO was relocated on new address on Jl. Stadion 24 Tejosari Metro Timur.

Since SMP N 7 METRO was established, SMP N 7 METRO has been led by the following principles:

1. Drs. Zaini Jas (1963 – 1988)
2. Risik Hadi Siswoyo (1988 – 1998)
3. Drs. Kayadi (1999 – 2001)
4. Drs. Sriyono (2002 – 2006)
5. Drs. Edy Supriono (2006 – 2009)
6. Drs. Aprizal (2009 – 2012)

7. Joko Widodo,S.Pd.,M.Pd. (2013 – now)

b. Condition of the Teacher and Official at SMP N 7 Metro

Condition of the Teacher and Official at Junior High School 7 Metro, the numbers of teacher and official employers in SMP N 7 METRO in the academic year of 2019/2020 are that can be identified as follows:

Table 3

Condition of the Teacher and Official at SMP N 7 Metro in the academic year of 2019/2020

No	Name	Sex	Occupation
1	Repiyati, S.Pd.	Female	Principal
2	Ribut Sudiyono	Male	School Committee
3	Agus S, S.Kom.	Male	Administration
2	Woro S, S.Pd.	Female	Deputy Head Of Curriculum
3	Unyah Sanjaya, S.Pd.	Male	Deputy Head Of Student Affairs
5	Rosnita Ariani, S.Pd.	Female	Deputy Head Of Infrastructure
6	Kusdarmaji, S.Pd	Male	Head of Biology Laboratory
7	Ellayati Astina, S.Pd.	Female	Head of Library
8	Wagino, S.Pd.	Male	Student Coach

9	Suhari, S.Pd	Male	Extracurricular Coach
10.	Suwarto	Male	Infrastructure Section
11	Rosnita Aryani, S.pd.	Female	IPS teacher
12	Endang Trisilowati,S.Pd.	Female	IPS teacher
13	Drs. Supriyanto	Male	IPS teacher
14	Yusnita, S.Pd.	Female	IPS teacher
15	Sugito, S.Pd.	Male	IPS teacher
16	Elyati Astina, S.Pd.	Female	IPS teacher
17	Unyah Sanjaya, S,Pd.	Male	IPS teacher
18	Eka Ernita, S.Pd.	Female	IPA teacher
20	Ika Yunita F, S.Pd.	Female	IPA teacher
21	Febriyanti, S.Pd.	Female	IPA teacher
22	Dra. Efriani	Female	IPA teacher
23	Kusdarmanji, S.Pd.	Male	IPA teacher
24	Yunita, S.Pd.	Female	Indonesian teacher
25	Dra. Atinawati	Female	Indonesian teacher
26	Erma Noverda AZ, M.Pd.	Female	Indonesian teacher
27	Marsini, S.Pd.	Female	Indonesian teacher
28	Srining Ishak, S.Pd.	Female	Indonesian teacher
29	Berta Desiani, S.Pd.	Female	PKN teacher
30	Resti Febriyanti, S.Pd.	Female	PKN teacher
31	Subroto, S.Pd.	Male	PKN teacher

32	Repiyati, S.Pd.	Female	English teacher
33	Wagino, S.Pd.	Male	English teacher
34	Ika Rokhmawati, S.Pd.	Female	English teacher
35	Yulia Budi S, S.Pd.	Female	English teacher
36	Wiwik N.S, S.Pd.	Female	Sports Teacher
37	Wawn Imam G, S.Pd.	Male	Sports Teacher
38	Agustina K, S.Pd.	Female	Sports teacher
39	Prahastara, S.Pd.	Male	Sports Teacher
40	Nara Huripma R, S.S.Sn.	Female	Art teacher
41	Ade Juni Mundi Sari, S.Pd.	Female	Art teacher
42	Eva K, S.E.	Female	Craft techer
43	Febriyanti, S.Pd.	Female	Craft techer
44	Anita Esterlina, S.Pd.	Female	Craft techer
45	Dahmalia, B.A.	Female	Religion teacher
46	Dra. Montessori	Female	Religion teacher
47	Dipi Silvi Fadiah, S.Pd.	Female	Religion teacher
48	Tumbur S, S.Pd, M.Pd.	Male	Mathematics teacher
49	Woro S, S. Pd.	Female	Mathematics teacher
50	Rondang S, S.Pd.	Female	Mathematics teacher
51	Dini Atika Sari, S.Pd.	Female	TIK teacher
52	Agus S, S.Kom.	Male	TIK teacher
53	Indra Yuniar, S.Kom.	Male	TIK teacher

54	Suhari, S.Pd.	Male	Counselor teacher
55	Erni, S.Pd.	Male	Counselor teacher
56	Rian Saputra, S.Pd.	Male	Counselor teacher
57	Anastasia Tursiah, S.Pd.	Female	Counselor teacher
58	Nova Santika D, S.Pd.	Female	B.Lampung Teacher
59	Irma Alicia, S.Pd.	Female	B.Lampung Teacher

c. Quantity Students of SMP N 7 Metro

The quantities of students at SMP N 7 METRO that can be identified as follows:

Table 4

Students Quantity of SMP N 7 Metro

In the Academic year 2019/2020

No.	Class	Sex		Total
		Male	Female	
1	Class VII (A-F)	70	97	167
2	Class VIII (A-F)	79	71	150
3	Class IX (A-G)	84	105	189
Total		233	273	506

d. Building of SMP N 7 Metro

The condition of facilities in SMP N 7 Metro in the academic year 2019/2020 that can be seen on the table below:

Table 5

Building of SMP N 7 Metro in the academic year of 2019/2020 that can be seen on the table below:

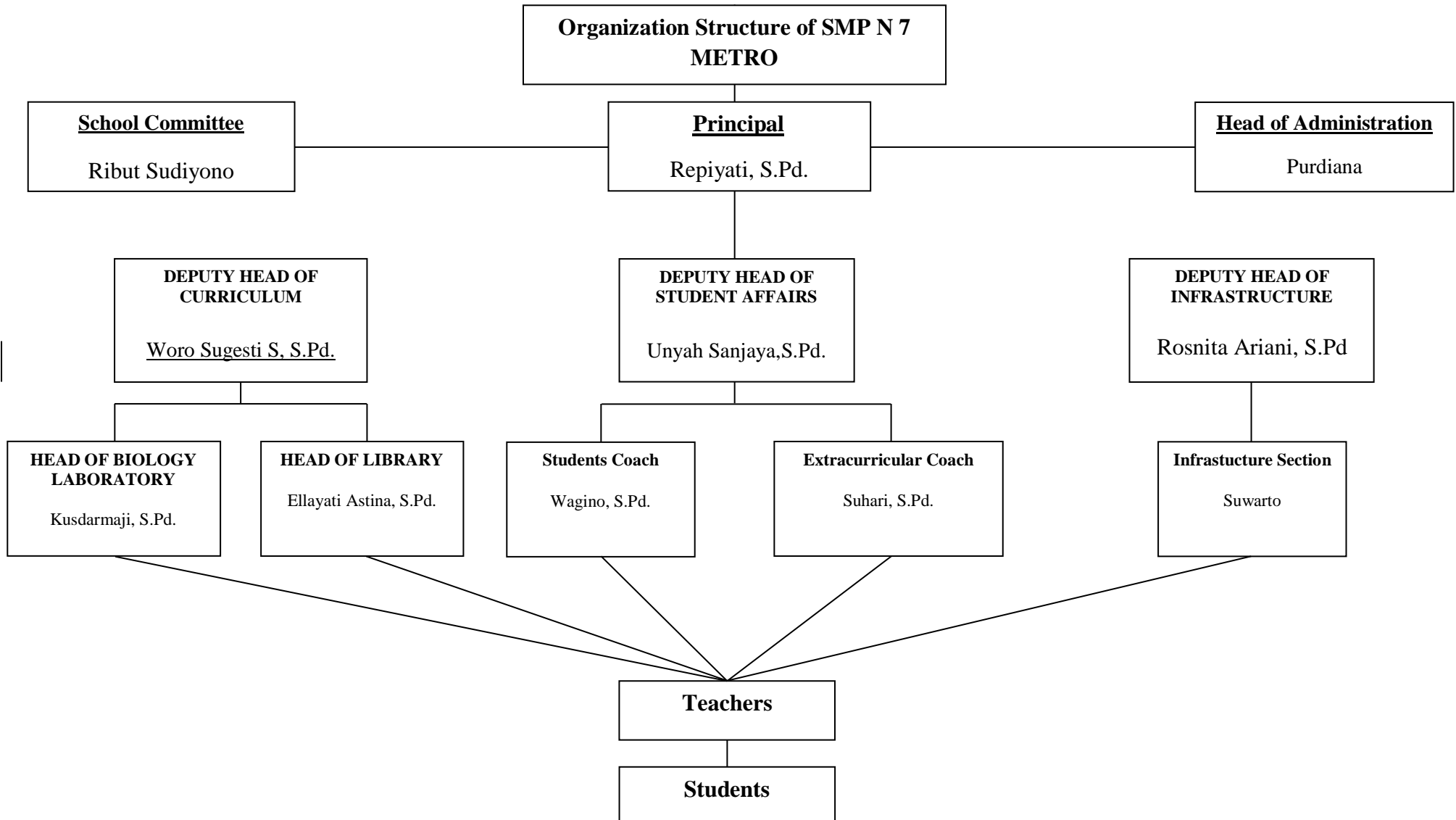
No	Names of Building	Total
L	Headmaster Room	1
2	Teacher Room	1
3	Classroom	24
4	Administration Room	1
5	Counseling Room	1
6	Laboratory	3
7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	3
11	Kitchen	1
12	Toilet	9
13	Garage	1

