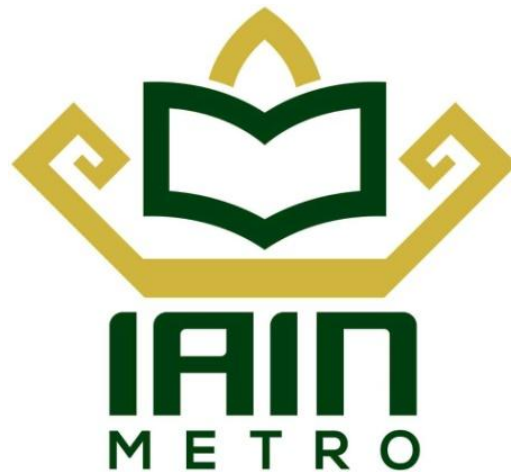


AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' WRITING ABILITY
BY USING ENGLISH SPELLING BEE GAME
AMONG THE EIGHTH GRADE AT SMP N 6 METRO
IN THE ACADEMIC YEAR OF 2018/2019**



By:

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STUDENT ID. 14127807

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

**INCREASING THE STUDENTS' WRITING ABILITY
BY USING ENGLISH SPELLING BEE GAME
AMONG THE EIGHTH GRADE AT SMP N 6 METRO
IN THE ACADEMIC YEAR OF 2018/2019**

Presented as a Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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APPROVAL PAGE

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GRADER OF SMP NEGERI 6 METRO IN ACADEMIC YEAR
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APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
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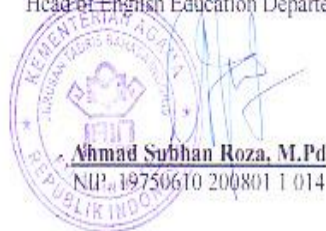
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NOTIFICATION LETTER

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of Vita Ariyani**

To :
The Honorable of the Dean of Faculty of
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State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Vita Ariyani
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Department : English Education
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USING ENGLISH SPELLING BEE GAME AT THE EIGHT
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YEAR OF 2018/2019

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

Wassalamu'alaikum Wr. Wb

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Kepada Yth.,
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Institut Agama Islam Negeri (IAIN)
di-
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunagasyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No. B-0140/11-28-1/0/PP-00-9/01/2019

An Undergraduate thesis entitled: INCREASING THE STUDENTS' WRITING ABILITY BY USING ENGLISH SPELLING BEE GAME AMONG THE EIGHTH GRADE AT SMP N 6 METRO IN THE ACADEMIC YEAR OF 2018/2019, written by Vita Ariyani, student number 14127807, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, December 21th 2018 at 02.30- 04.30 p.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum
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**INCREASING THE STUDENTS WRITING ABILITY
BY USING ENGLISH SPELLING BEE GAME
AMONG THE EIGHTH GRADE AT SMPN 6 METRO
IN THE ACADEMIC YEAR OF 2018/2019**

ABSTRACT

By:

VITA ARIYANI

The objective of this classroom action research was to find out how could spelling bee game increase the students' writing ability in learning English and how far did the increasing the students' writing ability through spelling bee game. This research is to know the students ability whether by using the spelling bee game. It can increase the students' participation in the process of learning writing ability.

This research is categorized to Classroom Action Research (CAR). In this research, the researcher conducts Classroom Action Research (CAR) which is done by two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research were 31 students of English at SMPN 6 Metro in academic year of 2018/2019. In collected the data, the researcher used test, observation, and documentation.

The result of the study in the first cycle shows that the percentage of active students is 69% and the second cycle is 90% while the average value of the pre-test is 37,45 and post-test cycle I is 68,32 and post-test cycle II is 74,16. This fact was showing that the teaching of English to use the spelling bee game can increase the students' writing ability, especially the VIII² grader of SMP N 6 Metro.

Key words : *Writing Ability, Spelling Bee Game and Classroom
Action Research*

**PENINGKATAN KEMAMPUAN MENULIS SISWA
DENGAN MENGGUNAKAN PERMAINAN PENGEJAAN KATA
PADA KELAS VIII SMPN 6 METRO
TAHUN AJARAN 2018/2019**

ABSTRAK

Oleh:

VITA ARIYANI

Tujuan penelitian tindakan kelas ini adalah untuk mengetahui bagaimana permainan ejaan ejaan dapat meningkatkan kemampuan menulis siswa dalam belajar bahasa Inggris dan sejauh mana peningkatan kemampuan menulis siswa melalui permainan pengejaan kata. Penelitian ini untuk mengetahui kemampuan siswa apakah dengan menggunakan permainan pengejaan kata. Ini dapat meningkatkan partisipasi siswa dalam proses belajar menulis.

Penelitian ini termasuk dalam kategori Classroom Action Research atau penelitian Tindakan Kelas. Penelitian ini menggunakan CAR (Classroom Action Research) atau PTK (Penelitian Tindakan Kelas) yang terdiri dari dua siklus. Setiap siklus terdiri dari dari perencanaan, tindakan, mengamati, and refleksi. Subjek penelitian ini adalah siswa kelas VIII SMPN 1 Metro yang berjumlah 31 siswa pada tahun pelajaran 2018/2019.

Hasil penelitian pada siklus I menunjukkan bahwa presentasi keaktifan siswa adalah 69% dan pada siklus II adalah 90%, sedangkan rata-rata nilai pada pre-test siklus I adalah 37,45 dan post-test I adalah 68,32 dan post-test II 74,16. Fakta ini menunjukkan bahwa pengajaran Bahasa Inggris dengan menggunakan permainan pengejaan kata dapat meningkatkan kemampuan menulis para siswa, khususnya kelas VIII² SMP N 6 Metro.

Kata Kunci : *Kemampuan Menulis, Permainan Pengejaan Kata dan Penelitian Tindak Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : VITA ARIYANI
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It is believed that this undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

Metro, November 20th 2018

The Writer



VITA ARIYANI
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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : VITA ARIYANI
NPM : 14127807
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 20 November 2018

Yang Menyatakan



VITA ARIYANI

NPM 14127807

MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and that which they write (there with).” (Al Qalam : 1)

Never Give Up! Do The Best And Be The Best

DEDICATION PAGE

The undergraduation thesis would highly be dedicated to:

1. My beloved father Paidi and my beloved mother Suliyem (pass away), who always pray for me, give me support and guidance to be success in my life, I love you and you are my spirit in my life.
2. My beloved sister Lis Harwati and sister Nur Hayati (Don't ever leave me because I need your support and thanks for your care).
3. My sponsor Mrs Dr. Umi Yawisah, M.Hum and Mrs Syahreni Siregar M.Hum (It will not be real without your assistance).
4. My beloved future husband Pintoko Suprayogo M.Pd.
5. My beloved friends Ayu Agustiana D, Wunang Teguh W, Fitri Utami, Agung Saputra, Masda Susilo, Riswanto, Nina Desi I S.Pd, Tezar Jaya P. S.Pd and all my friends in Brilliant class and also friends in TBI'2014 thanks for all your help, support and care, and thanks for your assistance, so that I could finish my graduate thesis.
6. My headmaster and English teacher at SMPN 6 Metro
7. My Almamater IAIN Metro is the best.

ACKNOWLEDGEMENTS

In the name of Allah, the most gracious, the most merciful praise it to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The writer is very grateful for the chances he has given her to accomplish an undergraduate thesis.

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: "INCREASING THE STUDENTS' WRITING ABILITY BY USING ENGLISH SPELLING BEE GAME AMONG THE EIGHTH GRADE AT SMPN 6 METRO".

The writer would like to extend her gratitude for the rector of IAIN Metro Prof. Dr. Hj. Enizar, M. Ag, the leader of Tarbiyah Departement, Dr. Hj. Akla, M.Pd and the leader of English Education Department Ahmad Subhan Roza, M.Pd. In this occasion the writer sincerely addresses her deepest thanks to Dr. Umi Yawisah, M.Hum as the first Sponsor and Syahreni Siregar as the second Sponsor, who has constantly given their endorsement, time, and guidance so that the writer could finish an undergraduate thesis.

The writer could not have done the study alone without the support from my beloved parents Mr. Paidi and Mrs Suliyem, and my beloved sister Lis Harwati and sister Nur Hayati who always accompany me, so my beloved friends who always support me and all of the people who enthusiastically attended for finishing this undergraduated thesis soon.

Finally, the writer realizes that this undergraduate thesis is still imperfect. Therefore critique and suggestion are needed to build up this undergraduate thesis to be better. The writer hopes that the result of the research can be beneficial to all of us properly.

Metro, November 20, 2018

The writer

A handwritten signature in black ink, consisting of a circular loop on the left and several vertical, slightly wavy lines on the right, resembling the letter 'A'.

VITA ARIYANI
St.ID. 14127807

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CHAPTER I

INTRODUCTION

A. Background of Study

Language holds a very important role in human's life, such as in communicate, interact, and negotiate with others. Language is also a set of rules, which is used as a tool of human communication. It is used to communicate ideas, feeling, knowledge, love, believes, and culture. Language is needed by all people in their life especially English language.

English as an international language is used and learned by people in many countries. In Indonesia the use of English is very important. It is the first foreign language which is learned and taught at school from kindergarten of university. At Junior High School, the students are able to use English as a means of communication in both written and spoken form.

Realizing how important English is, our government decides to include English as the compulsory subject that should be taught at Junior High School up to Tertiary Level as a foreign language. Nowadays, English is also learned by the students in Elementary School as a local content. Therefore, English becomes an essential in global era as a means of transferring science, technology, art, culture, and also as a means of maintaining good relationship with others countries.

Based on the researcher, there are many problems in teaching English especially on learning of writing in the classroom. First, the students had low ability in learning English, the students have the difficult to write English and

the students had low motivation and interest in following the English subject. Second, the students are not interested in writing English. There are many teacher in learning English based on the text and just on the reading skill. All of the reasons make the students poor in writing ability.

However, writing is one of the four skills that are very important to learn. Writing is universally acknowledge is inspirable part in human life. In everyday living, writing activities are greatly needed. For instance, people often include in sending message, making Shopping note and sending letter. In addition, writing is one of the urgency in the term of skill representing the knowledge of researcher through various textual media. It can be seen within journals, articles, books, and so forth. It is clear that writing always exist as a communication mean which has different unique kinds.

The habit of writing can help found a new word and phrases that they come across in everyday conversations. Writing is not easy to be learned because writing needs maximal writing ability. Many problem that faced by reader when desire to achieves purpose of writing. Maximal writing ability cannot be achieved if do not have mastery of writing. Moreover, the purpose writing is exposure student's English ability.

So, to increase the students writing ability there is one method that can add willing of student to write more. Spelling bee game that can increase student writing ability. They will more interest because as we know that student of Junior High School is really like a game.

Teaching by using method is necessary to improve ability in teaching learning process. The teacher should choose a method that can attract student's interest and encourage their involvement. By encourage student will not be bored and will more creativity during the lesson.

Based on the result of interview with English teacher among the eighth grade at SMP N 6 Metro on Tuesday, March 15th 2018, they said that the level of student's writing ability is low, because either teacher have not used yet the spelling bee game method in teaching learning process especially to teach writing. This statement corroborated by the result of pre survey among the eighth grade at SMP N 6 Metro, no one of the students who passed for the material of writing ability, with the Minimum Mastery Criteria (MMC) for English is 70, the data can be knows as follow:

Table 1

**The data Pre-Survey of Students' Writing Test
at the Eighth Grade of SMP N 6 Metro**

NO	NAME	SCORE	CATEGORY
1	AZUO	48	Failed
2	ASA	50	Failed
3	AEWA	43	Failed
4	AND	53	Failed
5	AS	55	Failed
6	AO	50	Failed
7	BGDR	48	Failed
8	CRP	45	Failed
9	DRYS	48	Failed
10	EAF	40	Failed
11	EW	53	Failed
12	EPS	50	Failed
13	EOS	50	Failed
14	FS	45	Failed
15	FD	50	Failed
16	FDA	55	Failed
17	FA	48	Failed
18	ISTI	50	Failed
19	MHM	45	Failed
20	MDS	45	Failed
21	MRS	43	Failed
22	NF	48	Failed
23	RAA	45	Failed
24	RKR	45	Failed
25	RAL-T	43	Failed
26	RAP	50	Failed
27	RI	53	Failed
28	RDP	48	Failed
29	SYA	50	Failed
30	VYS	43	Failed
31	SE	53	Failed
Total		1298	--
Average		66	Failed

Table 2
The Result of Data Pre-test

No	Grade	Explanation	Frequencies	Percentage
1.	<70	Incomplete	31	100%
2.	≥70	Complete	-	
Total			31	100%

Based on the data above, many students were low in writing test. By the survey, it can be said that the students did not reach minimum requirement yet. Occasionally, the researcher wanted to develop the students' writing ability notably in spelling bee game.

Based on situation above the researcher conducted a research entitled "Increasing The Student's Writing Ability By Using English Spelling Bee Games Among the Eighth Grade At SMP N 6 Metro The Academic Year of 2018/2019"

B. Problem Identification

Based on the background above, some problems were identified as follow:

1. The students have the difficult to write English
2. The students had low ability in writing
3. The students had limited vocabularies in writing
4. The students had low motivation and interest in following the English subject.

C. Limitation of the Problem

Based on the problem above, the researcher limited the problem in the first problem that the students had low ability in writing. So the researcher use spelling bee game as method on teaching writing among the eighth grade at SMP N 6 Metro in the Academic Year of 2018/2019 in order the students get the information and illustration at the beginning of writing ability.

D. Problem Formulation

Based on background of study above, the researcher problem was formulated as follows:

“Can the use of English spelling bee games increase the students’ writing ability among the eighth grade at SMP N 6 Metro the Academic Year of 2018/2019?”

E. Objective and Benefits of the Study

a. Objective of the study

In relation to the problem formulated above this research was intended to find out how could whether there was any increasing of spelling bee game to toward students’ writing ability.

b. Benefit of the study

The benefits of this study are:

1. Theoretical Benefits

- a. The result of the research paper can be useful toward English teaching learning process for teaching writing by using English spelling bee game.

- b. The result of this research can be used as reference for those who wanted to conduct a research in English teaching learning process.

2. Practical Benefits

- a. For the teacher

The researcher hopes that this research developed the teacher ability in teaching learning process, especially in teaching writing by using English Spelling Bee Games.

- b. For the students

The students can improve their writing ability and stimulate them to develop their writing ability.

- c. For the written

It can used to be reference for the written to know how to increase the students' writing ability by using English spelling bee games among the eighth grade at SMP N 6 Metro in the Academic Year of 2018/2019.