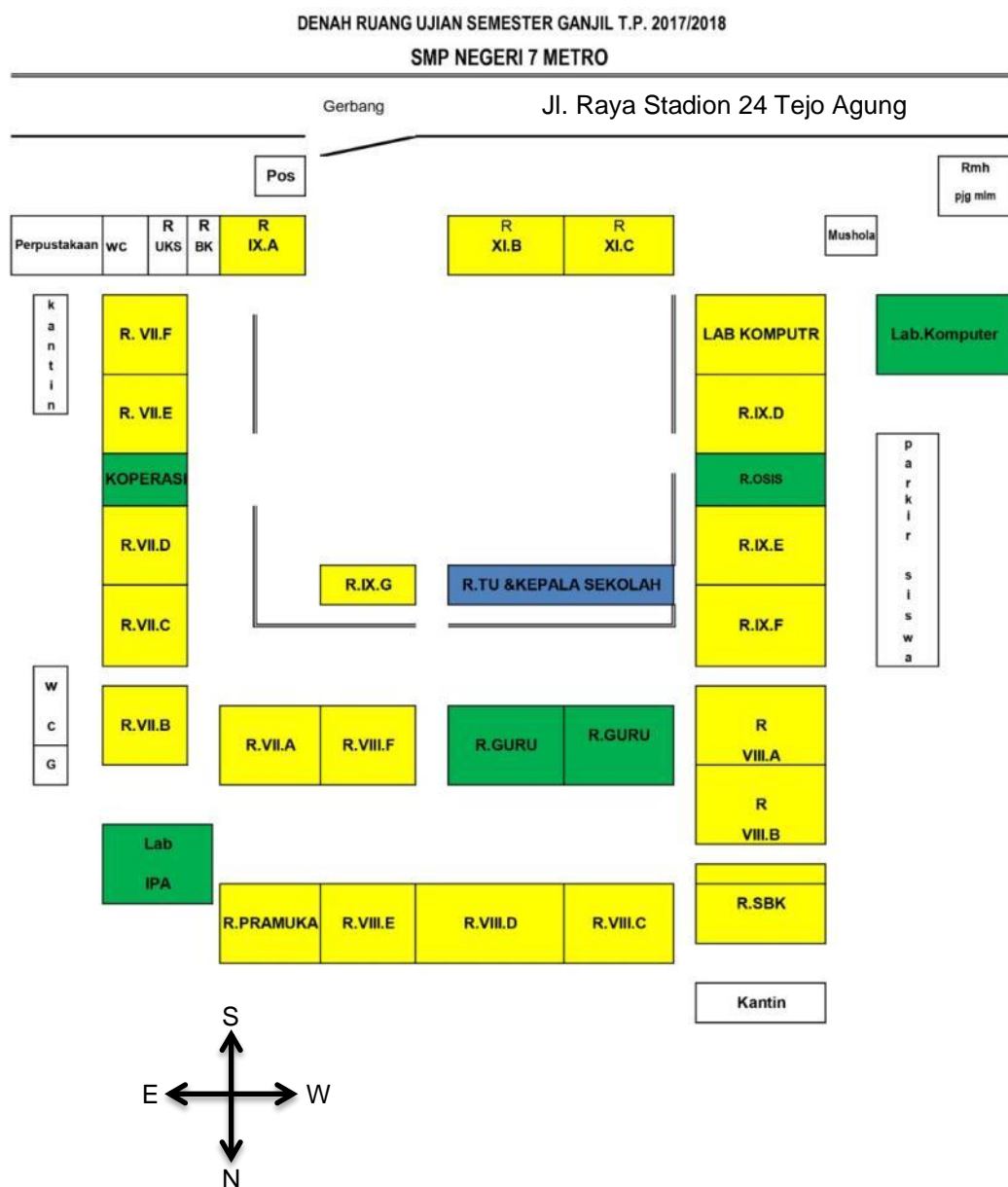
e. Organization Structure of SMP N 7 Metro

The organization structure of SMP N 7 METRO in the academic year 2019/2020 can be shown in the figure as follows :

Figure 2

Organization Structure of SMP N 7 METRO





2. The Description of Research Data

This research used classroom action research. The purpose of this research to improve student's English vocabulary mastery and their learning activities at SMP N 7 METRO. There two cycle in this research. Every cycle consists of 3 meeting. Its mean that action in cycle one was conducted about 3 meeting, and action in cycle two was consucted also 3 meeting. In each meeting these cycle took 2x45 minutes. There four steps in each cycle such as planning, action, observation, and reflection. Previously, the researcher done the pre test first.

a. Pre-test Activity

The researcher conducted pre-test on Tuesday, October 8th, 2019 at 08.30 until 09.15. All of the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their vocabulary mastery before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. Then, the students' pre-test result can be seen on the table below:

Table 6
Students' Pre-test Grade

No.	Students' Name	Grade	Category
1.	AR	70	INCOMPLETE
2.	APM	45	INCOMPLETE
3.	AA	40	INCOMPLETE
4.	AF	55	INCOMPLETE
5.	AY	60	INCOMPLETE

6.	BRH	80	COMPLETE
7.	DS	50	INCOMPLETE
8.	DA	60	INCOMPLETE
9.	DS	50	INCOMPLETE
10.	EY	45	INCOMPLETE
11.	FMH	60	INCOMPLETE
12.	FP	70	INCOMPLETE
13.	FDA	65	INCOMPLETE
14.	JNH	60	INCOMPLETE
15.	MTF	55	INCOMPLETE
16.	MAP	60	INCOMPLETE
17.	MCP	75	COMPLETE
18.	MDMA	60	INCOMPLETE
19.	MRR	55	INCOMPLETE
20.	MAA	80	COMPLETE
21.	NDA	65	INCOMPLETE
22.	NA	65	INCOMPLETE
23.	OTS	55	INCOMPLETE
24.	REMP	60	INCOMPLETE
25.	RR	60	INCOMPLETE
26.	RED	80	COMPLETE
27.	RMA	60	INCOMPLETE
28.	RS	85	COMPLETE
29.	VSV	80	COMPLETE
Total		1805	
Average		62	

Source: Thepre-test result of vocabulary mastery at VIII B of SMP N 7 Metro October 8th 2019.

Table 7

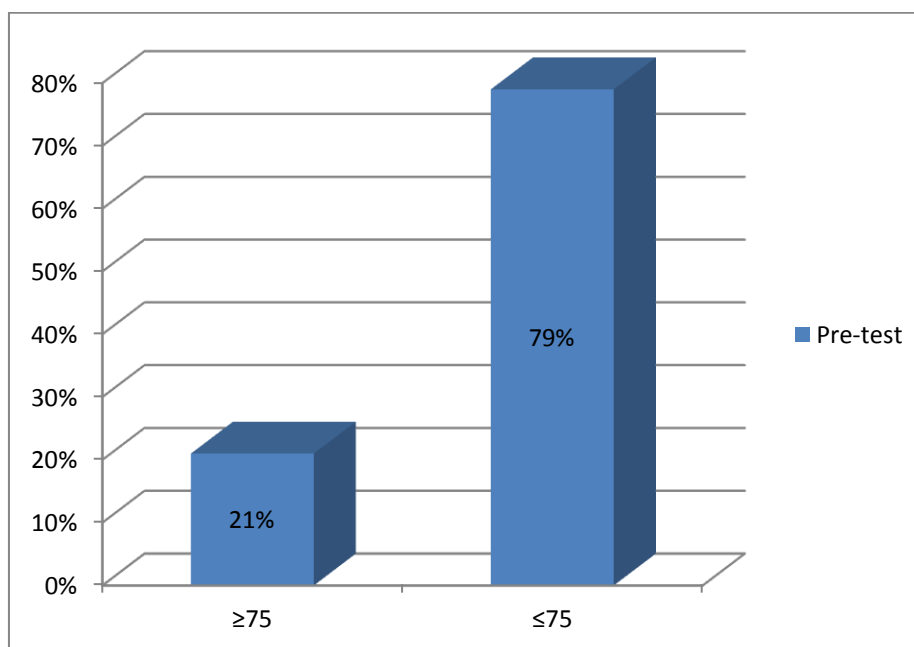
Frequency of students' Grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	6	21 %	Complete
2	< 75	23	79 %	Incomplete
	Total	29	100 %	

Source: Thepre-test result of vocabulary mastery at VIII B of SMP N 7 Metro October 8th 2019.

Figure 4

The Percentage of the Students' Grade Completeness on Pre-test



Based on the data above, it could be inferred that 23 students (79%) were not successful and 6 students (21 %) were successful. The successful students were those who achieved the minimum passing grade at SMP N 7 Metro at least 75. The successful students lower than the unsuccessful students. From the pre-test result, the researcher investigated that students' average grade is 62, so the result was unsatisfied. Therefore, the researcher used Invented Spelling Technique to improve the students' vocabulary Mastery.

b. Cycle I

1) Planning

Based on the result pre-test score, the researcher has identified and found the problems after taking student's pre-test score. After that,

the researcher prepared several things related to teaching and learning process at classroom such as English subject lesson plan, the material and observation sheet that contains about list of students name and their learning activities and evaluation for the third meeting.

2) Acting

a) First Meeting

The first meeting was conducted on Wednesday, October 9th, 2019 at 10.30 until 12.00 and followed by 29 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 handed 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.

For the beginning, the researcher started to introduce the procedure of technique that was used in the learning process, then started to deliver the material. The researcher gave the text for the students. Then, the researcher said "Well guys, Now want to ask you. What kind of the text?" some students answered "Descriptive text". The researcher said "Very good! The kind is descriptive text, But today we will not discuss about descriptive text. We will learn about noun and adjective which contained in the descriptive text".

Then, the researcher explained about noun and adjective. The researcher said “do you know about noun and adjective guys?” some students answered “kata benda and kata sifat”. Then the researcher said “can you give example of noun in the class?” some students answered “table, chair, books, marker, eraser, and ruler”. The researcher said “Good”. Then, the researcher explained about noun and adjective. The researcher said that noun consist of place, thing, animal, and person. After that, the researcher gave example of noun and adjective.

Next, the researcher asked to the students to found noun and adjective on the text. The researcher gave 10 minutes for the students to found noun and adjective on the text. The students did it themselves. The researcher checked the students work.