F. Prior Research

The researcher describes some researches which were relevant to this thesis to make its arrangement easier:

Devia Nikita Choriana (113411055) thesis of Department of English Education faculty of Tarbiyah and Teacher Training Faculty, Walisongo State Islamic University, Semarang, 2016, the title was *The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense*. In this

research the researcher focused on writing skill at the eighth grade of MTs. Miftahul Khoirot Branjang-Ungaran. The researcher made the students enthusiastic and the improvement of understanding in simple past tense by using spelling bee game. This thesis was used a classroom action research. In the first cycle, the students got score was 68.12. And the second cycle, the students got 79.09. The result of this research showed that the used of spelling bee game could improve students' understanding of simple past tense.¹

Rahayu Sekarini, "*Implementing Spelling Been Game to Improve Seventh Graders' Spelling Ability at SMPN 13 Malang*". The results of the research showed that the implementation of Spelling Bee game was found to be able to help the students to improve their spelling ability. Besides, that the game could be used as an alternative activity to strengthen the students' memory to remember the vocabulary items that they learned and the spelling of those vocabulary items.²

Iin Inayatullah (58430710) English Education Department of Syekh Nurjati State Institute for Islamic Studies, Cirebon, 2012, the titled was *The Influence of Spelling Bee Game on the Students' Achievement in English Vocabulary at the Seventh Grade Students of SMP N 1 Suranenggala Cirebon 2012*. The research indicated that spelling bee game was one of the

¹ Devia Nikita Choriana. *The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense at Eighth Grade of MTs. Miftahul Khoirot Branjang-Ungaran*, UIN Walisongo 2016.

² Sekarini, Rahayu. *Implementing SpellingBee Game to improve seventhGraders' spelling ability at SMPN 13 Malang*. State University of Malang. 2012.

vocabulary game that could be applied in teaching and learning process. It used for memorizing, pronouncing, and improving students' vocabulary and so forth. This thesis was using a quantitative method. The result of the research was known that mean of students' post-test (75,69) was bigger than mean of the students' pre-test (37,67). So, it shows that there is influence of spelling bee game on the students' achievement in English Vocabulary.³

Jeani Shinta Rahayu (054556) thesis of Department of English Education faculty of Languages and Arts Education, Indonesia University of Education 2009, the title was *Spelling Bee Game in Teaching Narrative Text*. Her research design was experimental study research. She chose two classes to be the subject of the research, one class as control class and the other class as experimental class. She divided them by using cluster random sampling. For the experimental class, she applied SBG for student when she was teaching narrative text and she did not use it in the other class. She used test and non-test. Test was used in pre-test and post-test for both control and experimental groups. The test instrument was writing ability test. The non-test instrument used in this research was questionnaire. The questionnaire was used to find out the aspects contributed to the effectiveness of SBG in teaching narrative text. It consisted of three questions about their respond to SBG. The questionnaire was used only for the experimental group. For the result, was using quantitative analysis and it was significant, SBG could be

³ Iin Inayatullah. *The Influence of Spelling Bee Game on the Students' Achivement in English Vocabulary at The Seventh Grade Students of SMP N 1 Suranenggala*. Cirebon. 2012

more effective in teaching narrative text on the first grade of SMAN 5 Cimahi.⁴

From the perior research above, the researcher could found the similarity and differences. This research has similarity with the research from Devia Nikita Choriana, Rahayu Sekarini, Iin Inayatullah and Jeani Shinta Rahayu, that is both of them discussed about using Spelling Bee game and the differences among these researcher above are used in skill, the last research for strategy same with this research that is Spelling bee game.

⁴ Jeani Shinta Rahayu, *Spelling Bee Game in Teaching Narrative Text (An Experimental Study at SMAN 5 Cimahi)*, (Jakarta: Department of English Education faculty of Languages and Arts Education Indonesia University of Education, 2009), Published Thesis.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Ability

This chapter contains the theories which support the research. It includes concept of Writing Ability, concept of spelling bee games. And the explanations of each sub-topic are as follows:

1. The Concept of Writing Ability

a. The Definition of Writing Ability

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing and reading. Among the four skills, writing is the most difficult skill to be learn. This opinion is supported by Jack C. Richards and Willy A. Renandya, writing is the most difficult skill for second language learners to master.⁵ The difficulty is not in generating and organizing the ideas, but also in translating idea into readable text.

According to Harmer Jeremy said that writing is one of the four skills in English, speaking, listening, and reading has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for

⁵ Jack C. Richard and Willy A. Renandya, *Methodology in Learning Teaching: An Anthology of Curent Practice*, (New York: Cambridge University Press, 2002), p.303

learners.⁶ It mean that writing is an activity of using language in written consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

Meanwhile, Hyland Klan said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁷ And according to Armstrong said that writing is thinking on a paper. Writing and reading are away into knowing, learning, and communicating.⁸ So, it means that writing is activity which used by the researcher to show information by stages and has purpose to the reader.

Based on the definition above, the researcher concludes that writing is a process to sharing meaning through hand write in the paper. This activity can help student to improve their knowledge especially in writing ability. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the researcher to the readers in form of written language. By writing, language learners can express their feelings, ideas, thoughts, emotions, attitudes, etc.

⁶ Jeremy Harmer ,*"How to teach Writing"*, (New York, Longman University Press, 2004), Page 31.

⁷Hyland, Klan,*"Second Language Writing"*, (USA: Cambridge University Press, 2003), Page 9.

⁸ Joyce Armstrong C. And Edward E, W. *How to teach Writing*. (USA: Teacher Idea Press, 1993). P.6

b. The Purpose of Writing

According to Penny Ur “the purposes of writing, in principle, is the expression of ideas, the conveying of messages to the reader.⁹ So the ideas themselves should arguably be seen as the most important aspect in the writing. It means that what when the researchers do their writing, of course they have some purpose. They have to consider the purpose of their writing since this will influence, not only the type of the text they wish to produce, but including the language which they use and the information that they choose. And there are really only four common purpose in writing they are: to inform, to explain, to persuade, and to amuse others.

c. The Type of Writing

There are several types of writing, in this section the researcher has been taken from Thomas S. Kane Books. He said that the types of writing as follow:¹⁰

1) Descriptive

Descriptive text paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize the topic and enter into the researcher’s experience. It makes a spoken or written account of a person, object, or event.

⁹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press,1996). P.163

¹⁰Thomas S. Kane, *“Essential Guide to Writing”*, (New York: Oxford University Press, 2000), Page 7.

2) **Persuasive**

Persuasive, is a piece of work in which uses words to convince the reader that the researcher's opinion is correct with regard to an issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste, feel, sound, smell it may also evoke moods such as happiness, fear, joy, or loneliness.

3) **Narrative**

Narrative text is a meaningful sequence of events told in words. A straight forward movement from the first event to the last constitutes the simple chronology.¹¹ However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

4) **Argumentative**

Argumentative is the text that explains and convinces the reader by presenting both pros and cons. It is worth making an analogy of what argumentative looks like. Accordingly the topic has to be controversial for public in this model inductive reasoning, deductive reasoning, and cause and effect reasoning.

¹¹*Ibid.*,Page. 9.

5) Expository

Expository paragraph is essentially an enlargement of a subject or predicate pattern. Deal with facts, ideas, belief. They explain, analyze, define, compare, illustrate. The term paragraph has no simple definition.

Related to explanation of the types of writing above, the researcher chooses writing argumentative text as the particular thing to do in research. The goal of this research is to know the students are able to make writing argumentative text in the phase.

d. The Writing Process

Writing is not easy, more than picking up a pen and putting the words on paper. Writing is a recursive process, which means students revise though out the process, frequently moving back and forth among the stage. So, when the learners want to write, must know steps writing process.

In the following section, writing is a process that involves several steps. The following stages are some stages of writing offered by Karen Blanchard and Christine namely prewriting, writing and revising.¹²

¹² Karen Blanchard, and Christine, Root. *Ready to Researcher: A First Composition Text 2ed*, (Longman: Pearson Education, Inc, 2003). P.37

1. Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body we exercise.

2. Writing

After we have spent some time thinking about our topic and doing the necessary pre-writing, we are ready for the next step in writing process, writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide.

3. Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising. When students revise, they review their text on basis of feedback given in previous stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader.

e. **The Assessment of Writing**

The design of teaching writing, a measurement should be worked to assess or to find out the students' proficiency in writing. The effectiveness of learning process of writing skill can be calculate

through a measurement activity. Brown consist its categories for assessing writing of measurements.¹³

The theory of categories for measuring writing is used by the researcher to take the students' writing score. The writing test is the writing scoring type which is adapted by Jacob etcetera. all in Brown at table 3 and the following rating scale is the considerable result that is conducted in the scoring of compositions in the United States.¹⁴

Table 3
Criteria of Writing Scoring

No	Criteria	Score	General classification & description
1	CONTENT	27-30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
		22-26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
		17-21	Poor to fair: limited knowledge of subject, inadequate development of topic
		13-16	Very poor: does not show knowledge, not pertinent to topic
2	ORGANIZATION	18-20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to generic structure

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition (New York: Longman, 2001). P.357

¹⁴ J. B Heaton, J. B, *Writing English Language Tests*, (New York: Longman, 1988) p. 146

		15-17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		10-14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		7-9	Very poor: does not communicate, no organization, not enough to evaluate
3	VOCABULARY	18-20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		14-17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		10-13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
		7-9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
4	SYNTAX	22-25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		18-21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured

		11-17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5	MECHANICS	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3 2	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing poor handwriting, meaning confused or obscured

2. The Concept of Spelling Bee Games

a. The Definition of Spelling Bee Game

According to Uranga (in Wafaa Ni'matul) spelling bee is contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called spelldown. It started a decade ago as way to increase the students' writing ability. Spelling bee is more than memorizing words a letters which from a word, but is a complicated thinking process. Student receive several dues to answer or to spell the

word correctly, such as definition, pronunciation, kinds of word (noun, adjective, verb and others), until the example of sentences which using those words.¹⁵

Next, spelling bee is a competition in which children, usually elementary school students, are asked to spell words in front of a audience.¹⁶ Other definition, spelling bee is a contest or game in which players attempt to spell correctly and aloud words assigned them by an impartial judge.¹⁷

Based on the quotations above, it can be inferred that spelling bee is a competition, usually among children, where contestants are eliminated for misspelling a word. However, spelling bee can be conducted anywhere and anytime. Even adults have their own spelling bee with the list of words more difficult than children.

A game is an activity with rule, a goal and an element of fun.¹⁸ According Andrew that a game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interaction which others.¹⁹ And Lewis and Bedson argue that games not only increase motivation, they also represent the

¹⁵ Wafaa, Ni'matul. *Teaching Students Vocabulary by Using Spelling Bee Game of the Second Year Students At SMPN 3 Sungguminasa Gowa*. 2017. P. 18

¹⁶ Brainwave. *Spelling Bee Handbook*. Macmillan. 2012. P. 3

¹⁷ Jacob E. Safra and Jorge Aguilar-Cauz. *The most complete almanac for today's world*. Encyclopaedia Britannica, 2010. P. 623

¹⁸ Hadfield, Jill. *Beginner's Communication Game*, (England: Addison Wesley Longman, 1996), P. 7

¹⁹ Andre Wright et.al, *Games For Language (3th ed)*, New York: Cambridge University Press, 2006), P. 1

primary and most important way of learning in case of young language learners.²⁰

Based on the quotations above, the research can state that game is an activity with rules which people do it in a team or individually to reach a goal and it is a fun activity. Games help and encourage many learners to enhance their interest in English learning.

So, spelling bee game is the competence of language such as vocabulary, structure, pronunciation, and spelling have to be taught cohesively with the language skill. Spelling Bee game was a competition in which the winner was the person or group who was able to spell a given word correctly and were eliminated as they failed to spell a word correctly. And purpose of spelling bee game is to help the students improve their spelling increase their vocabulary, learn concept, develop correct English usage and increasing the students' writing ability.

b. The Use of Spelling Bee Game

The use of spelling bee games as a technique in teaching spelling will make writing ability the students to learn a new word another. Students also demand to learn harder. So, spelling is a very important part in learning a language, often becoming part of class work and homework. Spelling bee also encourages students to study their spelling words as well as learning how to compete with one

²⁰ Puskas, Andrea. *The Challenges and Practices of Teaching Young Learners*. (J. Selye University, 2016). P. 46

another. If students encourage to studies their spelling words, it means that they will increase their writing ability.²¹

Then, spelling bee game is one the funny game to teach English writing ability. In this game children or students not only memorize a word, letter by letter but also students to brave speaking in front of public. Moreover students not only develop their writing ability but also they are able to practice either in speaking or understanding or meaning of words.

c. **Spelling Bee Games in the Classroom**

Before playing any game with students, especially in the classroom, it is important forth to understand the procedure clearly. The game can be demonstrated in front of class so that everyone understands how to play it. The researcher established rules for playing the game and lets students realize the rule to make spelling bee work fluently in the classroom. The researcher made the clear procedure by explaining it to the students.

There are several ways to conduct spelling bee game in the classroom, and spelling bee is easy to set up. In this research the detail of spelling bee game in the classroom had been explained in procedure of the research, especially when taking an action. Organizing a spelling been in the classroom was a fun way to get the

²¹ Jeani Shinta Rahayu, *Spelling Bee Game in Teaching narrative*, (Jakarta: Department of English Educationfaculty of Languages and Arts EducationIndonesia University of Education, 2009), P.18.

students brushed up on their spelling skills and got them involved in the learning fun. It also helped the teacher to know the spelling ability of the students and got everyone involved in the fun learning. They got a good chance to compete with their classmates to spell the word correctly.²²

d. The Procedure of Spelling Bee Game

There are some procedures in spelling bee game, it can be seen below:

- 1) Students divide into four teams, each team has line up with the each group in the classroom. The first line wrote vocabularies after that they got a clue to write the vocabularies from each friends of the group. The last line, they got vocabularies then the students whisper the vocabularies they correct spelling and the end the last students wrote vocabularies in whiteboard.
- 2) After they played spelling bee correctly.
- 3) The researcher and the students checked the answer together.
- 4) After checking, whether right or wrong the students went to the end of his/her line. The team earned a point for all correct answer.²³

²² Fergus, P.M, *Spelling Improvement: A Program for Self- Instruction*. New York : Mc Graw- Hill, Inc, 1964).P. 105

²³ Devia Nikita Choriana. *The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense at Eighth Grade of MTs*. Miftahul Khoirot Branjang-Urangan, UIN Walisongo 2016. P.22

Alternate until you have gone through your list of verbs or until a certain time limit has been reached. The team with the most points wins.

e. The Advantages of Spelling Bee Game

There are some advantages and disadvantages of the spelling bee game:

- a. The students could be more interested in learning the material. Because when the students are interested the material, they would give more attention to lesson given. So, on the occasion the teacher could deliver the material very well and the students could understand what they had learned on the day.
- b. The teacher did not need to explain too many materials. Because they can understand the material on that day by doing the games.
- c. The games give the students more chance to understand the material given. Because through playing they can learned something without realized that.
- d. Spelling bee game is helping students to memorize the correct spelling words.

B. Action Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis as follows: “By using English Spelling Bee Game can be method increase the students’ writing ability among the eighth grade at SMP N 6 Metro”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

1. The Variable Research

The independent variable of the research is Spelling bee and the dependent variable this research is writing ability. Spelling bee is could be understood clearly include the vocabulary, the correct English usage and the understand of reading by the other people. The independent variable of this research was using small group. This technique could be helping increasing the students' writing ability.