After 10 minutes the researcher asked the students to mention the word. Then, the researcher called the students one by one to write their vocabulary consists of noun and adjective that has been found on the whiteboard. Then, the researcher asked the students to spell the word that has been written. Afterwards, the researcher reviewed the students' spelling and showed the correct spelling. Next, the researcher asked about the meaning of the words that has been wrote by the students and asked the students to write the vocabulary on their books.

After finished, the researcher asked students to close the book. The time was up the researcher asked students to learn about new vocabulary and the learning will be continue in the next meeting. The researcher closed the meeting.

b) The second meeting

The second meeting was conducted on Tuesday, October 15th 2019 at 08.30 until 10.00 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity is continued by giving some explanation more about noun and adjective, how to apply Invented Spelling Technique. Next the researcher asked the students do the extension activities in the form of descriptive text to found noun and adjective on the text.

c. Post-Test I Activity

Post-Test I was conducted on Thursday, October 16th, 2019 at 10.30 until 11.15. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. Kind of the test was multiple choices consist of 20 questions. The students' post-test I result can be seen on the table below:

Table 8
The Students' Post-Test I Grade

No.	Students' Name	Grade	Category
1.	AR	75	COMPLETE
2.	APM	65	INCOMPLETE
3.	AA	60	INCOMPLETE
4.	AF	65	INCOMPLETE
5.	AY	70	INCOMPLETE
6.	BRH	85	COMPLETE
7.	DS	75	COMPLETE
8.	DA	70	INCOMPLETE
9.	DS	65	INCOMPLETE
10.	EY	60	INCOMPLETE
11.	FMH	70	INCOMPLETE
12.	FP	80	COMPLETE
13.	FDA	75	COMPLETE
14.	JNH	75	COMPLETE
15.	MTF	55	INCOMPLETE
16.	MAP	75	COMPLETE
17.	MCP	80	COMPLETE
18.	MDMA	75	COMPLETE
19.	MRR	65	INCOMPLETE
20.	MAA	85	COMPLETE
21.	NDA	65	INCOMPLETE
22.	NA	75	COMPLETE
23.	OTS	65	INCOMPLETE
24.	REMP	75	COMPLETE
25.	RR	65	INCOMPLETE
26.	RED	80	COMPLETE
27.	RMA	75	COMPLETE
28.	RS	90	COMPLETE
29.	VSV	85	COMPLETE
Total		2100	
Average		72	

Source: The result of post-test I at VIIIB of SMP N 7 METRO on October 16th, 2019.

Table 9

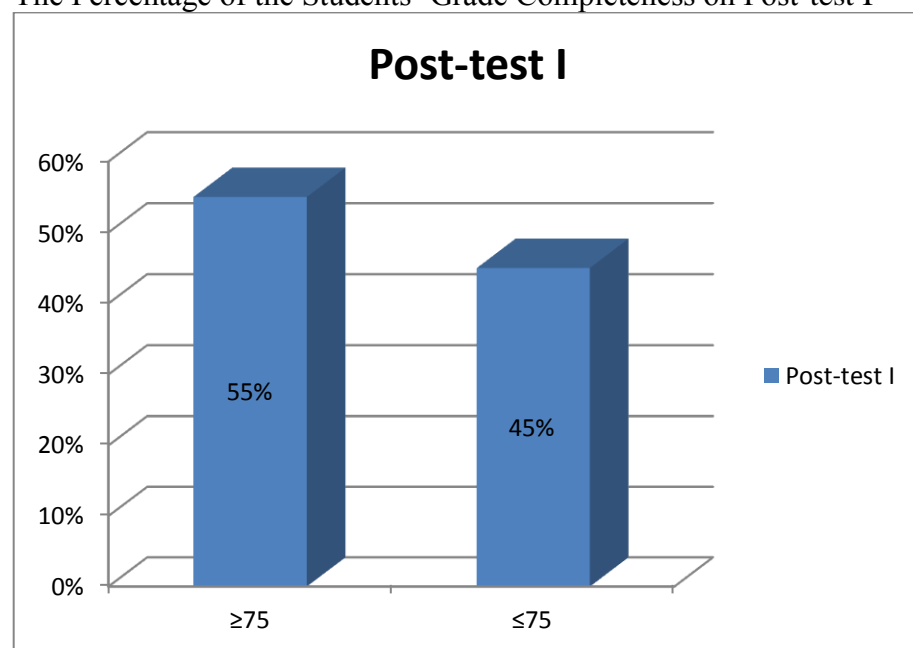
The Frequency of Students' Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	16	55 %	Complete
2	< 75	13	45 %	Incomplete
	Total	29	100 %	

Source: The result of post-test I at VIIIB of SMP N 7 METRO on October 16th, 2019.

Figure 5

The Percentage of the Students' Grade Completeness on Post-test I



Based on the result above, it could be seen that 16 students (55%) achieved Minimum Passing Grade and 13 students (45%) were not able to achieve Minimum Passing Grade. The result of post-test I was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 75% students

achieved grade of Minimum Passing Grade that is ≥ 75 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about noun and adjective which contain on descriptive text.

While the treatment was being executed, the students' learning 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 every cycle. The indicators of the students' learning activities were:

- a) Some students pay attention of teacher's explanation.
- b) Some students ask and answer the question.
- c) Some students are active in class.
- d) Some students are able to do the task.

The result of the students' learning activities could be seen as follow:

Table 10

The Observation Result of Students' Learning Activities in Cycle I

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AR	√	√	-	√
2.	APM	√	-	√	-
3.	AA	-	-	-	-
4.	AF	√	-	-	-

5.	AY	√	√	-	-
6.	BRH	√	√	-	√
7.	DS	√	√	-	-
8.	DA	√	√	-	-
9.	DS	-	-	√	-
10.	EY	-	-	-	-
11.	FMH	√	√	√	-
12.	FP	√	√	-	√
13.	FDA	√	√	√	√
14.	JNH	-	√	-	√
15.	MTF	-	-	√	-
16.	MAP	-	√	√	-
17.	MCP	√	√	√	√
18.	MDMA	√	√	-	-
19.	MRR	√	-	√	-
20.	MAA	√	√	√	√
21.	NDA	-	-	√	-
22.	NA	-	√	√	-
23.	OTS	√	-	-	-
24.	REMP	√	-	√	-
25.	RR	-	-	-	-
26.	RED	√	√	-	√
27.	RMA	√	√	-	-
28.	RS	√	√	√	√
29.	VSV	√	√	√	√
→	TOTAL	20	17	14	10

Source: The result of students' learning activity at VIIB of SMP N 7 Metro on October 15th, 2019.

Table 11

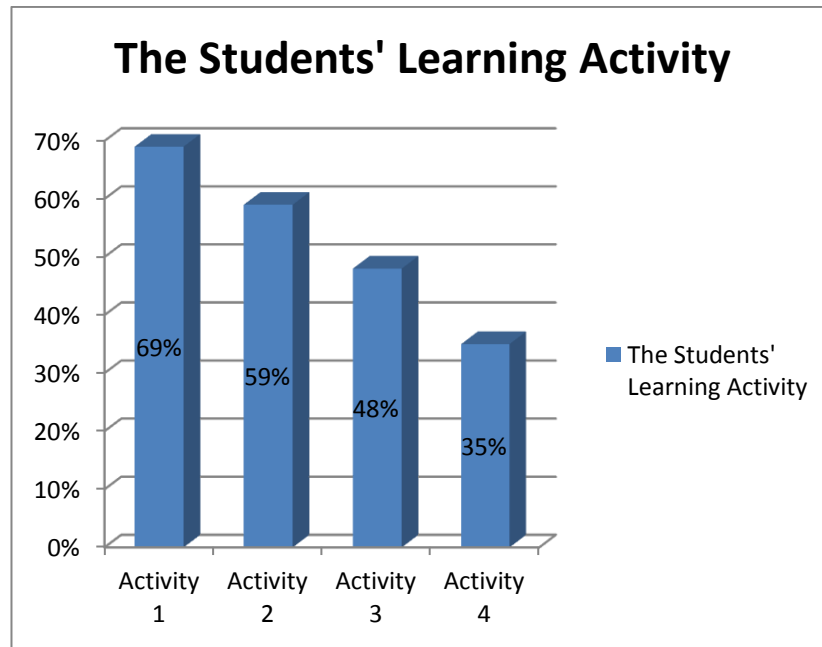
The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	20	69%
2	Asking/answering question from the teacher	17	59%
3	Being active in the class	14	48%
4	Being able to do the task	10	35%
Total of Students		29	

Source: The result of students' learning activity at VIIB of SMP N 7 Metro on October 15th, 2019.

Figure 6

The Percentage of Students' Learning Activities in Cycle I



The graphic showed that the students' learning activity was not achieved the percentage that is 75%. There were 20 students (69%) who gave attention to the teacher explanation, 17 students (59%) who understood the materials, 14 students (48%) who were active in the class, and 10 students (35%) who were able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Passing Grade 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 pre-test grade and post-test I grade was as follows:

Table 12

The Comparison between Pre-Test and Post-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	AR	70	75	5	Improved
2.	APM	45	65	15	Improved
3.	AA	40	60	20	Improved
4.	AF	55	65	10	Improved
5.	AY	60	70	10	Improved
6.	BRH	80	85	5	Improved
7.	DS	50	75	25	Improved
8.	DA	60	70	10	Improved
9.	DS	50	65	15	Improved
10.	EY	45	60	15	Improved
11.	FMH	60	70	10	Improved
12.	FP	70	80	10	Improved
13.	FDA	65	75	10	Improved
14.	JNH	60	75	15	Improved
15.	MTF	55	55	0	Constant
16.	MAP	60	75	15	Improved
17.	MCP	75	80	5	Improved
18.	MDMA	60	75	15	Improved
19.	MRR	55	65	10	Improved
20.	MAA	80	85	5	Improved
21.	NDA	65	65	0	Constant
22.	NA	65	75	10	Improved
23.	OTS	55	65	10	Improved
24.	REMP	60	75	10	Improved
25.	RR	60	65	5	Improved
26.	RED	80	80	0	Constant
27.	RMA	60	75	15	Improved
28.	RS	85	90	5	Improved
29.	VSV	80	85	5	Improved
Total		1805	2100		
Average		62	72		
High Grade		85	100		
Low Grade		40	60		

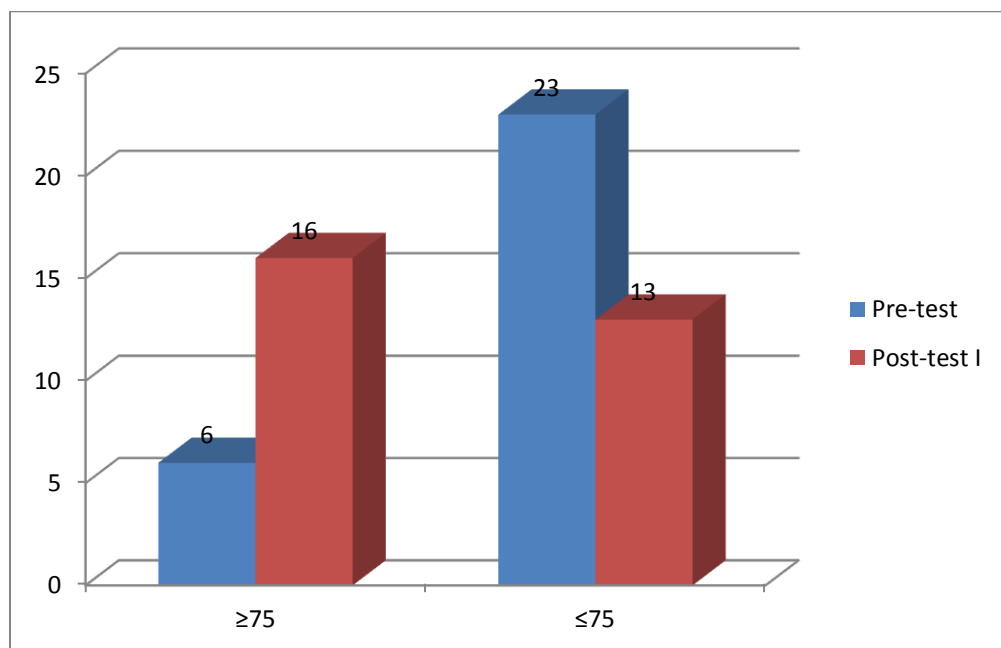
Table 13

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

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	6	16	Complete
< 75	23	13	Incomplete
Total	29	29	

Figure 7

The Comparison of Percentage of the Students' Grade Completeness
based on Pre-test and post-test I



The table and the graphic above, in pre-test it could be seen that total from 29 students, it could be concluded that 6 students or 21% of the total students were able to achieve the minimum passing grade that is ≥ 75 . Then the students who did not achieve the minimum passing

grade were 23 students or 79% of the total students. In post-test I, it could be concluded that 16 students or 55% of the total students, was complete the minimum passing grade. Then those who were not able to achieve the minimum passing grade were 13 students or 45% of the total students. The average grade of improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 75% of the total students must pass the criteria.

Based on the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

d. 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 descriptive text with Invented Spelling Technique

The researcher prepared several things in the teaching and learning process such as lesson plan, design step in doing the action, students' attendance list, text.

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, October 22nd, 2019 at 8.30 until 10.00 followed by 29 students. The researcher began the lesson by greeting, praying, checking attendance list and asking the students' condition. The researcher gave descriptive text for the students. Next the researcher continued the material in the last meeting, explained about countable and uncountable noun. Then, the researcher explained about singular and plural noun. The researcher also explained about adjective.

Next, the researcher asked the students to found noun and adjective on the text that has been given. The researcher gave 10 minutes to found the vocabulary. The researcher helped the

students who get difficulties. The researcher gave re-explanation to the students who did not understand about the material related to noun and adjective. After 10 minutes the researcher asked the students to mention the word that has been found. Next, the researcher called the students one by one to write the vocabulary that has been found on the whiteboard. The researcher asked the students to spell the word and asked the meaning of word that has been spelled. Therefore, the researcher reviewed the students' spelling and showed correct spelling to the students. After that, the researcher asked the students to write the vocabulary on the students' books.

In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher gave the explanation to all of the students about the problem of vocabulary mastery that often faced by the students through Invented Spelling strategy.

b) The second meeting

The second meeting was conducted on Wednesday, October 23rd, 2019 at 10.30 until 12.00 for 2x45 minutes. 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 noun and adjective, how to apply Invented Spelling Technique. Next the researcher asked the students to do the extension activities in the form of descriptive text assignment by asking them to found the vocabulary related to noun and adjective, and asked the students to mention and spell the vocabulary related to the text that has been given.

e. Post-Test II Activity

Post-Test II was conducted on Tuesday, October 29th, 2019 at 08.30 until 09.15 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post-test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post-test II. There were only 5 of 29 students who were not achieved the minimum passing grade in SMP N 7 Metro that is 75.

Table 14

The Students' Post Test II Grade

No.	Students' Name	Grade	Category
1.	AR	85	COMPLETE
2.	APM	70	INCOMPLETE
3.	AA	85	COMPLETE
4.	AF	75	COMPLETE
5.	AY	75	COMPLETE
6.	BRH	100	COMPLETE
7.	DS	85	COMPLETE

8.	DA	80	COMPLETE
9.	DS	85	COMPLETE
10.	EY	70	INCOMPLETE
11.	FMH	80	COMPLETE
12.	FP	90	COMPLETE
13.	FDA	75	COMPLETE
14.	JNH	80	COMPLETE
15.	MTF	65	INCOMPLETE
16.	MAP	80	COMPLETE
17.	MCP	90	COMPLETE
18.	MDMA	80	COMPLETE
19.	MRR	85	COMPLETE
20.	MAA	100	COMPLETE
21.	NDA	75	COMPLETE
22.	NA	80	COMPLETE
23.	OTS	70	INCOMPLETE
24.	REMP	80	COMPLETE
25.	RR	70	INCOMPLETE
26.	RED	90	COMPLETE
27.	RMA	75	COMPLETE
28.	RS	100	COMPLETE
29.	VSV	85	COMPLETE
Total		2360	
Average		81	

Source: The result of post-test II at VIIB of SMP N 7 Metro on October 29th 2019.

Table 15

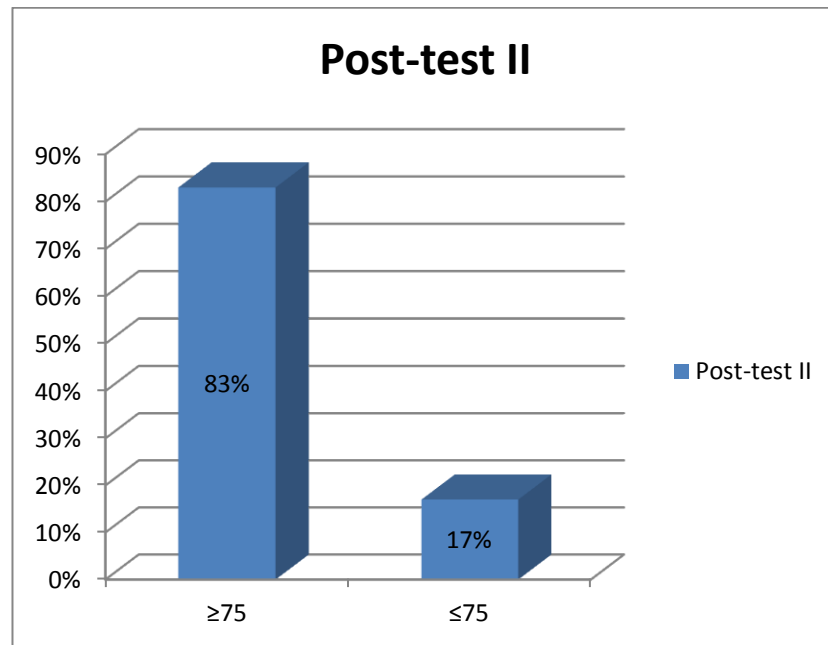
The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 75	24	83 %	Complete
2	< 75	5	17 %	Incomplete
	Total	29	100 %	

Source: The result of post-test II at VIIB of SMP N 7 Metro on October 29th 2019.

Figure 8

The Percentage of the Students' Grade Completeness on Post-test II



Based on the result above, it could be inferred that 24 students (83%) were successful and 5 other students (17%) were not successful. Based on the post-test 2 results, the researcher calculated the average grade that is 81. It was higher than post-test I in cycle I.

3) Observing

In this step, the researcher presented the material by Invented Spelling Technique. In learning process, there were also four indicators used to know the students' learning 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 of students' learning activities observation, as follow:

Table 16

The Students' Learning Activities Result in Cycle II

No.	Name	The Aspects that Observed			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AR	√	√	√	√
2.	APM	√	√	-	-
3.	AA	√	√	√	√
4.	AF	√	√	-	√
5.	AY	√	-	√	√
6.	BRH	√	√	√	√
7.	DS	√	-	√	√
8.	DA	√	√	√	√
9.	DS	√	√	-	-
10.	EY	-	-	√	-
11.	FMH	√	√	√	√
12.	FP	√	√	√	√
13.	FDA	√	√	-	√
14.	JNH	√	√	√	√
15.	MTF	-	-	√	-
16.	MAP	√	√	√	√
17.	MCP	√	√	√	√
18.	MDMA	√	√	√	√
19.	MRR	√	-	√	√
20.	MAA	√	√	√	√
21.	NDA	√	√	√	√
22.	NA	√	√	√	√
23.	OTS	-	-	√	-
24.	REMP	√	√	-	√
25.	RR	-	-	√	-
26.	RED	√	√	√	√
27.	RMA	√	√	-	√
28.	RS	√	√	√	√
29.	VSV	√	√	-	√
→	TOTAL	25	22	22	23

Source: The result of post-test II at VIIB of SMP N 7 Metro on October 23rd 2019.