2. The Operational Definition of Variable

An operational definition ascribes meaning to a construct by specifying operations that researchers must perform to measure to manipulate to construct.²⁴ It means that a definition that specifies the procedure or operation to be followed in producing or measuring a concept. Meanwhile, According to John W said that a variable is characteristic or attribute of individual or an organization that research can measure or observe and varies among individuals or organizations studied. They are keys ideas that researchers seek to collect information

²⁴ Donal Ary, *Introduction to Research in English Language Teaching, Eighth Edition*, (canada: Nelson Education 2010), p. 36

on to address the purpose of their study.²⁵ It means that a variable refers to a characteristic that can take on different value or score of the study.

Based on the statement. The operational definition of variable in this research are:

a) The Independent Variable

Independent variable is an attribute or characteristic that influences or affects an outcome or dependents variable.²⁶ So, independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. The variables examine are classified into independent and dependent variable. Independent variable of this research is Spelling Bee Games as the variable (X). This spelling bee game technique could be helping the students' writing ability.

b) Dependent Variable

Dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.²⁷ It means that dependent variable is variable that depend on the independent variable and it is result of the influence of independent variable. Dependent variable (Y) of this research is writing ability.

²⁵ Creswell, John W. *Education Research*, New York: Person, 2012, p.112.

²⁶ Ibid. p.116

²⁷ Ibid. p.115

B. Research Setting

Related to the research subject, the researcher conducted the research among the eighth grade at SMP N 6 Metro in the Academic Year of 2018/2019.

C. Research Subject

The students of this research was 31 students of class 8.2 at SMP N 6 Metro. In class 8.2, there was 19 male students and 12 female students. Total of students was 31 students in the class. While, the objective of this research was the students writing ability the research chooses this class because the students had low score in English lesson especially in writing ability.

In this research, the researcher would like to use collaborator to help the research in doing the action research. He was Mr. Dwi Widodo, S.Pd as an English teacher among the Eighth Grade at SMP N 6 Metro.

D. Research Procedure

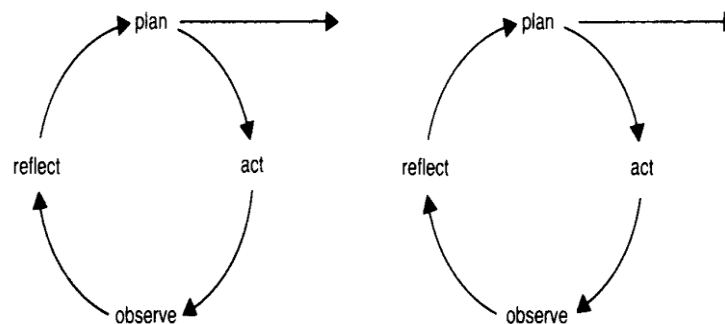
In this research, the researcher used the CAR (Class Action Research) principles to collect the data. Watts state that action research is a process in which participants examine their own educational practice systematically and carefully.²⁸ And according Donald Ary said action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.²⁹ It means that action research is a

²⁸ Ferrance, Eileen. *Action Research*, New York: LAB at Brown University, 2000, p.1

²⁹ Donal Ary, *Introduction to Research in English Language Teaching, Eighth Edition*, (canada: Nelson Education 2010), p.514

process in education where is the teacher not the usual thing that teacher do when thinking about teaching.

Here is step of classroom action research design:



Picture 1 Spiral Classroom Action Research.³⁰

Classroom Action Research (CAR) Cycles are:

1. Cycle 1

a. Planning

Planning is the first step of this classroom action research that prepared before I did the action. In this step, the researcher prepared the material that was related to the teaching and learning process.

Here were the steps that the researcher made in planning:

1. The researcher made lesson plan.
2. The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, paper, and marker.
3. The researcher prepared format to observe.

³⁰ Mc Niff, Jean and Jack Whitehead. *Action Research: Principles and Practice*, (London:2002), p.41

4. The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

After finishing the planning, the learning process conducted in the eighth grade at SMP N 6 Metro, the researcher acted as follow:

1. The researcher applied the lesson plan.
2. The teacher explained English Spelling bee games learned in teaching writing.
3. The teacher explained the strategy of learning writing.
4. The teacher guided the students in teaching learning process based on the lesson plan.

c. Observing

In this step, the researcher observed the process of teaching learning by using format observation. The researcher observed the students' activity by using observation sheet. It was to write some indications, not only good indication but the bad one also was written. Such as: students' good participants, students' error and the students' comprehension to answer the question. The important things in teaching learning process were noted by researcher.

d. Reflecting

Reflecting was the last step in this process. The researcher analyzed and discussed the observation result during teaching process, like the weakness and strength from the action in this step. The researcher used the data from evaluation to make improvement for the second cycle. The researcher decided that the next cycle focus on the weakness in preview cycle.

2. Cycle 2

a. Planning

1. The researcher made lesson plan.
2. The researcher prepared the material and the teaching media that needed in teaching learning process, such as text book, laptop, marker and paper.
3. The researcher prepared format to observe
4. The researcher prepared format to evaluate the students' activity after teaching learning process.
5. The researcher guided the student to learn English Spelling Bee Games based on the lesson plan.

b. Acting

The researcher applied the action plan II, doing the treatment and giving the post-test 2.

c. Observing

In this step, researcher observed the process of teaching learning by using observation and field notes to collect the data action plan II.

d. Reflecting

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

E. Data Collection Method

Data collection method was manner, used by researcher in collecting the data. In this research researcher used test and documentation. The following was the explaining of each method that was used in this class action research.

1. Test

According to Donald Ary, a test is a set of stimuli presented to an individual in order to elicit responses on the basic of which a numerical score can be assigned.³¹ So, Lorraine said that a test is formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristics.³² Moreover, the

³¹ Ary, Donald. *Introduction Research in Education*. (USA: Wadsworth. Cengage Learning, 2010). P. 201

³² Gay, R. Lorraine. *Education Research Competencies for Analysis and applications*. (USA. Pearson. 2012). P.154

researcher uses test as a data collection method to measure both of the variable. In this research, the tests use in this study was pre-test and post-test:

a. Pre – test

The researcher gave the pre-test to the students. This step conducted before giving presentation by special treatment to find out the capability and to know how far the students' writing ability.

b. Post – test

The post-test conducted after the treatment in order to find out whether used this method can increase of the students' writing ability.

2. Documentation

Documentation as the method which used to get information from written language of document (for example: books, magazine, rule, note and others). The researcher used the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure among the Eighth Grade at SMP N 6 Metro in the Academic Year of 2018/2019.

3. Field Note

To collect the data more accurately, the researcher used field note to make easy when analyze the data. In order to know students activities during teaching process. It conducted after finishing teaching and learning process.

F. Research Instrument

According to Lorraine said an instrument is a tool used to collect data.³³

It means that instrument was a tool or facilities that are used by the researcher to collect the data completely and systematically. Furthermore, the research instrument involves:

1. Item test

The test is Essay test which has some indicator as follows: the indicator of used spelling bee game is the students are able to memorize their vocabulary and they can increase the writing ability. The indicator of the students writing ability is the students can increase their writing based on the vocabulary, pronunciation, structure and grammar.

2. Observation guidance

- a. The students learning activity
- b. The teacher writing in the classroom

3. Documentation guidance

- a. The history of the school
- b. The condition of teachers and official employee
- c. The condition of students
- d. Learning facilities
- e. Organization structure
- f. Location sketch at SMPN 6 of Metro

³³ Ibid. p.151

G. Data Analysis Technique

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.³⁴ A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of student' score and percentage of students' score then, the result is matched by the minimum standard.

Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only.³⁵ Data analysis will be conducted by quantitative data and qualitative data. The quantitative data will be conducted by step by taking the average score of the pre-test in cycle 1 and cycle 2. Qualitative data will be conducted by observation. To get the average score of pre-test and post-test the formula is:

$$\bar{x} = \frac{\sum x}{N}$$

Note : \bar{X} = Mean

\sum = Sum of

X = Raw score

N = Number of cases³⁶

³⁴ Yogesh, Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), P.223

³⁵ Ibid. P.224

³⁶ Ary, Donald. *Introduction to Research*, P.109

H. Indicators Success

To know the gain the data the researcher conducted in each test by taking score of pre-test and post-test. After the result was suitable by the minimum standarts of writing ability in this class at least 70. This research would be success of finish if 70% of students got minimum score 70% and 70% of students active in learning process.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. The Description of SMPN 6 Metro

This research was conducted at SMPN 6 Metro, which was located Jl. Patimura 29 Banjarsari, North Metro, Metro City, that had wide about 13.030 m². At the date September 9th, 1986, the certificate building school was 201121902006 and the certificate operational license was 1393/C3/DS/2008. The location was near from the main street and the environment suronding is peaceful. The leader headmaster of the school were Yuwono DM, S.Pd.

The leadership history of headmaster SMPN 6 Metro started by Drs. Zamzami Nurdi since 1986 until 1992, Bambang Soenardho since 1992 until 1997, Drs. Hasan Basri since 1997 until 1998, Drs. Tukiman.S since 1998 until 1999, Drs. Sumarsono since 1999 until 1999, Drs. Koes Sudiarto since 1999 until 2002, Dra. Miliek Sunarni DR since 2002 until 2006, Dra. Indrawati since 2006 until 2009, Drs. Edy Supriyono since 2009 until 2010, Yuwono DM, S.Pd. since 2010 until now.

2. School Identity

School Name	: SMPN 6 Metro
No. School statistic / NPSN	: 201121902006
Type	: A/A1/A2/B/B1/B2/C/C1/C2
Address	: Jl. Patimura 29 Banjarsari, North Metro, Metro City
Telephone	: (0725) 44805
Status	: Negeri
School Accreditation	: A

3. The Vision and Mission of SMPN 6 Metro

a. Vision of SMPN 6 Metro

The vision of SMPN 6 Metro are ASRI (Safe, healthy, shady, beautiful), caring and achieving based on science and technology and IMTAQ that are environmentally sound.

Indicators by:

- 1) Improving the quality of intelligent graduation
- 2) Developing education unit level curriculum
- 3) Organizing learning processes that are active, innovative, creativity, effectiveness and fun
- 4) Improving the quality of teaching staff and education personnel.
- 5) Develop adequate learning and sports facilities and infrastructure

b. Mission of SMPN 6 Metro

1. The realization of quality of graduation received at favorite school.
2. Having an education level curriculum
3. Creating a learning atmosphere that is active, innovative, creative, effective and fun.
4. Realization of the quality of educator and population
5. The realization of learning facilities and infrastructure in accordance with national standards.

4. The Teacher and Staffs

SMPN 6 Metro had 56 teachers and official employees. The data of the teacher's educational background and the staff at SMPN 6 Metro Academic Year 2018/2019 could be seen through this table as follows:

Table 5
The Data of the Teachers and official Employees in SMPN 6 Metro in Academic year 2018/2019

No	Teacher	Total
1	Teacher (Stay)	34
2	Teacher (Honor)	16
3	Staff	6
		56

Source: Documentation of Data in SMPN 6 Metro 2018

5. The condition of Students

SMPN 6 Metro, in the Academic Year 2018/2019 consist of 618 students, class VII consist of 218 students, class VIII consist of 202

students, and class IX consist of 198 students. And it could be seen on the table below:

Table 6
The Condition of the Students in SMPN 6 Metro Academic Years 2018/2019

No	Class	Sex		Amount
		Male	Female	
1	VII (Seven)	122	96	218
2	VIII (Eight)	107	95	202
3	IX (Nine)	98	100	198
Amount				618

Source: Documentation of Data in SMPN 6 Metro 2018

6. The Building of SMPN 6 Metro

Table 7

The Building at SMPN 6 Metro

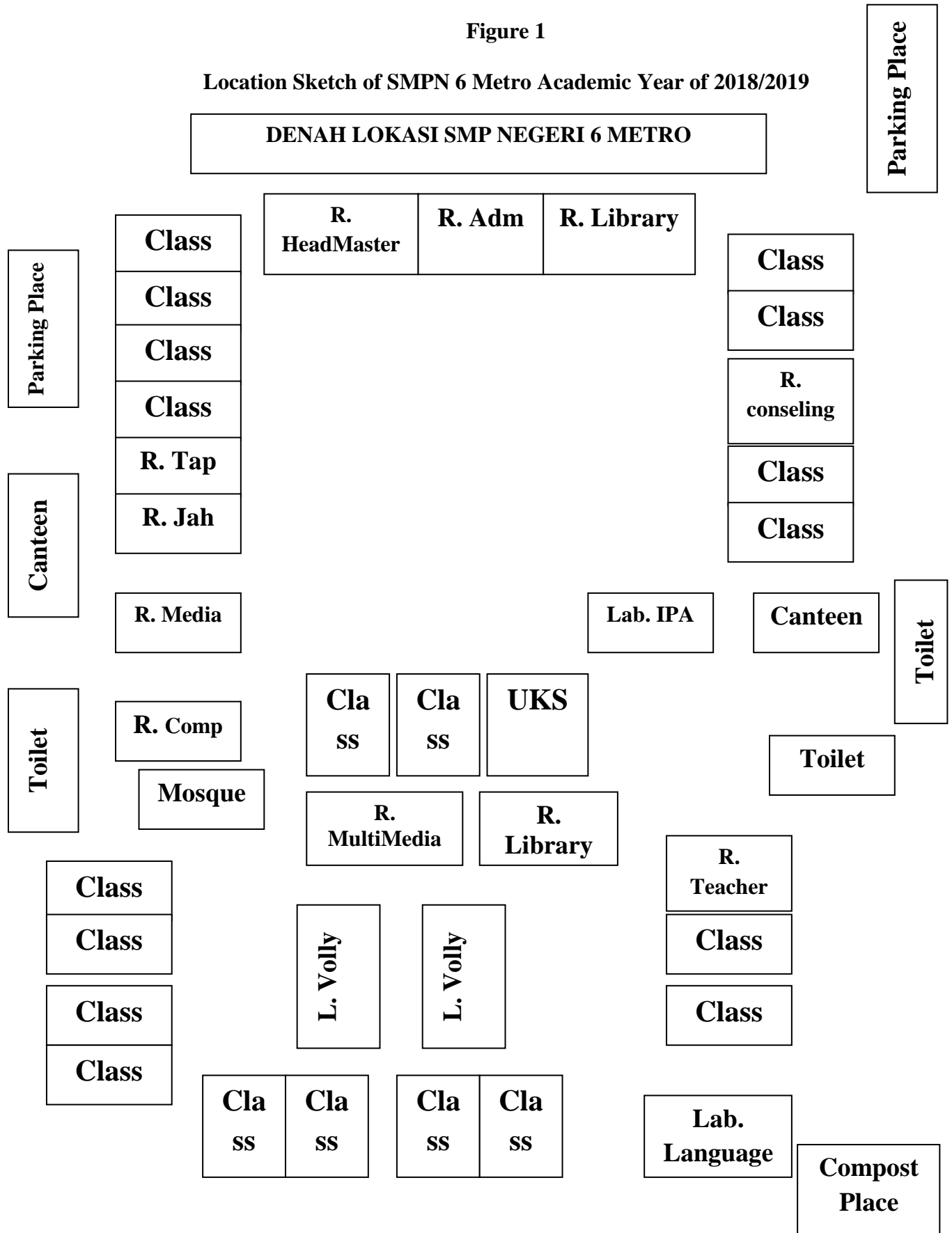
No	Name	Total	The Condition of Building Now		
			Good	Light Broken	Heavy Broken
1	Classes	20	18	2	-
2	Library	1	1		
3	Multimedia	1	1		
4	Lab. of Language	1	1		
5	Lab. of Sains	1	1		
6	Lab. of Computer	1	1		
7	Headmaster Room	1	1		
8	Deputy of Headmaster Room	1	1		
9	Teacher Room	2	2		
10	Mosque	1	1		
11	Staff Room	1	1		
12	OSIS Room	1	1		
13	BK Room	1	1		
14	UKS Room	1	1		
15	Teachers' Toilet	4	4		
16	Students' Toilet	20	20		
17	Canteen	4	4		
18	Keeper Room	1	1		
19	Storage	1	1		

Source: Documentation of Data in SMPN 6 Metro 2018

7. The Location Sketch of SMPN 6 Metro

Figure 1

Location Sketch of SMPN 6 Metro Academic Year of 2018/2019



B. Research Finding Description

This research used classroom action research. It was conducted in two cycles. The action in cycle 1 and cycle 2 were conducted in two meetings in each cycle and each meeting in there were cycle, that time took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation, and reflection. In relation to the problem in the class and the analysis, researcher made lesson plan.