Table 17

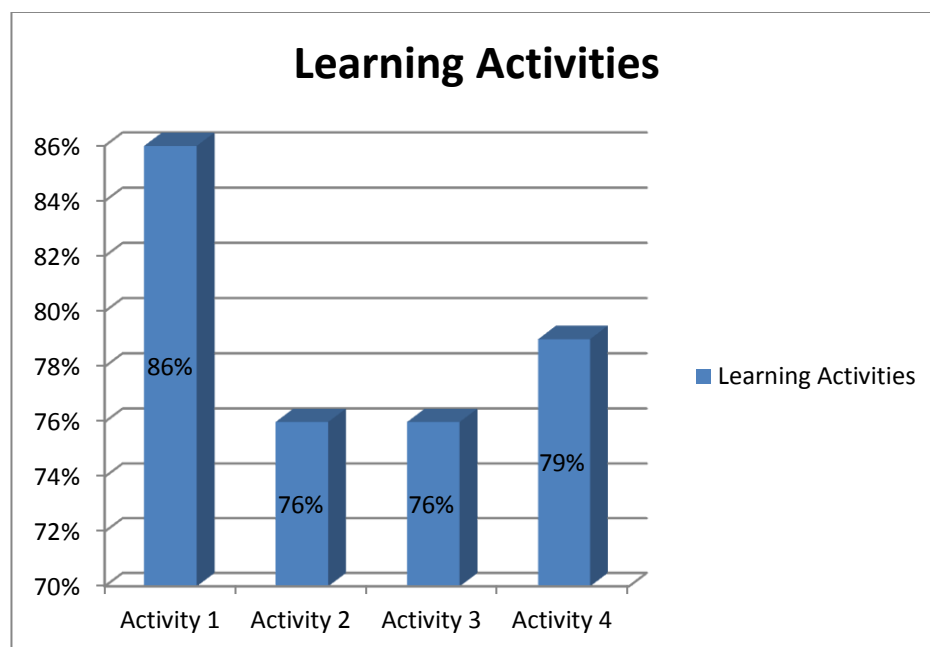
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	25	86%
2	Asking/answering question from the teacher	22	76%
3	Being active in the class	22	76%
4	Being able to do the task	23	79%
Total Students		29	

Source: The result of post-test II at VIIB of SMP N 7 Metro on October 23rd 2019.

Figure 9

The Percentage of Students Activities in Cycle II



The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high

percentage were the students pay attention of the teacher explanation 86%, then, the students ask/answer the question from the teacher 76% and the students active in the class 76%, and the last the students able do the task 79%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 75%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Invented Spelling Technique, the vocabulary mastery was improved.

At the end of this cycle, the researcher and 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 17

The Comparison between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I	Post Test II	Improving	Explanation
1.	AR	75	85	10	Improved
2.	APM	65	70	5	Improved
3.	AA	60	85	15	Improved
4.	AF	65	75	10	Improved
5.	AY	70	75	5	Improved
6.	BRH	85	100	15	Improved
7.	DS	75	85	10	Improved
8.	DA	70	80	10	Improved
9.	DS	65	85	20	Improved

10.	EY	60	70	10	Improved
11.	FMH	70	80	10	Improved
12.	FP	80	90	10	Improved
13.	FDA	75	75	0	Constant
14.	JNH	75	80	5	Improved
15.	MTF	55	65	10	Improved
16.	MAP	75	80	5	Improved
17.	MCP	80	90	10	Improved
18.	MDMA	75	80	5	Improved
19.	MRR	65	85	20	Improved
20.	MAA	85	100	15	Improved
21.	NDA	65	75	10	Improved
22.	NA	75	80	5	Improved
23.	OTS	65	70	5	Improved
24.	REMP	75	80	5	Improved
25.	RR	65	70	5	Improved
26.	RED	80	90	10	Improved
27.	RMA	75	75	0	Constant
28.	RS	90	100	10	Improved
29.	VSV	85	85	0	Constant
Total		2100	2360		
Average		72	81		
High Grade		90	100		
Low Grade		55	65		

Table 18

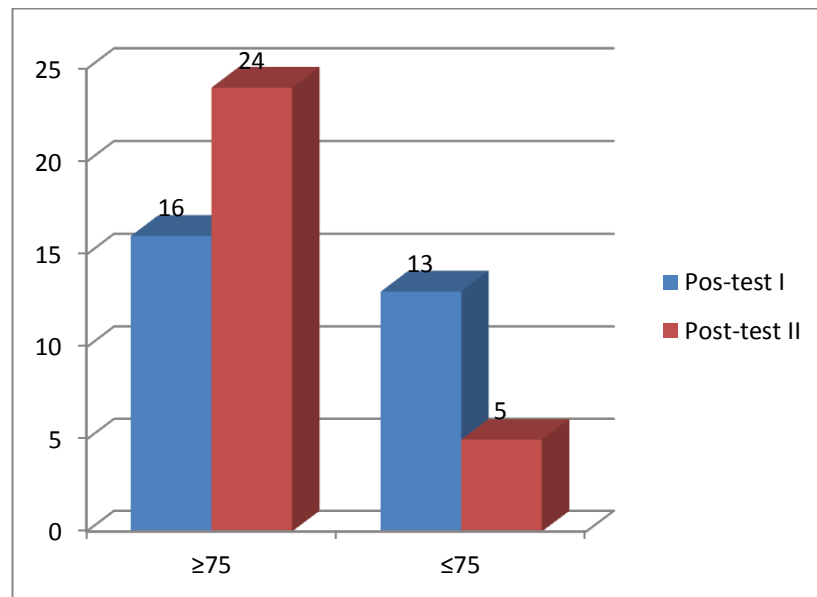
The Comparison of Students' Grade in Post-Test I and Post-Test II

Interval	Post-Test I	Post-Test II	Explanation
≥ 75	16	24	Complete
< 75	13	5	Incomplete
Total	29	29	

Then, the graph of comparison students' vocabulary mastery post-test I grade and post-test II grade in cycle II could be seen as follow:

Figure 10

The Percentage of Comparison of Students' Grade on Post-test I and Post-test II



Based on the graphic above, it could be seen that the grade of the students in post-test II was various. The highest grade was 100 and the lowest grade is 65. The average grade of post-test II was 81. Besides, the percentage of students' success of post-test II grade was 83% or 24 students. 17% or 5 students did not pass the minimum passing grade. It means that the indicator of success of this research had been achieved because there was 83% students were able to achieve grade 75. It indicated that the students' vocabulary mastery was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It 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 Invented Spelling Technique improve students' vocabulary mastery.

B. INTERPRETATION

Invented spelling would be easier to understanding when it supported by the right strategy or 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 vocabulary by Invented Spelling Technique can improve students' vocabulary mastery. When Invented Spelling is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that Invented Spelling Technique could be one the interesting technique to teaching vocabulary.

1. Result of Students Learning

a. Result of Students Pre-Test Grade

In this phase, the researcher conducted the pre-test to measure the students' mastery before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 30 minutes. It was done on Tuesday, October 8th, 2019. From the result of pre-test showed that most of the students achieved difficult for doing the test. Based on the table 8 the students average were 62, it showed that most of the students have not passed yet in

achieving the Minimum Passing Grade at least 75. In this phase, only 6 students out of 29 students passed of the Minimum Passing Grade.

b. Result of Students Post-Test 1 Grade

In this research, to know the students' vocabulary mastery after implementing the treatment the researcher conducted the post-test I. It was done on Wednesday, October 16th, 2019. Based on the table 10 the students average was 72 it shows that most of the students have not passed yet in achieved the Minimum Passing Grade at least 75. In this stage there were 16 students out of 29 students passed of the minimum passing grade. It can be concluded that most of the students failed in achieving the material.

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 achieve the minimum passing grade yet that was only 55% passed the minimum passing grade. The researcher conducted the post-test II to measure the students' mastery after implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 30 minutes. It was done on Tuesday, October 29th, 2019. Based on the table 16 students average was 81, it showed that most of the students have achieving the minimum passing grade at least 75. In this phase, 24 students out of 29 students of 83% students passed of the minimum passing grade and the research was successful.

2. 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 19

The Comparison Grade of Vocabulary Mastery of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	70	75	85
2.	45	65	70
3.	40	60	85
4.	55	65	75
5.	60	70	75
6.	80	85	100
7.	50	75	85
8.	60	70	80
9.	50	65	85
10.	45	60	70
11.	60	70	80
12.	70	80	90
13.	65	75	75
14.	60	75	80
15.	55	55	65
16.	60	75	80
17.	75	80	90
18.	60	75	80
19.	55	65	85
20.	80	85	100
21.	65	65	75
22.	65	75	80
23.	55	65	70
24.	60	75	80
25.	60	65	70

26	80	80	90
27	60	75	75
28	85	90	100
29	80	85	85
Total	1805	2100	2360
Average	62	72	81
Complete	6	16	24