The students result was gotten through test that was given to the students in begining of research and the end of every cycle, while the activity data was gotten from the observation the learning activity was happened. The material of the classroom action research was writing descriptive text through spelling bee game.

This meeting was the first meeting was conducted on Wednesday, October 24th 2018 for 2x45 minutes, used as the pre-test before students. The meeting was opened by praying, greeting and checking the attendance list, asking the student's condition in introducing the researcher to the students.

In this section, the condition of the class was effectived because the collaborator handed the class before the research was doing research in the class. It showed that most of students gave their full nice attention to the researcher. The researcher gave pre-test to the students. The test was writing descriptive text through spell in vocabulary and that pre-test consist of 20 spell. In that spell the students must wrote a descriptive test.

All of the students were given a pre-test that should be conducted individually. The pre-test was conducted to measure how far the students writing ability. The result of pre-test can be seen on table below:

Table 8

The Students Pre-test Score of Writing Descriptive Text

No	Students' Name	Score	Target >70
1	AZUO	49	Failed
2	ASA	48	Failed
3	AEWA	43	Failed
4	AND	39	Failed
5	AS	46	Failed
6	AO	23	Failed
7	BGDR	26	Failed
8	CRP	24	Failed
9	DRYS	34	Failed
10	EAF	24	Failed
11	EW	22	Failed
12	EPS	32	Failed
13	EOS	47	Failed
14	FS	21	Failed
15	FD	23	Failed
16	FDA	33	Failed
17	FA	44	Failed
18	ISTI	74	Passed
19	MHM	22	Failed
20	MDS	22	Failed
21	MRS	39	Failed
22	NF	81	Passed
23	RAA	45	Failed
24	RKR	23	Failed
25	RAL-T	25	Failed
26	RAP	35	Failed
27	RI	48	Failed
28	RDP	31	Failed
29	SYA	36	Failed
30	VYS	32	Failed
31	SE	70	Passed
Total		1161	-
Average		37,45	Failed

Source: The Result of Pre-test on October 24th 2018

Table 9

**Frequency of Students' Score of Pre-Test of Writing
Descriptive text**

No	Score	Frequency	Percentages	Category
1	<70	28	90%	Incomplete
2	≥70	3	10%	Complete
	Total	31	100%	

Source: The Result of Pre-test on October 24th 2018

From the result of pre-test, it can be seen that the highest is 81 and the lowest score was 21. So the average score of pre-test was 37,45. From the table 9, that were 28 while 90% students who got the below target of score (under the MSC) and 3 while 10% students got above score from the MSC. Then, based on the result of pre-test, it could be seen that the target based on Minimum Standart Criteria (MSC) has not been achieved yet.

1. Cycle I

a. Planning

In this planning stage, the researcher prepared several things related to learning process such as: prepared the lesson plan, material, and made the instrument that would be examined as the pre-test and post-test in the cycle I, made the observation sheet of the student's activity, identified the problem and found the cause of problem at the first and the end of learning process, so planned to give the evaluation to measure the students ability in received the material that have been taught, the research planned to gave the material about writing descriptive text of spelling bee game.

b. Action

(1) The Second Meeting

The second meeting was conducted on Thursday, October 25th 2018 for 2x45 minutes. The meeting opened by pray, greeting, checking the attendance list and asking about students condition. In this meeting was used as the implementation of the action in cycle I. Before the researcher begun to the material, the researcher asked the students understanding about descriptive text. But they didn't answer it yet. The researcher explained well the descriptive text so she gave more explanation about writing descriptive text in spell of vocabulary. Than the researcher gave some example of spell of vocabulary and then wrote how make descriptive text on the white board. But before did it, the researcher gave 20 vocabulary to students and the researcher divided students into four group and had them line up along the side of classroom. Gave the first student from line A the vocabulary then the students wrote the correct of vocabulary and spell it correctly in front of class with group. The students must provided the correct past form and it spelling correctly by the way whisper. And then whether right or wrong the students went to the end of his/her line. The group got a point for all correct answer.

After finishing students wrote the example and hearing the material, the researcher and the students reviewed and discussed about the pre-test of last meeting. Then the researcher explained to the students who can note made a descriptive text through spelling bee game. Some of students were noisy and less active in teaching and learning process. In the last meeting the researcher asked to students about the material above and conclude it. So the researcher closed the meeting.

(2) The Third Meeting

The third meeting was conducted on Wednesday, 31th October 2018 for 2x45 minutes. This meeting used a post-test 1 after giving the treatment. It started by praying, greeting, checking attendance list and asking about students condition. The researcher continued the material of the last meeting, then the researcher gave them the post-test to the students. The kind of the test were wrote descriptive text through spelling bee game with consist of 20 vocabulary, then researcher gave them 60 minutes to answered it well. In the post-test cycle 1 only 13 students who got good score, but the result of the students test was better than the students test before giving treatment.

Table 10**The Students Post-test Cycle 1 Score of Writing Ability of Spelling Bee Game**

No	Name Students'	Score	Target >70
1	AZUO	81	Passed
2	ASA	42	Failed
3	AEWA	70	Passed
4	AND	72	Passed
5	AS	71	Passed
6	AO	71	Passed
7	BGDR	38	Failed
8	CRP	74	Passed
9	DRYS	80	Passed
10	EAF	71	Passed
11	EW	74	Passed
12	EPS	68	Failed
13	EOS	64	Failed
14	FS	68	Failed
15	FD	63	Failed
16	FDA	67	Failed
17	FA	70	Passed
18	ISTI	77	Passed
19	MHM	70	Passed
20	MDS	61	Failed
21	MRS	57	Failed
22	NF	87	Passed
23	RAA	70	Passed
24	RKR	69	Failed
25	RAL-T	67	Failed
26	RAP	72	Passed
27	RI	68	Failed
28	RDP	66	Failed
29	SYA	70	Passed
30	VYS	70	Passed
31	SE	70	Passed
Total		2118	-
Average		68,32	Failed

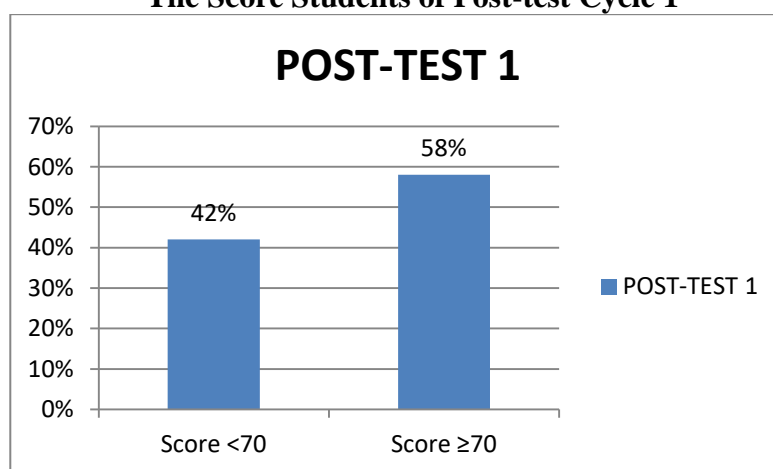
Source: The result of post-test in cycle 1 on October 31st 2018

Table 11
Frequency of Students' Score of Post-Test cycle 1 of
Writing Ability of Spelling Bee Game

No	Score	Frequency	Percentages	Category
1	<70	13	42%	Incomplete
2	≥70	18	58%	Complete
Total		31	100%	

Source: The result of post-test in cycle 1 on October 31st 2018

Figure 2
The Score Students of Post-test Cycle 1



From the result of post-test cycle I, it can be seen that the highest was 87 and the lowest score was 38. So, the average score of post-test was 68,32. From the table 10, that were 13 students who got above the below target of score (under the MSC) and 18 students got above score from the MSC. Then, based on the result of post-test cycle I, it could be seen that the target based on Minimum Standard Criteria (MSC) has not been achieved yet.

c. Observation

The observing was done by researcher and collaborator during learning process. There were some observations that had been done such as: observation on the students' activities, teacher notes, and observation on the result of the evaluation.

These were explanations from the points above:

(1) The Students and Teacher Activities Result

In classroom action research, every meeting in cycle I was done by researcher and collaborator, he was Mr. Dwi Widodo as an English teacher at SMPN 6 Metro. The researcher was conducted the learning process and collaborator observed the situation of teaching and learning that happened in the classroom.

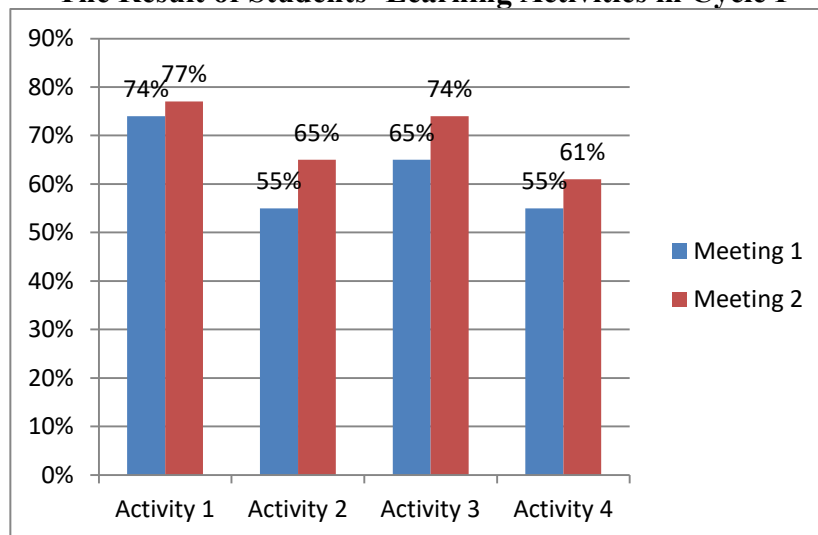
Table 12

The Result of Students' Learning Activities in Cycle I

No	Student's Activities	Cycle 1		Increasing
		Meeting 1	Meeting 2	
1	Attention to the teacher	74%	77%	3%
2	Active in class	55%	65%	10%
3	To do task	65%	74%	9%
4	Respon to/from teacher ask/answer	55%	61%	6%
Total		248%	277%	29%
Average		62%	69%	7%

Figure 3

The Result of Students' Learning Activities in Cycle I



From the result of post-test in cycle I, it can be seen in the first meeting and second meeting in cycle I had increasing 3% of activity 1, 10% of activity 2, 9% of activity 3 and 6% of activity 4. So, it can be seen that more than 7% from all class was active in the learning activity students in cycle I.

2) Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. Then the result of post-test 1 that was given the researcher obtained the result: the highest score 81 and the lowest score was 38. The average score of post-test 1 was 68,32. It showed that there was any significant effect between pre-test and post-test in this cycle.

d. Reflecting

Generally, there was increasing writing ability through spelling bee game in this cycle. It showed on the score and the students' activities that increased. Nevertheless, the improvement of the score from the average in pre-test were 37,45 and the average of the score in post-test cycle 2 were 68,32, but it was not fulfill MSC that at least the average of the students score were ≥ 70 .

There were also some problem in learning process that must be corrected in the next cycle. Other factor that was not make it effective because the researcher didn't teach how to write well, the researcher couldn't explain the material well, the researcher couldn't make the class in good condition. In this meeting, there were many students felt bored in the class because the materials were not interesting enough.

The reflection result can be inferred that:

- 1) The researcher should be paying more attention to the students.
- 2) The researcher should monitor the students one by one while learning process.
- 3) The researcher should gave more attention to the students who are responsive and try to give more attention to students who were irresponsive.

Based on the table students' score pre-test and post-test in cycle I, there were eight in pre-test and 31 students in post-test I got score improved. It showed that there were increasing score of pre-test to post-test, but there was improvement not yet fulfilled the complete standard assess that is 80%. So, the researcher must be done the second cycles to know writing ability through spelling bee game in order that students' score reach the complete standart (MSC).

2. Cycle 2

Based on the result of cycle I was not success enough, in the stage need to be held the cycle II again to repair the weakness in the cycle I. The step of cycle II as follow:

a. Planning

Based on the activity in cycle I, the process at the cycle II was focused on the problem in cycle I. There were still many weaknesses on cycle I such as the students not focus to join the class and they were hard to understand the materials. The researcher and the collaborator planned the materials. The researcher prepared the lesson plan, material, gave the post-test and gave evaluation.

b. Acting

The action in the cycle II consisted of two meeting, one meeting for the action, and one meeting for the post-test. The explanation of every meeting explained below:

1) The First Meeting

The first meeting was done on Thursday, November 1st 2018 for 2x45 minutes. This meeting was opened by greeting, praying, asking the students' condition, checking the attendance list and motivating the students. Before doing the next action, the researcher asked the students still remind the lesson yesterday. Only a few students that could answer the question by using Indonesia. Then the researcher remembered them about the lesson yesterday was made writing ability formula.

In this meeting, the researcher brought different spell that related to the topic that was taught in the eighth students. The researcher brought of 20 vocabulary and playing of spelling bee game in class. The researcher gave 20 vocabulary to students and the students memorized of 20 vocabulary and divide students into four group. After memorize of 20 vocabulary the the students played of spelling bee game by in each group stand up in front of whiteboard. And playing spell a words in correctly with the way whisper a word by friends

of each group. And then whether right or wrong the students went to the end of his/her line. The group got a point for all correct answer.

The researcher gave an example how make writing ability based on the spelling bee game. After that the researcher read these sentences and the students imitate every sentence that the researcher say, and correct the students' pronunciation.

2) The Second Meeting

The second meeting was conducted on Thursday, 8th 2018. This meeting used to post-test 2 in the end of cycle II for 2x45 minutes. The researcher gave post-test to the students. In this meeting, most of the students could practice how to write well. It can be seen from the result of post-test II.

Table 13

**The result of Students' Post-test 2 in Cycle 2 Score of
Writing Ability of Spelling Bee Game**

No	Name Students'	Score	Target >70
1	AZUO	77	Passed
2	ASA	54	Failed
3	AEWA	72	Passed
4	ADN	74	Passed
5	AS	84	Passed
6	AO	77	Passed
7	BGDR	49	Failed
8	CRP	71	Passed
9	DRYS	84	Passed
10	EAF	80	Passed
11	EW	82	Passed
12	EPS	71	Passed
13	EOS	70	Passed
14	FS	76	Passed
15	FD	74	Passed
16	FDA	80	Passed
17	FA	78	Passed
18	ISTI	86	Passed
19	MHM	76	Passed
20	MDS	72	Passed
21	MRS	58	Failed
22	NF	90	Passed
23	RAA	66	Failed
24	RKR	73	Passed
25	RAL-T	75	Passed
26	RAP	76	Passed
27	RI	73	Passed
28	RDP	77	Passed
29	SYA	76	Passed
30	VYS	77	Passed
31	SE	71	Passed
Total		2299	-
Average		74,16	Passed

Source: The result of post-test in cycle 2 on November 8st 2018

Table 14

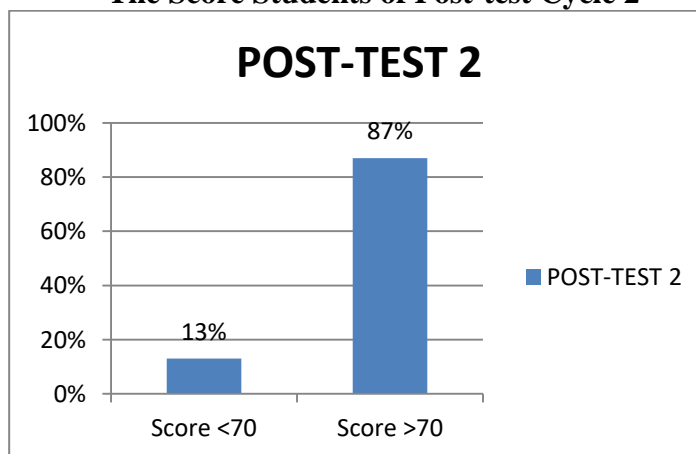
**Frequency of Students' Score of Post-Test cycle 2 of
Descriptive Writing ability**

No	Score	Frequency	Percentages	Category
1	<70	4	13%	Incomplete
2	≥70	27	87%	Complete
Total		31	100%	

Source: The result of post-test in cycle 2 on November 8st 2018

Figure 4

The Score Students of Post-test Cycle 2



From the result of post-test cycle 2, it can be seen that the highest is 90 and the lowest score was 49. So, the average score of post-test was 74,16. From the table 13, that were 4 students who got above the below target of score (under the MSC) and 27 students got above score from the MSC. Then, based on the result of post-test cycle II, it could be seen that the target based on Minimum Standard Criteria (MSC) has increasing the students writing ability by using spelling bee game.

c. Observing

At this stage, the observation was done by the researcher and collaborator during learning process. There were some observation that had been done such as: observations on the students' activities, and observation on the teachers' activities.

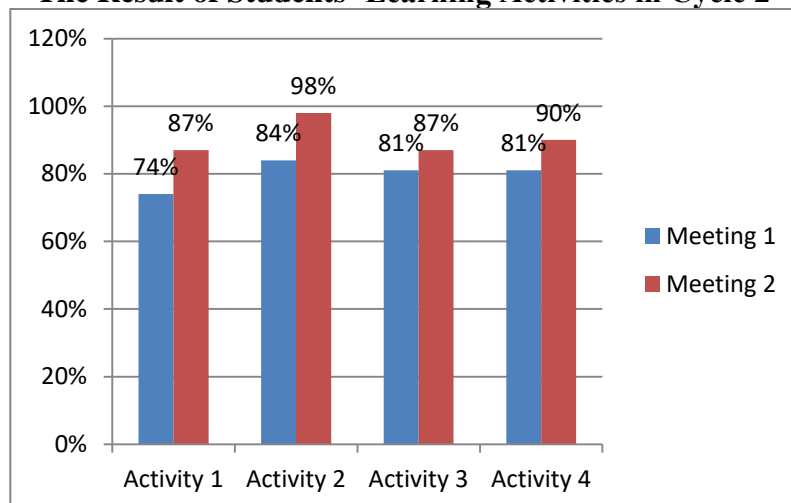
1) Students' Activities

Observation was done on the cycle II, the result was higher than cycle I. In this stage, the students more enthusiastic in following instructional and doing the task, it can be seen in this table below:

Table 15

The Result of Students' Learning Activities in Cycle 2

No	Student's Activities	Cycle 2		Increasing
		Meeting 1	Meeting 2	
1	Attention to the teacher	74%	87%	13%
2	Active in class	84%	98%	10%
3	To do task	81%	87%	6%
4	Respon to/from teacher ask/answer	81%	90%	10%
Total		319%	358%	39%
Average		80%	90%	10%

Figure 3**The Result of Students' Learning Activities in Cycle 2**

From the result of post-test in cycle II, it can be seen in the meeting 1 and meeting 2 in cycle I has increasing 13% of activity 1, 14% of activity 2, 6% of activity 3 and 9% of activity 4. So, it can be seen that more than 10%. From the table above, it showed that the average of whole percentage of students activities was higher than the cycle 1.

2) Teachers' Note

From the observation on cycle II, most of the students were interested in following the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

3) Evaluation

Evaluation was given on cycle II was post-test 2 was given at the end learning. The result of test, the highest score

was 90 and the lowest score was 49. The average score of post-test 2 was 74,16.

d. Reflecting

Based on the end part of cycle II, the researcher and collaborator did reflection together. Based on the result of observation learning process on cycle II, it can be inferred that most of the students paid attention to the teacher and they could accept the material more clearly. From the test result, it can be seen that the teaching learning process was successful, because the students' score increased in cycle 2. In post-test 1 of cycle 1 was gotten average 68,32 there were 18 students (58%) who were success and 13 students (42%) who were no success. While in the post-test 2 of cycle 2 was gotten average 74,16. There were 27 students (87%) who were success and 4 students (13%) who were not success. Eventhough there were 4 students who were not success but the percentage of success students was 87%. So, it was fulfill MSC that 80% of the students in the class got score at least 70.

From the result of learning process in cycle 2 the researcher analyzed that the increasing the writing ability through spelling bee game in cycle 2 was better than in cycle 1.

The most of students enjoyed when they were studying through spelling bee game and also it made the students had good

interest in writing English which was in beginning before the treatment done, the students felt confused.

C. Discussion

During research process, the researcher observed that the students were interest in teaching and learning writing. There were enthusiastic the learning process. The researcher assumed that teaching by spelling bee game can enrich the writing ability. By using spelling bee game learned writing ability easier because the students could practice how to write, how to answer, how the students made a sentence, and how to understand English Language more easily and affectively. So, it had proved the spelling bee game be one of the interesting way to learning writing. Especially for students at the eighth grade at SMPN 6 Metro.

1. The result of the Research

Here were the data of recapitulation of students' improvement in teaching and learning from pre-test up to post-test 2 were presented.

Table 16**The Increasment Score of Students' Pre-test, Post-test 1 and Post-test 2**

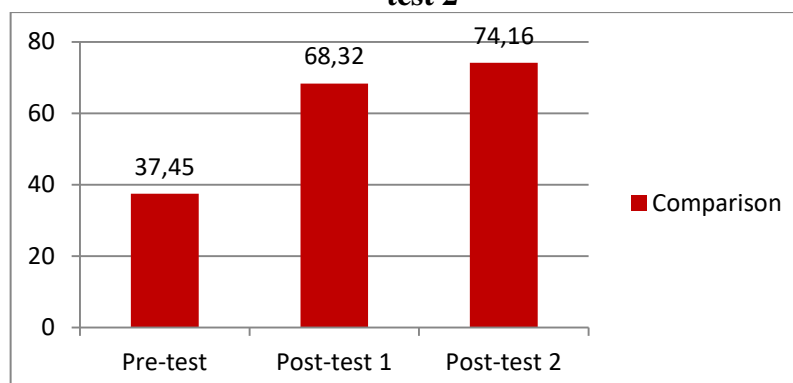
No	Students' Name	Pre-test Score	Post-test 1 Score	Post-test 2 Score	Explanation
1	AZUO	49	81	77	Decreased
2	ASA	48	42	54	Increased
3	AEWA	43	70	72	Increased
4	AND	39	72	74	Increased
5	AS	46	71	84	Increased
6	AO	23	71	77	Increased
7	BGDR	26	38	49	Increased
8	CRP	24	74	71	Decreased
9	DRYS	34	80	84	Increased
10	EAF	24	71	80	Increased
11	EW	22	74	82	Increased
12	EPS	32	68	71	Increased
13	EOS	47	64	70	Increased
14	FS	21	68	76	Increased
15	FD	23	63	74	Increased
16	FDA	33	67	80	Increased
17	FA	44	70	78	Increased
18	ISTI	74	77	86	Increased
19	MHM	22	70	76	Increased
20	MDS	22	61	72	Increased
21	MRS	39	57	58	Increased
22	NF	81	87	90	Increased
23	RAA	45	70	66	Decreased
24	RKR	23	69	73	Increased
25	RAL-T	25	67	75	Increased
26	RAP	35	72	76	Increased
27	RI	48	68	73	Increased
28	RDP	31	66	77	Increased
29	SYA	36	70	76	Increased
30	VYS	32	70	77	Increased
31	SE	70	70	71	Increased
Total		1161	2118	2299	-
Average		37,45	68,32	74,16	-

From the increasing of pre-test to the post-test cycle I, it could be know that spelling bee game as media of teaching and learning could increase the students writing ability of descriptive test. The students were enthusiastic during the learning process. All of the students attendded the class during the presentation of the material by using spelling bee game as media. They were able to memorize the vocabulary through spelling bee game more easily. But, because of the result of the students score could not achieve the target: we decided to give a test to the students used the same way in cycle I but with different lesson plan.

Because of the students' score had increase, it could be seen from their average score in pre-test 37,45 become 68,32 in post-test 1 and 74,16 in post-test. It mean that the students could achieve the target was 80% students gained score 70 or more. Furthermore, the increasing score in each cycle could be seen in the figure below:

Figure 6

The comparison of the Average of pre-test, Post-test 1 and Post-test 2



Based on the result of observation learning process on cycle II, it can be seen that the teaching learning process was successful, because the students' who can realized score more than 70 were 27 students or 80% from all of the students. Even though there were six students who were not success but the percentage of students was 80%. So, it was fulfill SMC that 80% of the students in the class got score at least 70. Based on the result of the post-test cycle II can be concluded that this research had realized target who had determined. And this research had finished.

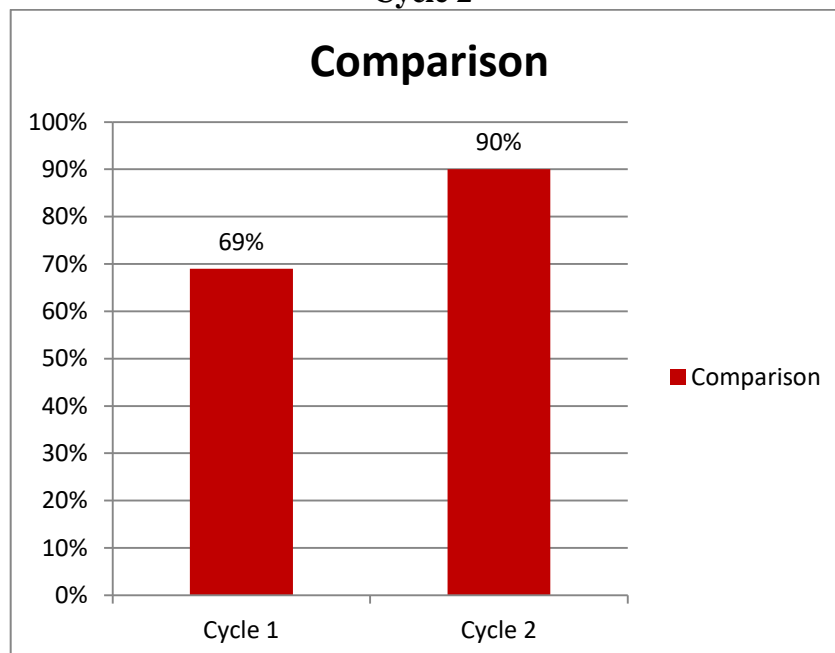
2. The Result of Students' Observation Sheet

This observation sheet result was gotten when the learning process happened by the researcher, the result of students' learning activities can be seen in this table below:

Table 17

The Result of Students' Learning Activities in Cycle 2

No	Student's Activities	Cycle		Increasing
		Cycle 1	Cycle 2	
1	Attention to the teacher	77%	87%	10%
2	Active in class	65%	98%	33%
3	To do task	74%	87%	13%
4	Respons to/from teacher ask/answer	61%	90%	29%
Total		277%	358%	81%
Average		69%	90%	21%

Figure 7**The Comparison of the Average of Students' activity cycle 1 and Cycle 2**

Based on the table, it could be concluded that there was an increasing of students' learning activities during studid time through spelling bee game in improving the students' writing ability of descriptive test. It could be looked at the average result of students' observation sheet when cycle 1 was 69%. Meanwhile, the average result of students' observation sheet when cycle 2 was 90%. It means that spelling bee game had positive effect toward the teaching and learning process, especially in improving the students' learning activities in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher got some conclusion of the research and some suggestion that support the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follow:

Using spelling bee game as media especially in English subject was very effective to increase the students' writing ability at the eighth grader of SMPN 6 Metro Lampung. Even though in cycle I the students' writing ability got enough score but at the cycle II most of the students could achieve the target of success in this research.

It can be seen from the result of the average of students' score was improved from 37,45 to 68,32 and finally became 74,16. So, the improving students score in cycle I to cycle II were 5,84 point. The percentage of students who success in cycle II is 90%. It is greater than 80% which has been set by the researcher up in this study. It was clearly appeared that the score improved significantly from pre-test up to post-test 2. From the students result test, it can be seen that cycle II is higher than cycle I, it means that by using spelling bee game the students can increase their writing ability in learning process of descriptive text.

B. Suggestion

Best on the result of research conducted and conclusion obtained, the researcher would like to suggest as follow:

1. For the Teachers

- a. Spelling bee game can be effective method to teaching writing ability.
- b. The teacher is suggested for the English teacher to use spelling bee game as technique because this technique is effective to increase the students writing ability in learning.
- c. The teacher is suggested for the English teacher to use spelling bee game as technique because it can automatically improved the students motivation and it can make them try the best effort to accepting the material taught by the teacher.

2. For the Students

- a. The students should be active in learning process especially English writing ability.
- b. The students are suggested to increase their writing ability by using spelling bee game as technique.
- c. The students should confident and always memories the vocabulary of writing ability to increase teaching writing in the class.
- d. The students should be practice to write in class.