Table 20

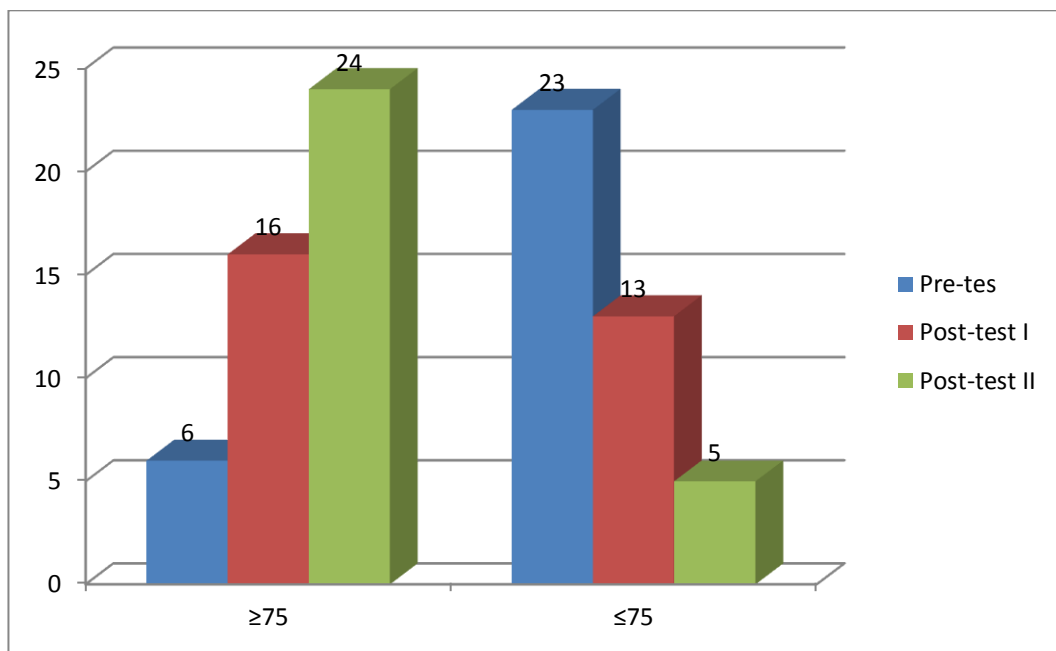
The Comparison of Vocabulary Mastery of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

Interval	Criteria	Pre-Test		Post-Test I		Post-Test II	
		frequ ency	Perce ntage	frequ ency	Perce ntage	frequ ency	Perce ntage
≥ 75	Complete	6	21%	16	55 %	24	83 %
< 75	Incomplete	23	79%	13	45 %	5	17 %

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 ≥ 75 from 6 to 16 became 24. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Figure 11

The Comparison Grade of Students' Vocabulary Mastery in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graphic above, it could be inferred that Invented Spelling Technique could improving the students' vocabulary mastery. 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.

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

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

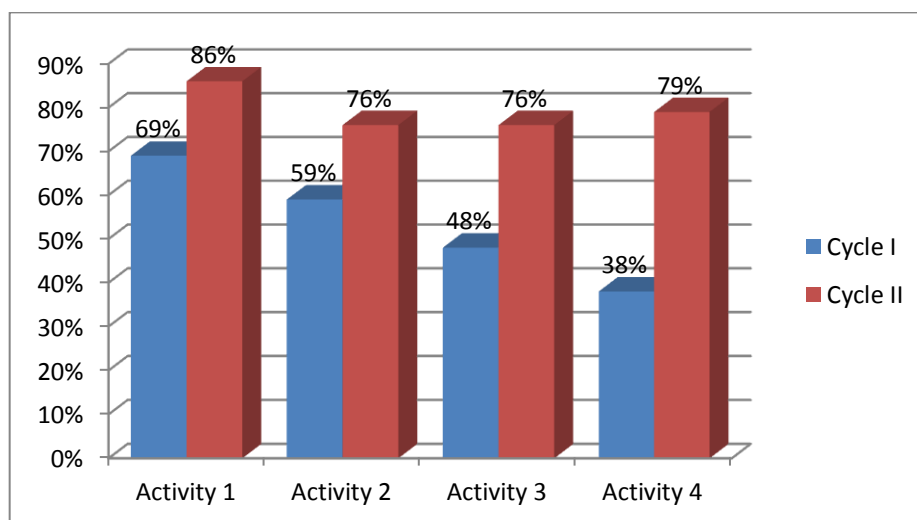
Table 21

The Percentage of Students Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	20	69%	25	86%	Improved
2	Asking/answering question from the teacher	17	59%	22	76%	Improved
3	Being active in the class	14	48%	22	76%	Improved
4	Being able to do the task	10	35%	23	79%	Improved
The average percentage		53 %		79 %		-

Figure 12

Figure of Learning Activity in Cycle I and Cycle II



Based on the data had achieved, it can be explained as follow:

a. Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 69% and in cycle II 86%, it was improved 17%.

b. Asking/answering question from the teacher

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 17%, from cycle I 59% and cycle II 76%.

a) Being active in the class

The active students in class were improved. It could be seen on the cycle I 48% and cycle II 76%, it was improved 28%.

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 learning activities when Invented Spelling was applied in learning process from cycle I up to cycle II.

b) Being able to do the task

The students who had done the task were improved. It could be seen on the cycle I 35% and cycle II 79%, it was improved 44%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Invented Spelling Technique improve the students' vocabulary mastery. There was progress average grade from 62 to 72 and to 81.

From the graph 11, we could be seen that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average grade in the pre-test was 7 students or (24%) passed the test with average 63.

Moreover, in the post-test I there was 16 students or (55%) passed the test the indicator students get grade ≥ 75 with average 74. In the post-test II there was 23 students or (79%) passed the test the indicator students get grade ≥ 75 with average 81. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students achieved grade 75 was reached.

C. DISCUSSION

In teaching vocabulary to the SMP N 7 Metro especially in students of class VIII B, based on the pre survey there are some problems like some students difficulties to memories the vocabulary and difficulties to understanding the meaning of words. The researcher chose Invented Spelling Technique to improve the students' vocabulary mastery.

The researcher used this technique to make students mastery the vocabulary. There was significant improvement of the students' learning activities using Invented Spelling Technique. Therefore Invented Spelling Technique is useful to improve the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Invented Spelling Technique could improve the students' vocabulary mastery. There is progress from the students gets grade ≥ 75 from pre-test 21% or 6 students, post-test I 55% or 16 students and post-test II become 83% or 24 students. It is investigated that there is an improvement 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.

Moreover, the minimum passing grade was 75 in this research, in the post-test I there is 16 students or 55% passed the test with the average 72 and the post-test II is 24 students or 83% who passed the test with average 81. 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 achieved grade ≥ 75 .

The result of the students' learning activities in cycle I and cycle II are improve. Pay attention of the teachers' explanation from 69% become 86%, the students' ask/answer question from 59% become 76%, the students' activeness in the class from 48% become 76%, Being able to do the task from 35% become 79%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

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 vocabulary mastery that was improved through Invented Spelling Technique at the eighth graders of SMP N 7 Metro.

Invented Spelling Technique can improve learning activity at the eighth graders of SMP N 7 Metro. The result of post-test II proves that the percentage of students' learning activity is 79%. It means that Invented Spelling Technique can improve the student's learning activity.

Moreover, Invented Spelling Technique can improve the vocabulary mastery at the eighth graders of SMP N 7 Metro. The result of post-test II proves that percentage of students achieving minimum passing grade is 83%. It means that result of post-test II had already achieved the indicator of success that was 75 % students fulfill the minimum passing grade.

B. SUGGESTION

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For English Teacher

- a. The teacher suggested to prepared and selected 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 enjoyable teaching learning process, such as selecting text or new teaching media.
- b. It is better for the teacher to use Invented Spelling Technique in English learning especially in mastering vocabulary because it can improve students' vocabulary.
- c. The teacher suggested to give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their mastery in vocabulary mastery so they can success in English learning.

3. For Headmaster

It is advisable for the headmaster to support the English teacher to use Invented Spelling Technique in learning process because Invented Spelling Technique is very useful in the process of English learning.







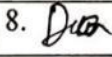

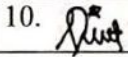

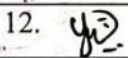

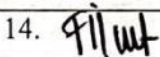

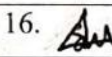



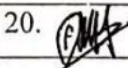

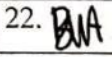

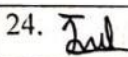


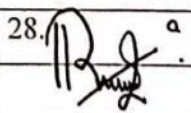
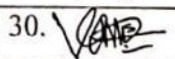
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


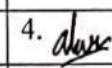
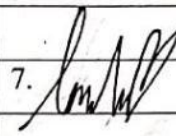

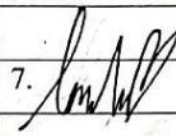
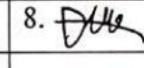




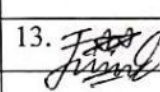
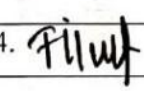












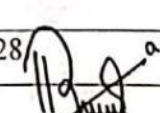
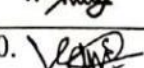
ATTENDANCE LIST OF VIII B CLASS

Date : October 8th, 2019

No.	NAMA SISWA	TANDA TANGAN	
1.	Abdul Rohim	1. 	
2.	Adinda Putri Mayka		2. 
3.	Ahmad Alfarizi	3. 	
4.	Alma furi		4. 
5.	Kiki Lukmanana	5.	
6.	Arni yati		6. 
7.	Bagus Rohman Hafizh	7. 	
8.	Dina Saputi		8. 
9.	Dinda Azahra	9. 	
10.	Dino Saputra		10. 
11.	Eko Yuliyanto	11. 	
12.	Fariz Muhammad Hilbram		12. 
13.	Fiki Perdi	13. 	
14.	Firda Dwi Anggraini		14. 
15.	Jesica Nabilla Haifah	15. 	
16.	M.Tri Faisal		16. 
17.	Marcella Astia Putri	17. 	
18.	Melisa Cahya Putri		18. 
19.	Muhammad Dirgantara Mirza Atip	19. 	
20.	Muhammad Rifqi Rifai		20. 
21.	Muhammad Andy Aziz	21. 	
22.	Nabila Desvita Anggraini		22. 
23.	Nazwa Aurell	23. 	
24.	Olga Tegar Satria		24. 
25.	Rendi Eka Maulana Putra	25. 	
26.	Rifa Rahmadhania		26.
27.	Rista Erin Deliana	27. 	
28.	Rizki Maulidya Ananda		28. 
29.	Reyhan Saputra	29.	
30.	Vania Sela Verahma		30. 