3. For the School

- a. The school should support the English learning process by preparing the facilitations and instruments completely.
- b. The school is recommended to make the further research about increasing writing ability by using spelling bee game technique.
- c. The write greatly expects that this study can give contribution for school, such as a reference for further studies in learning writing ability and recommended making further studies in applying spelling bee game which is done by the teacher in learning writing ability.

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APPENDICIES

1. The Building of SMPN 6 Metro

Table of The Building of SMPN 6 Metro

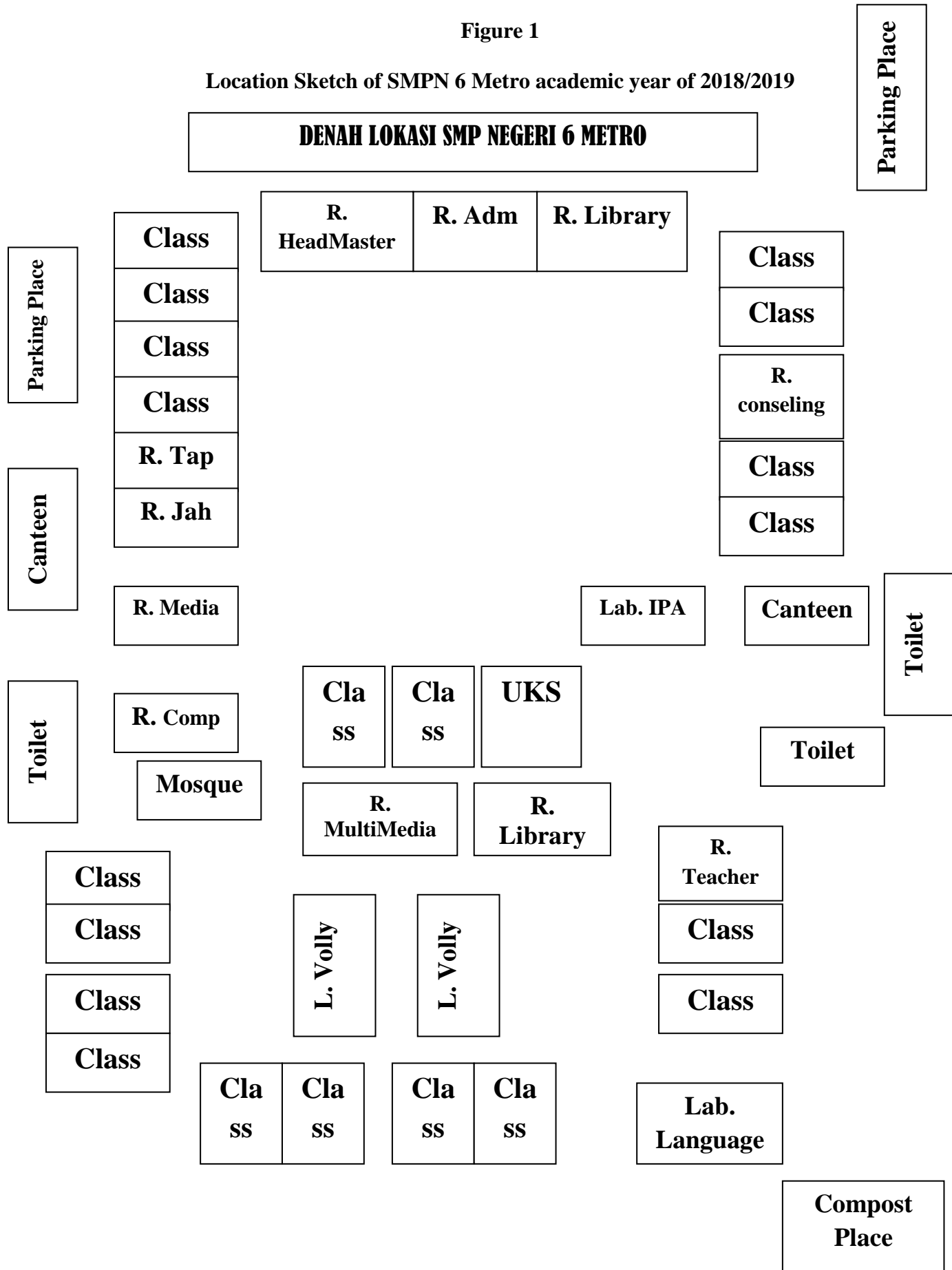
No	Name	Total	The Condition of Building Now		
			Good	Light Broken	Heavy Broken
1	Classes	20	18	2	-
2	Library	1	1		
3	Multimedia	1	1		
4	Lab. of Language	1	1		
5	Lab. of Sains	1	1		
6	Lab. of Computer	1	1		
7	Headmaster Room	1	1		
8	Deputy of Headmaster Room	1	1		
9	Teacher Room	2	2		
10	Mosque	1	1		
11	Staff Room	1	1		
12	OSIS Room	1	1		
13	BK Room	1	1		
14	UKS Room	1	1		
15	Teachers' Toilet	4	4		
16	Students' Toilet	20	20		
17	Canteen	4	4		
18	Keeper Room	1	1		
19	Storage	1	1		

Source: Documentation of Data in SMPN 6 Metro 2018

2. The Location Sketch of SMPN 6 Metro

Figure 1

Location Sketch of SMPN 6 Metro academic year of 2018/2019



SILABUS PEMBELAJARAN

Sekolah : SMP Negeri 6 Metro
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 1 (satu)
Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
6.1. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>narrative</i>	Teks rumpang berbentuk - <i>descriptive</i> - <i>narrative</i> Kalimat acak	1. Review Ungkapan ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang Mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realita. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat.	<ul style="list-style-type: none"> • Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> • Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> • Menulis teks esai dalam bentuk <i>descriptive</i> . 	Tes tulis	Essay <i>Completion</i> <i>Jumbled sentences</i> Essay	<ul style="list-style-type: none"> • <i>Write an essay describing something or a certain place.</i> 	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar	Kreatif Cermat Komunikatif Percaya diri Mandiri

		<p>dengan kata yang tepat.</p> <p>4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</p> <p>5. Membuat draft teks deskriptif secara mandiri.</p> <p>6. Mengekspos teks deskriptif yang ditulis di kelas dengan mandiri dan percaya diri</p>							
--	--	---	--	--	--	--	--	--	--

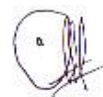
Metro, October 2018

Collaborator



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Ariyani
NPM. 14127807

LESSON PLAN

(CYCLE I)

School	: SMP N 6 Metro
Subject	: English
Class/Semester	: VIII / I
Time	: 2 x 45 Minutes
Skill	: Writing
Material	: Descriptive Text

A. Standard Competence

Writing

6. Expressing meaning of ideas in functional texts, poems, and simple short essays used in descriptive and narrative to communicate with the nearest environment and academic context.

B. Basic Competence

- 6.1 expressing meaning in simple short functional essays in descriptive tests accurately, systematically, and implicitly to communicate with the nearest environment and academic context.

C. Indicator of Competence Achievement

1. Complete of the texts, they are:
 - Descriptive text
 - Narrative text

2. Arrange of the text
3. Write the text, they are:
 - Descriptive text
 - Narrative text

D. Purpose of Learning

1. Students can identify the English spelling bee of descriptive text accurately.
2. Students can write the descriptive text accurately.

E. Learning Materials

No	Vocabulary	Spell	Artinya
1	Home	Eic-ou-em-i:	Rumah
2	Big	Bi:-ai-ji:	Besar
3	Minimalist	Em-ai-en-ai-em-ei-el-ai-es-ti:	Minimalis
4	Simple	Es-ai-em-pi:-el-i:	Sederhana
5	Room	A:r-ou-ou-em	Ruangan
6	Kitchen	Kei-ai-ti:-si:-eic-i:-en	Dapur
7	Bedroom	Bi:-i:-di:-a:r-ou-ou-em	Kamar
8	Sister	Es-ai-es-ti:-i:-a:r	Kakak
9	flower	Ef-el-ou- dabƏlyu:-i:-a:r	Bunga
10	Watching	dabƏlyu:-ei-ti:-si-eic-ai-en-ji:	Menonton

For example!

My Home

My house at Jl. Anngur 1 no. 24 Metro. My house is the place where I can relax and find our own space. My house is not big. Model of my house is minimalist. The shape like box and square, that's very simple. My house is very colorful like green, violet, red, white.

In my house, there is a terrace with some flowers and plants. There is a living room, dining room, bedroom. There is a bathroom, kitchen and a garage. And my favorite room is my bedroom because I can do anything there, I can dialogue with my little sister and my family, watching TV, studying, playing and sleeping.

My house is my paradise.

F. Learning Method

Three Phase Technique using Spelling Bee Game

G. Learning Activities

Step of learning activities

Step	Teacher's Activities	Student's Activities	Time
First Activities	<ul style="list-style-type: none">✓ Teacher greeted by giving salam friendly when entering classroom.✓ Teacher checked students' attendance.✓ Teacher asked about daily activities.	<ul style="list-style-type: none">✓ Students answer teacher's salam.✓ Students give response about checking attendance.✓ Students tell about daily activities	10 Minute
Core Activities	<ul style="list-style-type: none">✓ Teacher explain and gives example the material writing by using spelling bee game.✓ Teacher gives new	<ul style="list-style-type: none">✓ The students heard and respon about the material✓ The students	30 minute

	vocabulary to the students ✓ Teacher gets students memorizing the new vocabulary ✓ Teacher make a small group and playing spelling bee game of new vocabulary in writing ✓ After playing a game, teacher gives task to the students	playing of spelling bee game based on the topic ✓ The students submit their works to the teacher.	
Last Activities	✓ Teacher reminds students about students about the activities for next meeting. (using spelling bee games) ✓ Teacher asks students to prepare for the next meeting. ✓ Teacher closes the meeting by praying together	✓ The students heard and pray the instruction of the teacher.	5 minute

H. Learning Media and Source

Media : My Mother Picture

Source : Book English in Focus

I. Assesment

Indicator	Technique	Form	Example
Understand to write new spell that has learn.	Written	Essay	Write the new spell on the picture and the topic

Instrument

Make a written new spell in descriptive text based on the topic!

My Home

✓ Scoring system

Aspect	Max Score
Mechanics	5
Syntax	25
Vocabulary	20
Organization	20
Content	30
Grand Total	100

Metro, October 2018

Knowing,
Collaborator:



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Ariyani
NPM. 14127807

Approved by
The Headmaster of SMP N 6 Metro



YUNANI, S.Pd
NIP. 19630627198432003

LESSON PLAN

(CYCLE II)

School	: SMP N 6 Metro
Subject	: English
Class/Semester	: VIII / I
Time	: 2 x 45 Minutes
Skill	: Writing
Material	: Descriptive

A. Standard Competence

Writing

6. Expressing meaning of ideas in functional texts, poems, and simple short essays used in descriptive and narrative to communicate with the nearest environment and academic context.

B. Basic Competence

- 6.1 expressing meaning in simple short functional essays in descriptive texts accurately, systematically, and implicitly to communicate with the nearest environment and academic context.

C. Indicator of Competence Achievement

1. Complete of the texts, they are:
 - Descriptive text
 - Narrative text
2. Arrange of the text
3. Write the text, they are:

- Descriptive text
- Narrative text

D. Purpose of Learning

1. Students can identify the English spelling bee of descriptive text accurately.
2. Students can write the descriptive text accurately.

E. Learning Materials

No	Vocabulary	Spell	Artinya
1	Mother	Em-ou-ti:-eic-i:-a:r	Ibu
2	Beautiful	Bi:-i:-ei-yu:-ti:-ai-ef-yu:-el	Cantik
3	Family	Ef-i:-em-ai-el-wai	Keluarga
4	Fat	Ef-ei-ti:	Gemuk
5	Brown eyes	Bi:-a:r-ou-dabƏlyu:-en i:-wai-i:-es	Mata coklat
6	Smile	Es-em-ai-el-i:	Senyum
7	Kind	Key-ai-en-di:	Murah hati
8	Friendly	Ef-a:r-ai-en-di:-el-wai	Ramah
9	Patient	Pi:-ei-ti:-ai-i:-en-ti:	Sabar
10	Care	Si:-ei-a:r-i:	Peduli
11	Clean	Si:-el-i:-ei-en	Bersih
12	Color	Si:-ou-el-ou-a:r	Warna
13	Lovely	El-ou-vi:-el-wai	Bagus
14	Sweet	Es-dabƏlyu:-dabƏl i:-ti:	Manis
15	Weight	dabƏlyu:-i:-ai-ji:-eic-ti:	Berat
16	World	dabƏlyu:-ou-a:r-el-di:	Dunia
17	People	Pi:-i:-ou-p:-el-i:	Orang
18	Curly	Si:-yu-a:r-el-wai	Keriting
19	Wife	dabƏlyu:-ai-ef-i:	Istri
20	House	Eic-ou-yu:-es-i:	Rumah

For example!

My Mother

Hai friends, I have mother, she is Indonesian and her name is Husna. My mother is a beautiful person. She is not fat but weight is 60 kg and she has curly hair. Her eyes color is light brown and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love.

I love my mother so much, she is the best mother in the world.

F. Learning Method

Three Phase Technique using Spelling Bee Game

G. Learning Activities

Step of learning activities

Step	Teacher's Activities	Student's Activities	Time
First Activities	✓ Teacher greeted by giving salam fiendly when entering classroom. ✓ Teacher checked students' attendance. ✓ Teacher asked about daily activities.	✓ Students answer teacher's salam. ✓ Students give response about checking attendance. ✓ Students tell about daily activities	10 Minute
Core Activities	✓ Teacher explain and gives example the	✓ The students heard and respon about	30 minute

	<p>material writing by using spelling bee game.</p> <ul style="list-style-type: none"> ✓ Teacher gives new vocabulary to the students ✓ Teacher gets students memorizing the new vocabulary ✓ Teacher make a small group and playing spelling bee game of new vocabulary in writing ✓ After playing a game, teacher gives task to the students 	<p>the material</p> <ul style="list-style-type: none"> ✓ The students playing of spelling bee game based on the topic ✓ The students submit their works to the teacher. 	
Last Activities	<ul style="list-style-type: none"> ✓ Teacher reminds students about students about the activities for next meeting. (using spelling bee games) ✓ Teacher asks students to prepare for the next meeting. ✓ Teacher closes the meeting by praying together 	<ul style="list-style-type: none"> ✓ The students heard and pray the istration of the teacher. 	5 minute

H. Learning Media and Source

Media : My Mother Picture

Source : Book English in Focus

I. Assesment

Indicator	Technique	Form	Example
Understand to write new spell that has learn.	Written	Essay	Write the new spell on the picture and the topic

Instrument

Make a written new spell in descriptive text based on the topic!