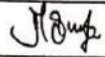




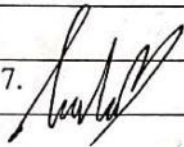
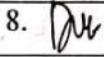




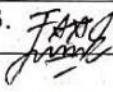
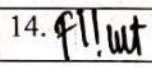












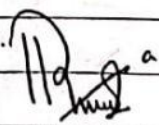
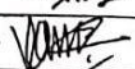
ATTENDANCE LIST OF VIII B CLASS

Date : October 16th 2019

No.	NAMA SISWA	TANDA TANGAN	
1.	Abdul Rohim	1. 	
2.	Adinda Putri Mayka		2. 
3.	Ahmad Alfarizi	3. 	
4.	Alma furi		4. 
5.	Ari Laksamana	5.	
6.	Arni yati	6. 	6. 
7.	Bagus Rohman Hafizh	7. 	
8.	Dina Saputi		8. 
9.	Dinda Azahra	9. 	
10.	Dino Saputra		10. 
11.	Eko Yuliyanto	11. 	
12.	Fariz Muhammad Hilbram		12. 
13.	Fiki Perdi	13. 	
14.	Firda Dwi Anggraini		14. 
15.	Jesica Nabilla Haifah	15. 	
16.	M.Tri Faisal		16. 
17.	Marcella Astia Putri	17. 	
18.	Melisa Cahya Putri		18. 
19.	Muhammad Dirgantara Mirza Atip	19. 	
20.	Muhammad Rifqi Rifai		20. 
21.	Muhammad Andy Aziz	21. 	
22.	Nabila Desvita Anggraini		22. 
23.	Nazwa Aurell	23. 	
24.	Olga Tegar Satria		24. 
25.	Rendi Eka Maulana Putra	25. 	
26.	Rifa Rahmadhania		26.
27.	Rista Erin Deliana	27. 	
28.	Rizki Maulidya Ananda		28. 
29.	Reyhan Saputra	29.	
30.	Vania Sela Verahma		30. 

ATTENDANCE LIST OF VIII B CLASS

Date : October 29th 2019

No.	NAMA SISWA	TANDA TANGAN	
1.	Abdul Rohim	1. 	
2.	Adinda Putri Mayka		2. 
3.	Ahmad Alfarizi	3. 	
4.	Alma furi		4. 
5.	Ari Laksamana	5.	
6.	Arni yati		6. 
7.	Bagus Rohman Hafizh	7. 	
8.	Dina Saputi		8. 
9.	Dinda Azahra	9. 	
10.	Dino Saputra		10. 
11.	Eko Yuliyanto	11. 	
12.	Fariz Muhammad Hilbram		12. 
13.	Fiki Perdi	13. 	
14.	Firda Dwi Anggraini		14. 
15.	Jesica Nabilla Haifah	15. 	
16.	M.Tri Faisal		16. 
17.	Marcella Astia Putri	17. 	
18.	Melisa Cahya Putri		18. 
19.	Muhammad Dirgantara Mirza Atip	19. 	
20.	Muhammad Rifqi Rifai		20. 
21.	Muhammad Andy Aziz	21. 	
22.	Nabila Desvita Anggraini		22. 
23.	Nazwa Aurell	23. 	
24.	Olga Tegar Satria		24. 
25.	Rendi Eka Maulana Putra	25. 	
26.	Rifa Rahmadhania		26.
27.	Rista Erin Deliana	27. 	
28.	Rizki Maulidya Ananda		28. 
29.	Reyhan Saputra	29.	
30.	Vania Sela Verahma		30. 

ANSWER SHEET

Name : Ahmad alfarizi

Class : VIII

Date : 8 - 10 - 2019

A. Cross the right answer

1	X	B	C	D
2	A	B	C	D
3	A	B	C	D
4	X	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	X	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

SCORE

40

ANSWER SHEET

Name : Ahmad alfarizi

Class : VIII

Date : 16-10-2019

A. Cross the right answer

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

SCORE

60

ANSWER SHEET

Name : Ahmad alfarizi

Class : VIII

Date : 29-10-2019

A. Cross the right answer

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

SCORE

85

ANSWER SHEET

Name : WAZWA AURELL

Class : VIII

Date : 08-10-2019

A. Cross the right answer

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

SCORE

65

ANSWER SHEET

Name : NAZWA AURELL

Class : VIII

Date : 16 - 10 - 2014

A. Cross the right answer

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

SCORE

75

ANSWER SHEET

Name : NAZWA AURELL
 Class : VIII
 Date : 29 - 10 - 2019

A. Cross the right answer

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

SCORE

80

ANSWER SHEET

Name : Jesika Nabilla Hanifah

Class : VIII

Date : 8-10-2019

A. Cross the right answer

1	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
6	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
7	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
8	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
9	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
10	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
11	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
12	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
13	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
14	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
15	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
16	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
17	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
18	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
19	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
20	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

SCORE

60

TABLE

OBSERVATON SHEET OF STUDENTS' ACTIVITIES

Date/ day : Tuesday, October 15th 2019 Meeting : 2

Class : VIII.B Cycle : 1

No	Name	The Stusents' Activity			
		the students pay attention to the teacher explanation	the students ask/answer question	The students able do the task	The students active in the class
1	AR	✓	✓	-	-
2	APM	✓	-	-	-
3	AA	-	-	-	-
4	AF	✓	-	-	-
5	A	✓	✓	-	-
6	BRH	✓	✓	-	✓
7	DS	✓	✓	-	-
8	DA	✓	✓	-	-
9	DS	-	-	-	-
10	EY	-	-	-	-
11	FMH	✓	-	-	-
12	FF	✓	✓	-	-
13	FDA	✓	✓	✓	✓
14	JNH	-	✓	-	-
15	MTF	-	-	✓	-
16	MAP	-	✓	✓	-
17	MCP	✓	✓	✓	✓
18	MDMA	✓	✓	-	-
19	MRR	✓	-	-	-
20	MEA	✓	✓	✓	✓
21	NDA	-	-	✓	-

22	NA	-	✓	✓	-
23	OTS	✓	-	-	-
24	RMP	✓	-	✓	-
25	RR	-	-	-	-
26	RED	✓	✓	-	✓
27	RMA	✓	✓	-	-
28	VSV	✓	✓	✓	✓
29	RS	✓	✓	✓	✓
Total		20	17	14	10
Percentages (%)		60%	59%	48%	35%

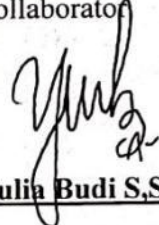
DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

Metro, 2019

Collaborator

Reseacher


Yulia Budi S.S.Pd.

Cia Karunia Anggraini

NIP.198607162009032001

NPM.1501070159

TABLE

OBSERVATON SHEET OF STUDENTS' ACTIVITIES

Date/ day : wednesday, october 23rd 2019 Meeting : 2

Class : VIII.B Cycle : 2

No	Name	The Stusents' Activity			
		the students pay attention the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1	AR	✓	✓	✓	✓
2	APM	✓	✓	-	-
3	AA	✓	✓	✓	✓
4	AF	✓	✓	-	✓
5	AY	✓	-	✓	✓
6	BRH	✓	✓	✓	✓
7	DS	✓	-	✓	✓
8	DA	✓	✓	✓	✓
9	DS	✓	✓	-	✓
10	EY	-	-	✓	-
11	FMH	✓	✓	✓	-
12	FP	✓	✓	✓	✓
13	FDA	✓	✓	-	✓
14	JNH	✓	✓	✓	✓
15	MTF	-	-	✓	✓
16	MAP	✓	✓	✓	-
17	MCP	✓	✓	✓	✓
18	MDMA	✓	✓	✓	✓
19	MRR	✓	-	✓	✓
20	MAA	✓	✓	✓	✓
21	NDA	✓	✓	✓	✓

OBSERVATON SHEET OF RESEARCHER ACTIVITIES

Day/Time : Tuesday, October 15th 2019

Teacher Activity	3	2	1
1. Pre teaching			
a. Prepare the lesson plan	✓		
b. Prepare the media that will be used			
c. Ability in opening the learning process			
2. While teaching			
a. Inform the objective of learning			
b. Explain the material		✓	
c. Guide students to follow the lesson			
d. Motivate the students to ask			
e. Practice the students to answer the question about material			
3. Post teaching			
a. Conclude the result learning	✓		
b. Close the learning activities			
Total	2	1	

NOTES:


- 1 = Bad
- 2 = Enough
- 3 = Good

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

Metro, 2019

Collaborator


Yulia Budi S.S.Pd.
NIP.198607162009032001

Reseacher


Cia Karunia Anggraini
NPM.1501070159

OBSERVATION SHEET OF RESEARCHER ACTIVITIES

Day/Time : Wednesday October 23rd 2019

Teacher Activity	3	2	1
1. Pre teaching			
a. Prepare the lesson plan	✓		
b. Prepare the media that will be used			
c. Ability in opening the learning process			
2. While teaching			
a. Inform the objective of learning			
b. Explain the material	✓		
c. Guide students to follow the lesson			
d. Motivate the students to ask			
e. Practice the students to answer the question about material			
3. Post teaching			
a. Conclude the result learning	✓		
b. Close the learning activities			
Total	3		

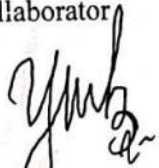
NOTES:

- 1 = Bad
- 2 = Enough
- 3 = Good

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

Collaborator



Yulia Budi S.S.Pd.

NIP.198607162009032001

Metro, 2019

Researcher



Cia Karunia Anggraini

NPM.1501070159

FIELD NOTE
CYCLE I

1. Some students pay attention on teachers explanation
2. The students looked so interested and motivated with the new technique in teaching Vocabulary.
3. Students need to explore their Vocabulary some students find it hard to find out noun and adjective on descriptive text.
4. The teacher should give the way how to find noun and adjective on descriptive text.

Mengetahui,



Yulia Budi S.S.Pd.