My Mother

✓ **Scoring system**

Aspect	Max Score
Mechanics	5
Syntax	25
Vocabulary	20
Organization	20
Content	30
Grand Total	100

Metro, October 2018

Knowing,
Collaborator



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Approved by

The Headmaster of SMP N 6 Metro



































YUNANI, S.Pd
NIP. 19630627198432003

ATTENDANCE LIST

No	Name Students'	Signature			
		1 st Meeting 24 Oct 2018	2 nd Meeting 25 Oct 2018	3 rd Meeting 31 Oct 2018	4 th Meeting 1 Nov 2018
1	ADELIA ZULEA OKTAVIA				
2	ADNAN SAPUTRA				
3	ALBERTUS EKA WISNU A.				
4	ALFREDA DISCENT NABEL				
5	AMELIA SALSABILA				
6	ANDRA OBRIAN				
7	BRIYAN GEBRIYAN DIKA R.				
8	CHANDRA REZA PRATAMA				
9	DWT RAISIKA YULIA SARI				

10	EKA AHMAD FANI	<i>Eka</i>	<i>Eka</i>	<i>Eka</i>	<i>Eka</i>	<i>Eka</i>
11	ELGA WIDIANITO	<i>Elga</i>	<i>Elga</i>	<i>Elga</i>	<i>Elga</i>	<i>Elga</i>
12	ELI AYU PUSPITA SARI	<i>Eli</i>	<i>Eli</i>	<i>Eli</i>	<i>Eli</i>	<i>Eli</i>
13	ERMALIA OKTA SALSABILLA	<i>Ermal</i>	<i>Ermal</i>	<i>Ermal</i>	<i>Ermal</i>	<i>Ermal</i>
14	FABEL SAPRELA	<i>Fabel</i>	<i>Fabel</i>	<i>Fabel</i>	<i>Fabel</i>	<i>Fabel</i>
15	FAJAR DEVANDRA	<i>Fajar</i>	<i>Fajar</i>	<i>Fajar</i>	<i>Fajar</i>	<i>Fajar</i>
16	FAVIAN DECO ARDANA	<i>Favian</i>	<i>Favian</i>	<i>Favian</i>	<i>Favian</i>	<i>Favian</i>
17	FIRTRIA AGUSTINA	<i>Firtria</i>	<i>Firtria</i>	<i>Firtria</i>	<i>Firtria</i>	<i>Firtria</i>
18	ISTIKOMAH	<i>Istikomah</i>	<i>Istikomah</i>	<i>Istikomah</i>	<i>Istikomah</i>	<i>Istikomah</i>
19	M. HAJERIL MUSTOPA	<i>Hajeril</i>	<i>Hajeril</i>	<i>Hajeril</i>	<i>Hajeril</i>	<i>Hajeril</i>
20	MARCHEL DWI SAPUTRA	<i>Marchel</i>	<i>Marchel</i>	<i>Marchel</i>	<i>Marchel</i>	<i>Marchel</i>
21	M. RIVAN SYAHPUTRA	<i>Rivan</i>	<i>Rivan</i>	<i>Rivan</i>	<i>Rivan</i>	<i>Rivan</i>
22	NIDA FITRIANI	<i>Nida</i>	<i>Nida</i>	<i>Nida</i>	<i>Nida</i>	<i>Nida</i>
23	RAIHAN ALFARIDHO A.	<i>Raihan</i>	<i>Raihan</i>	<i>Raihan</i>	<i>Raihan</i>	<i>Raihan</i>

24	RAMJI KHISTU RAHMAN				
25	REYFO AL-THORIQ				
26	RICO ARDIAN PRATAMA				
27	RIKY IRAWAN				
28	RONA DWI PRAYUDA				
29	SYAIFUL ANWAR				
30	VRISCA YOVIANA SARI				
31	SATRIA ERLANGGA				

Metro, October 2018

Collaborator

Researcher



Dwi Widodo, S.Pd
NIP. 197105252006041010



Vita Arivani
NPM. 14127807

**Writing Ability Test
PRE-TEST**

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name :
Class / Students Number :

Instruction :

1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme “My Home”

Answer :

No	Vocabulary	No	Vocabulary
1	6	.....
2	7	.....
3	8	.....
4	9	.....
5	10	.....

In Descriptive Text

My Mother

.....

.....

.....

.....

.....

.....

**Writing Ability Test
POST-TEST 1**

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name :
Class / Students Number :

Instruction :

3. Please write the vocabulary correctly!
4. Write the text based on vocabulary in descriptive text of the theme “My Mother”

Answer :

No	Vocabulary	No	Vocabulary
1	6	.....
2	7	.....
3	8	.....
4	9	.....
5	10	.....

In Descriptive Text

My Mother

.....

.....

.....

.....

.....

.....

**Writing Ability Test
POST-TEST 2**

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name :
Class / Students Number :

Instruction :

1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme “My Family”

Answer :

No	Vocabulary	No	Vocabulary
1	6	.....
2	7	.....
3	8	.....
4	9	.....
5	10	.....

In Descriptive Text

My Family

.....

.....

.....

.....

.....

.....

STUDENT'S SCORE

(Pre-Test)

Day/Date : October 24th 2018

No	Name	Score					Total Score
		Con (13-35)	Or (7-20)	Voc (7-20)	Syntax (5-25)	Mec (2-5)	
1	AZUO	14	10	10	12	3	49
2	ASA	15	9	10	11	3	48
3	AEWA	10	10	10	10	3	43
4	ADN	10	8	9	9	3	39
5	AS	14	9	10	10	3	46
6	AO	5	4	6	6	2	23
7	BGDR	7	6	5	6	2	26
8	CRP	5	5	7	5	2	24
9	DRYS	10	7	6	8	3	34
10	EAF	11	6	6	7	2	24
11	EW	7	4	4	5	2	22
12	EPS	10	6	7	7	2	32
13	EOS	15	9	10	10	3	47
14	FS	5	4	6	4	2	21
15	FD	7	4	5	5	2	23
16	FDA	9	5	10	7	2	33
17	FA	15	7	10	10	2	44
18	ISTI	25	15	15	16	3	74
19	MHM	5	5	5	5	2	22
20	MDS	8	3	4	5	2	22
21	MRS	10	9	10	8	2	39
22	NF	25	15	17	20	4	81
23	RAA	14	8	10	10	3	45
24	RKR	5	5	6	5	2	23
25	RAL-T	6	5	7	5	2	25
26	RAP	10	7	8	8	2	35
27	RI	15	8	10	12	3	48
28	RDP	12	5	6	6	2	31
29	SYA	9	7	9	8	3	36
30	VYS	10	6	7	7	2	32
31	SE	19	15	16	17	3	70
Total							1161
Average							37,45
The highest score							81
The lowest							21

STUDENT'S SCORE

(Post-Test 1)

Day/Date : October 31st 2018

No	Name	Score					Total Score
		Con (13-35)	Or (7-20)	Voc (7-20)	Syntax (5-25)	Mec (2-5)	
1	AZUO	25	17	17	19	3	81
2	ASA	10	10	10	10	2	42
3	AEWA	20	15	15	17	3	70
4	ADN	20	15	16	18	3	72
5	AS	22	15	16	15	3	71
6	AO	19	16	17	16	3	71
7	BGDR	10	9	8	9	2	38
8	CRP	20	17	16	18	3	74
9	DRYS	24	17	16	20	3	80
10	EAF	20	16	15	17	3	71
11	EW	22	16	17	16	3	74
12	EPS	18	16	15	16	3	68
13	EOS	18	13	14	16	3	64
14	FS	19	15	16	15	3	68
15	FD	17	14	14	15	3	63
16	FDA	20	14	14	16	3	67
17	FA	20	16	16	15	3	70
18	ISTI	22	17	18	17	3	77
19	MHM	20	15	15	17	3	70
20	MDS	19	12	13	14	3	61
21	MRS	17	12	12	14	2	57
22	NF	25	18	17	23	4	87
23	RAA	19	15	16	17	3	70
24	RKR	19	15	16	16	3	69
25	RAL-T	18	15	15	16	3	67
26	RAP	20	15	16	18	3	72
27	RI	18	15	16	16	3	68
28	RDP	18	14	15	16	3	66
29	SYA	19	15	16	17	3	70
30	VYS	20	15	16	16	3	70
31	SE	19	15	16	17	3	70
Total							2118
Average							68,32
The highest score							87
The lowest							38

STUDENT'S SCORE

(Post-Test 2)

Day/Date : November 8th 2018

No	Name	Score					Total Score
		Con (13-35)	Or (7-20)	Voc (7-20)	Syntax (5-25)	Mec (2-5)	
1	AZUO	25	16	17	16	3	77
2	ASA	14	12	13	13	2	54
3	AEWA	20	16	16	17	3	72
4	ADN	22	15	17	17	3	74
5	AS	25	17	18	20	4	84
6	AO	22	17	17	18	3	77
7	BGDR	13	11	11	12	2	49
8	CRP	20	16	16	16	3	71
9	DRYS	25	17	18	20	4	84
10	EAF	23	17	18	19	3	80
11	EW	23	17	18	20	4	82
12	EPS	21	16	16	15	3	71
13	EOS	20	15	16	16	3	70
14	FS	22	16	17	18	3	76
15	FD	21	16	17	17	3	74
16	FDA	22	17	18	20	3	80
17	FA	22	17	18	18	3	78
18	ISTI	26	17	18	21	4	86
19	MHM	21	17	18	17	3	76
20	MDS	20	16	16	17	3	72
21	MRS	18	12	12	14	2	58
22	NF	27	18	18	23	4	90
23	RAA	18	15	15	15	3	66
24	RKR	20	17	16	17	3	73
25	RAL-T	21	16	17	18	3	75
26	RAP	21	17	18	17	3	76
27	RI	20	16	17	17	3	73
28	RDP	20	16	18	20	3	77
29	SYA	21	17	17	18	3	76
30	VYS	23	16	17	18	3	77
31	SE	20	15	15	17	3	70
Total							2299
Average							74,16
The highest score							90
The lowest							49

Indicators of scoring:

No	Criteria	Score	General classification & description
1	C O N T E N T	27 – 30	Very good excellent: knowledgably substantive relevant to topic, provides details of the topic
		22 – 26	Average to good: some knowledge of subject, mostly relevant to the topic but lack detail
		17 – 21	Poor to fair: limited knowledge of subject, inadequate development of topic
		13 – 16	Very poor: does not show knowledge, not pertinent to topic
2	O R G A N I Z A T I O N	18 – 20	Very good excellent: ideas clearly stated, well organized , logical sequencing and relevant to generic structure
		15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
3	V O C A B U L A R Y	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured

		7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate
4	S Y N T A X	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		18 – 21	Average to good: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		11 – 17	Poor to fair: major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		5 – 10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5	M E C H A N I C S	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Poor to fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused obscured

			Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
--	--	--	---

Collaborator



Dwi Widodo, S.Pd

NIP. 197105252006041010

Metro, October 2018

Researcher



Vita Arivani

NPM. 14127807

OBSERVATION SHEET OF TEACHER' ACTIVITIES

Cycle I

Teachers' Activities	Good	Enough	Less
1. Pre Teaching			
a. Prepare the lesson		✓	
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 chronological		✓	
c. Guide the students follow the lesson		✓	
d. Motivate the students for ask			✓
e. Practice the students to answer the question about the material			✓
3. Post Teaching			
a. Conclusion the result of learning		✓	
b. Close the learning activity.		✓	

Direction :

- Give a tick (✓) for the active teacher.
- Give a tick (✓) for the inactive teacher.

Collaborator



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Ariyani
NPM. 14127807

OBSERVATION SHEET OF TEACHER' ACTIVITIES

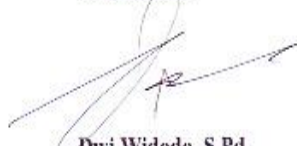
Cycle 2

Teachers' Activities	Good	Enough	Less
4. Pre Teaching			
d. Prepare the lesson	✓		
e. Prepare the media that will be used		✓	
f. Ability in opening the learning process		✓	
5. While Teaching			
f. Inform the objective of learning	✓		
g. Explain the material chronological		✓	
h. Guide the students follow the lesson		✓	
i. Motivate the students for ask		✓	
j. Practice the students to answer the question about the material		✓	
6. Post Teaching			
c. Conclusion the result of learning	✓		
d. Close the learning activity.	✓		

Direction :

- Give a tick (V) for the active teacher.
- Give a tick (V) for the inactive teacher.

Collaborator



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Arivani
NPM. 14127807

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Cycle I / Meeting 1

No	Name	Activity			
		1	2	3	4
1	AZUO	✓	✓	✓	✓
2	ASA	✓	-	-	-
3	AEWA	✓	-	-	-
4	ADN	✓	-	✓	-
5	AS	✓	✓	✓	✓
6	AO	✓	✓	-	✓
7	BGDR	-	-	✓	-
8	CRP	✓	✓	✓	✓
9	DRYS	✓	✓	✓	✓
10	EAF	✓	-	✓	-
11	EW	✓	✓	✓	✓
12	EPS	✓	✓	✓	✓
13	EOS	✓	✓	✓	✓
14	FS	-	✓	✓	-
15	FD	✓	✓	✓	✓
16	FDA	✓	✓	✓	✓
17	FA	✓	✓	✓	✓
18	ISTI	✓	✓	✓	✓
19	MHM	-	-	-	-
20	MDS	-	-	-	-
21	MRS	-	-	-	-
22	NF	✓	✓	✓	✓
23	RAA	✓	✓	-	✓
24	RKR	-	-	✓	-
25	RAL-T	✓	✓	✓	✓
26	RAP	✓	-	-	-
27	RI	✓	-	-	✓
28	RDP	-	-	-	-
29	SYA	✓	-	✓	-
30	VYS	✓	✓	✓	✓
31	SE	-	-	-	-
Total		23	17	20	17
Percentage (%)		74%	55%	65%	55%

Notes :

Indicators of the teachers' activities that observed are :

1. Paying attention to the teachers' explanation
2. Active in class
3. Doing the task
4. Respond to the teachers' explanation-question

Metro, October 25 2018

Collaborator



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Arivani
NPM. 14127807

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Cycle I / Meeting 2

No	Name	Activity			
		1	2	3	4
1	AZUO	✓	✓	✓	✓
2	ASA	✓	-	-	✓
3	AEWA	✓	✓	-	✓
4	ADN	-	✓	✓	-
5	AS	✓	✓	✓	✓
6	AO	-	✓	-	✓
7	BGDR	-	-	✓	-
8	CRP	✓	✓	✓	✓
9	DRYS	✓	✓	✓	✓
10	EAF	✓	-	✓	-
11	EW	✓	✓	✓	✓
12	EPS	✓	✓	✓	✓
13	EOS	✓	✓	✓	✓
14	FS	✓	✓	✓	-
15	FD	-	✓	✓	✓
16	FDA	✓	✓	✓	✓
17	FA	✓	✓	✓	✓
18	ISTI	✓	✓	✓	✓
19	MHM	✓	-	-	-
20	MDS	-	-	-	-
21	MRS	-	-	✓	-
22	NF	✓	✓	✓	✓
23	RAA	✓	✓	-	✓
24	RKR	✓	-	✓	-
25	RAL-T	✓	✓	✓	✓
26	RAP	✓	-	-	-
27	RI	✓	✓	✓	✓
28	RDP	✓	-	-	-
29	SYA	✓	-	✓	-
30	VYS	✓	✓	✓	✓
31	SE	-	-	✓	-
Total		24	20	23	19
Percentage (%)		77%	65%	74%	61%