NIP. 1986071620000000000

Metro, October 9th 2019



Cia Karunia Anggraini

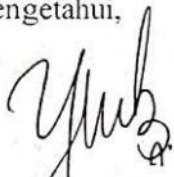
FIELD NOTE

CYCLE I

1. Students looks Cooperative
2. Students are enthusiastic in ^{teaching} Vocabulary
3. The teacher gives activity to get the goal of teaching
4. The teacher reminded the students that they should pay attention to the materi

Metro, October 15th 2019

Mengetahui,



Yulia Budi S.S.Pd.

NIP.198607162009032001



Cia Karunia Anggraini

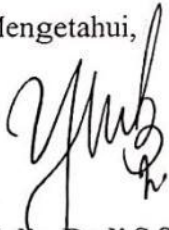
NPM.1501070159

FIELD NOTE
CYCLE II

1. Many students excited to study with Invented spelling technique.
2. Many students pay good attention to the teacher explanation on a new topic.
3. The class still calm and the students do their task with their self.
4. In general the program is running very well

Metro, October 22nd 2019

Mengetahui,



Yulka Budi S.S.Pd.

NIP.198607162009032001



Cia Karunia Anggraini

NPM.1501070159

FIELD NOTE

CYCLE II

1. The teacher gives enough explanation and guidance to the students in the steps of teaching vocabulary.
2. All of the students did every aspects of learning process.
3. The teacher checked the students to make sure the student understand about the instruction
4. Most of the students felt interested in learning vocabulary using invented spelling technique.
5. The student teacher checked the students task.
6. The student teacher should make sure if the students are ready to listen the explanation. Don't forget to give the rewards to the students.

Metro, October 23 2019

Mengetahui,



Yulka Budi S.S.Pd.

NIP.198607162009032001



Cia Karunia Anggraini

NPM.1501070159



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-933/ln.28/S/OT.01/11/2019

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

Nama : CIA KARUNIA ANGGRAINI
NPM : 1501070159
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070159.

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 Nopember 2019
Kepala Perpustakaan

Drs. Mokhtarudin Sudin, M.Pd.
NIP. 195808811981031001



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Cia Karunia Anggraini

NPM : 1501070159

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : 400 Must have words for the TOEFL

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Cia Karunia Anggraini

NPM : 1501070159

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : 400 Must have words for the TOEFL

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



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.iaim@metrouniv.ac.id

Nomor : B-2957/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP N 7 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.


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

Nama : **CIA KARUNIA ANGGRAINI**
NPM : 1501070159
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **USING INVENTED SPELLING TECHNIQUE TO IMPROVE THE STUDENTS VOCABULARY MASTERY AT THE EIGHT GRADERS OF SMP N 7 METRO**

untuk melakukan *pra-survey* di SMP N 7 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, 19 September 2019
Ketua Jurusan
Pendidikan Bahasa Inggris

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



**PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 7 METRO**

Alamat, Jalan Raya Stadion Tejosari 24 Metro Timur



SURAT KETERANGAN

Nomor : B-2957 / in.28/J/TL.00/09/2019

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 7 Metro, menerangkan bahwa :

Nama : **CIA KARUNIA ANGGRAINI**
NPM : 1501070159
Fakultas : Pendidikan Bahasa Inggris
Judul Skripsi : "USING INVENTED SPELLING TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADERS OF SMP N 7 METRO"

Benar telah melaksanakan Pra-Suevey di UPTD SMP Negeri 7 Metro Pada tanggal 24 September 2019.

Demikian Surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro, 25 September 2019

Kepala Sekolah,



REPIYAT I.S.Pd

NIP. 19640511 198412 2 002



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

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

Nama : Cia Karunia Anggraini
NPM : 1501070159

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 05/07/2019	✓		- Table of content - Revise definition of writing skill - add skill of writing	Cia
	Selasa 09/07/2019	✓		- Revise table of content - add Principle of invented spelling - add skills needed in writing	Cia
	Senin 15/07/2019			Revisi Skripsi = Ace Soesaminorla	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag.
NIP. 19611221 199603 1 001



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.iaim@metrouniv.ac.id

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

Nama : Cia Karunia Anggraini
NPM : 1501070159

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 16/05/2019		✓	Revise your problem formulation prior Research Revise your typing Reference?	Cia
2	Thursday 23/05/2019		✓	Show Reference	Cia
3	Thursday 20/06/2019		✓	Revise your prior Research Show reference again	Cia
4	Thursday 04/07/2019		✓	Acc and continue to the first sponsor	Cia

Mengetahui

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.

NIP. 19760814 200912 2 004



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.iaim@metrouniv.ac.id

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

Nama : Cia Karunia Anggraini
NPM : 1501070159

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis, 3 Oktober 2019			Batuk dan bersin Ace & perusahan	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag.
NIP. 19611221 199603 1 001



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.iaim@metrouniv.ac.id

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

Nama : Cia Karunia Anggraini
NPM : 1501070159

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Ahmad 03 Okt 2019		✓	Aec Research Instrumant	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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

SURAT TUGAS

Nomor: B-3159/ln.28/D.1/TL.01/10/2019

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

Nama : **CIA KARUNIA ANGGRAINI**
NPM : 1501070159
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 7 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING INVENTED SPELLING TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADES OF SMP N 7 METRO".
 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 : 07 Oktober 2019





**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-3160/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP N 7 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3159/In.28/D.1/TL.01/10/2019, tanggal 07 Oktober 2019 atas nama saudara:

Nama : CIA KARUNIA ANGGRAINI
NPM : 1501070159
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 N 7 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING INVENTED SPELLING TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADES OF SMP N 7 METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 07 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**DINAS PENDIDIKAN KEBUDAYAAN
PEMUDA DAN OLAHRAGA KOTA METRO
UPTD SMP NEGERI 7 METRO**



Alamat: Jl. Stadion Tejosari, Kota Metro, telp. (0725) 7020642

Nomor : 128/I.12.3/SMP.7/KP/2019
Lampiran :
Perihal : Izin Research

Kepada Yth.
Dekan I Fakultas Keguruan dan Keilmuan Pendidikan (FKIP)
IAIN Metro
Di

Tempat

Dengan hormat.

Sehubungan surat saudara Nomor: B-3160/In.28/D.1/TL.00/10/2019 Tanggal 07 Oktober 2019 tentang permohonan izin Research mahasiswa :

- Nama : CIA KARUNIA ANGGRAINI
NPM : 1501070159
Program Studi : Pendidikan Bahasa Inggris
Semester : 9 (sembilan)
Judul : "USING INVESTED SPELLING TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTER AT THE EIGHT GRADE OF SMP N 7 METRO"

Pada dasarnya kami tidak keberatan memberikan izin Research dengan ketentuan tidak mengganggu kegiatan belajar mengajar di sekolah kami.

Metro, 07 Oktober 2019
Kepala Sekolah



REPIYATI, S.Pd.

NIP. 19640511 198412 2 002



PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 7 METRO

Alamat, Jalan Raya Stadion Tejosari 24 Metro Timur



SURAT KETERANGAN

Nomor : 137 / 1.12.03/SMP.7/KP /2019

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 7 Metro, menerangkan bahwa :

Nama : **CIA KARUNIA ANGGRAINI**
NPM : 1501070024
Fakultas : Pendidikan Bahasa Inggris
Judul Skripsi : "USING INVENTED SPELLING TECHNIQUE TO IMPROVE THE STUDENTS' VOCABULARY MASTERY AT THE EIGHT GRADE OF SMP N 7 METRO"

Benar telah melaksanakan Research di UPTD SMP Negeri 7 Metro Pada tanggal 08 sampai 30 Oktober 2019

Demikian Surat ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Metro, 30 Oktober 2019
Kepala Sekolah,

REPIYAT I.S.Pd
NIP.19640511 198412 2 002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.iainmetro.ac.id e-mail: iain@metrouniv.ac.id

Nomor : B-3047 /In.28.1/J/PP.00.9/9/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

27 September 2019

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Syahreni Siregar, M.Hum (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 : Cia Jarunia Anggraini
NPM : 1501070159
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Using Invented Spelling Technique To Improve Students' Vocabulary
Mastery At The Eight Grades Of SMP N 7 Metro

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 \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,
Putriana Roza, M.Pd
NIP. 19750610 2008011049



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.iaim@metrouniv.ac.id

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

Nama : Cia Karunia Anggraini
NPM : 1501070159

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	2/12/19	✓		Revise Chapter II - Definition of vocabulary mastery - kinds of vocabulary - The problem of mastering vocabulary	
2.	9/12/19	✓		Revise Chapter II - Definition of vocabulary mastery - kinds of vocabulary	
3.	12/12/19	✓		Revise chapter II - The Problem of mastering Vocabulary (give more explanation about spelling).	
4	18/12/19	✓		Revise chapter II - The procedure of using invented spelling technique in teaching vocabulary - Action hypothesis	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA****INSTITUT AGAMA ISLAM NEGERI METRO****FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Cia Karunia Anggraini

Fakultas/Jurusan : TBI

NPM : 1501070159

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	19/12/19	✓		Revise chapter III - Action Plan	
6.	20/12/19	✓		Revise chapter IV - location sketch of smp N 7 metro	
7.	30/12/19	✓		Revise chapter IV	
8.	9/01/2020	✓		Revise chapter III Action Plan	
9.				Revisi Skripsi: Revisi Bab 1	

Mengetahui :

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Cia Karunia Anggraini
NPM : 1501070159

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 07/11/2019		✓	Revise your abstract Revise chapter IV & V	
2	Thursday 28/11/2019			Acc and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

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. Teaching II in Cycle II



Picture 7. Post-Test II

CURRICULUM VITAE



The name of writer is Cia Karunia Anggraini. She was born on November 26th 1996, Banjarrejo, East Lampung. She is the first child from Mr Mugiyono and Mrs Kristina Supinah.

She was enrolled her study in Kindergarten at TK PGRI 3 Banjarrejo, on 2002-2004. Then, she continued her study at SDN 1 Banjarrejo on 2004- 2009. After that, she continued her study at SMP N 7 Metro on 2009-2012. Next, she continued her study at SMK Muhammadiyah 3 Metro, 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.