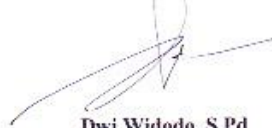
Notes :

Indicators of the teachers' activities that observed are :

1. Paying attention to the teachers' explanation
2. Active in class
3. Doing the task
4. Respond to the teachers' explanation-question

Metro, October 31 2018

Collaborator



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Arivani
NPM. 14127807

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Cycle II / Meeting 1

No	Name	Activity			
		1	2	3	4
1	AZUO	✓	✓	✓	✓
2	ASA	✓	✓	✓	✓
3	AEWA	✓	✓	✓	✓
4	ADN	-	✓	✓	-
5	AS	✓	✓	✓	✓
6	AO	-	✓	-	✓
7	BGDR	-	-	✓	✓
8	CRP	✓	✓	✓	✓
9	DRYS	✓	✓	✓	✓
10	EAF	✓	✓	✓	✓
11	EW	✓	✓	✓	✓
12	EPS	✓	✓	✓	✓
13	EOS	✓	✓	✓	✓
14	FS	✓	✓	✓	-
15	FD	-	✓	✓	✓
16	FDA	✓	✓	✓	✓
17	FA	✓	✓	✓	✓
18	ISTI	✓	✓	✓	✓
19	MHM	✓	-	-	-
20	MDS	-	-	-	-
21	MRS	-	✓	✓	✓
22	NF	✓	✓	✓	✓
23	RAA	✓	✓	-	✓
24	RKR	✓	✓	✓	-
25	RAL-T	✓	✓	✓	✓
26	RAP	✓	-	-	✓
27	RI	-	✓	✓	✓
28	RDP	✓	-	-	✓
29	SYA	✓	✓	✓	✓
30	VYS	✓	✓	✓	✓
31	SE	-	✓	✓	-
Total		23	26	25	25
Percentage (%)		74%	84%	81%	81%


Notes :

Indicators of the teachers' activities that observed are :

1. Paying attention to the teachers' explanation
2. Active in class
3. Doing the task
4. Respond to the teachers' explanation-question

Metro, November 1 2018

Collaborator



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Arivani
NPM. 14127807

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Cycle II / Meeting 2

No	Name	Activity			
		1	2	3	4
1	AZUO	✓	✓	✓	✓
2	ASA	✓	✓	✓	✓
3	AEWA	✓	✓	✓	✓
4	ADN	✓	✓	✓	✓
5	AS	✓	✓	✓	✓
6	AO	-	✓	-	-
7	BGDR	✓	-	✓	✓
8	CRP	✓	✓	✓	✓
9	DRYS	✓	✓	✓	✓
10	EAF	✓	✓	✓	✓
11	EW	✓	✓	✓	✓
12	EPS	✓	✓	✓	✓
13	EOS	✓	✓	✓	✓
14	FS	✓	✓	✓	✓
15	FD	✓	✓	✓	✓
16	FDA	✓	✓	✓	✓
17	FA	✓	✓	✓	✓
18	ISTI	✓	✓	✓	✓
19	MHM	✓	✓	-	✓
20	MDS	-	-	-	-
21	MRS	✓	✓	✓	✓
22	NF	✓	✓	✓	✓
23	RAA	✓	✓	-	✓
24	RKR	✓	✓	✓	✓
25	RAL-T	✓	✓	✓	✓
26	RAP	✓	✓	✓	✓
27	RI	✓	✓	✓	✓
28	RDP	-	✓	✓	✓
29	SYA	✓	✓	✓	✓
30	VYS	✓	✓	✓	✓
31	SE	-	✓	✓	-
Total		27	29	27	28
Percentage (%)		87%	94%	87%	90%

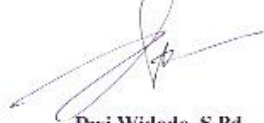
Notes :

Indicators of the teachers' activities that observed are :

1. Paying attention to the teachers' explanation
2. Active in class
3. Doing the task
4. Respond to the teachers' explanation-question

Metro, November 7 2018

Collaborator



Dwi Widodo, S.Pd
NIP. 197105252006041010

Researcher



Vita Arivani
NPM. 14127807

FIELD NOTES

Cycle		Note Students' Attitude
Cycle 1	1 st Meeting	<ol style="list-style-type: none"> 1. Most of the students less could not focus to the teacher in front. 2. Most of the students less pay attention to the teacher.
	2 nd Meeting	<ol style="list-style-type: none"> 1. Most of the students still could not focus to the teacher in front. 2. Some of the students are noisy to chit with their friends and walk come and there, another was just silent. 3. Most of the students had unclear instruction. 4. Most of the students did the test confusedly 5. The score of the test were poor 6. Teacher delivered instruction (spook) to fast and dominated in English.
Cycle 2	3 th Meeting	<ol style="list-style-type: none"> 1. Most of the students were start focus to the students. 2. The students were start understand of English learning
	4 th Meeting	<ol style="list-style-type: none"> 1. Most of the students were focus to the teacher 2. The students's activities were very active 3. The students felt enjoyable.

		<ol style="list-style-type: none">4. Most of the students got instruction clearly5. The students more active and they are brave to answer the teacher's question6. Most of the students done the post easily.
--	--	---

Metro, November 20th 2018

Observer,



Vita Ariyani
NPM 14127807



**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) 41607; Faksimili (0725) 47206; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3255/In.28/D.1/TL.01/10/2018

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


Nama : **VITA ARIYANI**
NPM : 14127807
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' WRITING ABILITY BY USING ENGLISH SPELLING BEE GAME AT THE EIGHTH GRADER OF SMP N 6 METRO IN ACADEMIC YEAR OF 2018/2019".
 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 : 18 Oktober 2018

Mengetahui,
Pejabat Setempat


Sri Kartamasih, S.Pd.

Wakil Dekan I,


Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**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_ain@metrouniv.ac.id

Nomor : B-3256/In.28/D.1/TL.00/10/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 6 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3255/In.28/D.1/TL.01/10/2018, tanggal 18 Oktober 2018 atas nama saudara:

Nama : **VITA ARIYANI**
NPM : 14127807
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 6 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' WRITING ABILITY BY USING ENGLISH SPELLING BEE GAME AT THE EIGHTH GRADER OF SMP N 6 METRO IN ACADEMIC YEAR OF 2018/2019".

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 Oktober 2018
Wakil Dekan I,


Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





PEMERINTAH KOTA METRO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 6 METRO

Jl. PatimuraKel. Banjarsari PO. BOX.129 Metro Utara Telp. (0725) 7855234



SURAT KETERANGAN PENELITIAN

Nomor : 470 / 1.12.3 / SMP.06 / KL. / 2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Metro menerangkan bahwa :

Nama : VITA ARIYANI
NPM : 14127807
Semester : 9 (sembilan)
Jurusan : Pendidikan Bahasa Inggris

Bahwa Mahasiswa tersebut di atas telah melaksanakan research/survey di SMP Negeri 6 Metro dalam rangka penulisan Tugas Akhir/ Skripsi dengan judul "*INCREASING THE STUDENTS WRITING ABILITY BY USING ENGLISH SPELLING BEE GAME AT THE EIGHTH GRADER OF SM N 6 METRO ACADEMIC YEAR OF 2018/2019*".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya dan atas perhatiannya kami ucapkan terima kasih.

Metro, 12 November 2018
Kepala UPTD SMP Negeri 6 Metro


YUNANI, S.Pd
Pembina Tingkat I/IV.b
NIP. 196306271984032006



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro, Timur Kota Metro Lampung 34111

Telepon (0725) 41907, Faksimili (0725) 47293, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah@metrouniv.ac.id

Nomor : B-0778/In.28.1/J/TL.00/03/2018
Lampiran :
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMP N 6 METRO
di
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : VITA ARIYANI
NPM : 14127807
Semester :
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : INCREASING THE STUDENTS' READING COMPREHENSION BY USING ENGLISH SPELLING BEE GAMES AT THGE EIGHTH GRADE OF SMP N 8 METRO IN THE ACADEMIC OF YEARS 2017/2018

untuk melakukan *pra-survey* di SMP N 8 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kejasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Maret 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

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



DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA METRO

SMP NEGERI 6 METRO

Jl. Patimura Kel. Banjarsari PO. BOX.129 Metro Utara Telp. (0725) 7855234
SMS Center : 0896 341 340 19. e-mail: smpnegeri6kotametro@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor : ~~320~~ 1.12.3 / SMP.06 / K1. / 2018

Yang bertanda tangan di bawah ini **Kepala SMP Negeri 6 Metro** menerangkan bahwa :

Nama : **Vita Ariyani**
NPM : 14127807
Semester : VIII (delapan)
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Kami mengijinkan Mahasiswa tersebut di atas untuk melaksanakan pra survey /survey di SMP Negeri 6 Metro dalam rangka penulisan Tugas Akhir/ Skripsi dengan judul "*INCREASING THE STUDENTS' READING COMPREHENSION BY USING ENGLISH SPELLING BEE GAMES AT THGE EIGHTH GRADE OF SMP NEGERI 6 METRO IN THE ACADEMIC OF YEARS 2017/2018*".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya dan atas perhatiannya kami ucapkan terima kasih.

Metro, 08 Maret 2018

Kepala Sekolah,



YUWONO DM, S.Pd
NIP: 195908271980121002



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47290 Website: www.metrouniy.ac.id, e-mail: iaim@metrouniy.ac.id

Nomor : 3148 /In.28.1/J/PP.00.9/10/2018
Lamp : -
Hal : BIMBINGAN SKRIPSI

09 Oktober 2018

Kepada Yth:

1. Dr. Umi Yasiwah, M.Hum (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	Vita Ariyani
NPM	14127807
Fakultas	Tarbiyah dan Ilmu Keguruan
Jurusan	Tadris Bahasa Inggris
Judul	Increasing The Students' Writing Writing Ability By Using English Spelling Bee Game At The Eighth Grader Of SMP N 6 Metro In Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Vita Ariyani

NPM : 14122807

Fakultas : PTKIP / TBI

Angkatan : 2014 / 2013

Telah menyerahkan buku berjudul : *Ethnography for Education*.

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Vita Ariyani

NPM : 14122807

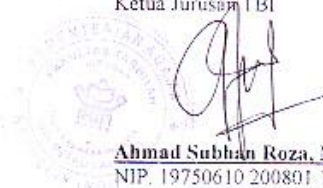
Fakultas : PTKIP / TBI

Angkatan : 2014

Telah menyerahkan buku berjudul : *Ethnography for Education*.

Metro,

Ketua Jurusan TBI



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



**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-0879/In.28/S/OT.01/11/2018**

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

Nama : Vita Ariyani
NPM : 14127807
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 14127807.

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, 29 November 2018
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808319810310017



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

Jalan Ki. Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0726) 41507; Faksimili (0726) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Vita Ariyani

Jurusan : TBI

NPM : 14127807

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Tuesday 08/05/18		✓	Revise Chapter 1-4 Address the first survey data Revise the chapter Revue	
2	wednesday 30/05/18		✓	Show Reference (Chapter 5)	
3	Thursday 05/07/18		✓	Acc and continue to the first-oppurt	

Mengetahui:
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing II

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



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vita Ariyani
NPM : 14127807

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 12/7-2018	✓		Beasiswa I, II, III	
2.	Senin 16/7-18	✓		ace for seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vita Ariyani

Jurusan : TBI

NPM : 14127807

Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 18 October 2018		✓	Acc. Research instrument	

Mengetahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19720424 199903 2 001

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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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 : Vita Ariyani
NPM : 14127807

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	15/10-18	✓		acc for research instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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

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

Nama : Vita Ariyani
NPM : 14127807

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 29/11/18		✓	- Revise chapter IV-V - abstract - Revise your data - Suggestion?	
2	Thursday 06/12/18		✓	Revise your data again (chapter IV)	
3	Thursday 13/12/18		✓	ACC and continue to the first sponsor	

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 TARBİYAH 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.metrouin.ac.id; e-mail: tarbiyah.ian@metrouin.ac.id

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

Nama : Vita Ariyani
NPM : 14127807

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis/13 Desember 2018	✓		Revise: - Title - Abstract - Statement of Research Originality - Dedication Page - Acknowledgement - Table of Contents - Grammar - Appendix	
2	Senin, 17 Des. 2018	✓		- Revision is OK - Acc for magang	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

44

Writing Ability Test

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name : Fauzan Deco Ardana
Class / Students Number : VIII²/16

Instruction :

1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme "My Home"

Answer :

No	Vocabulary	No	Vocabulary
1	home	6	kitchen
2	Big	7	Bedroom
3	Minimalist	8	sister
4	Simple	9	flower
5	Room	10	watching

In Descriptive Text

~~My home is big to own a bedroom who minimalist toad kitchen~~
~~who simple my home in jin Morai my home there sister and~~
~~there flower~~ My home is on the road of a rabbit,
My home is minimalist or big, in my home there is a
parent to father, mother, and sister, in my home
there is a room for watching tv, my kitchen and
bedroom are simple and have flower decorations

9
5
10
7
2

24

67

Writing Ability Test

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name : FAVIAN DECO ARDANA
Class / Students Number : VII²

Instruction :

- 1. Please write the vocabulary correctly!
- 2. Write the text based on vocabulary in descriptive text of the theme "My Home" Mother

Answer :

No	Vocabulary	No	Vocabulary
1	Beautiful	6	Care
2	Family	7	People
3	Fat	8	attitude/wight
4	Smile	9	Sweet
5	Friendly	10	Word

In Descriptive Text

* MY MOTHER *

My mother is very beautiful. She loves her very family very much. She has short hair, brown eyes, and is not too fat. He was very patient. With my attitude, my mother has very friendly with neighbors. My mother cared about other people's difficulties. She was a very strong wife. His sweet smile made me excide. He was a very longing person if he wasn't home. you're the greatest in the mother's world. Thank you mom for being in my life.

20
14
14
16
3
67

67

80

Writing Ability Test

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name : Fauzan PECO A
Class / Students Number : 82 / 16

Instruction :

1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme "My Home" Family

Answer :

No	Vocabulary	No	Vocabulary
1	Mother	6	People
2	Family	7	Sister
3	Father	8	Friendly
4	Brother	9	Friendly
5	Kind	10	Best

In Descriptive Text

★ My Family ★

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and loving family. My family consists of 5 people. It is a small family. There are my father, my mother, my younger sister, my little brother, and me in my family. He is a warm and kind father that I have ever had. He likes to play with his children and always help. My mother is the best one. Her name is Givi. She is about 44 years old. My father's name is Sunar. He is about 46 years old. She is an independent woman and is also a loving mother. Moreover, she is a humorous person. The food that she cooks is the best and in really.

22
17
18
20
3
80



Writing Ability Test

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name : NIDA FITRIANI
Class / Students Number : VII² / 22

Instruction :

- 1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme "My Home"

Answer :

Table with 4 columns: No, Vocabulary, No, Vocabulary. Contains handwritten words like home, Big, Minimaliest, Simple, Room, kitchen, Bedroom, sister, Flower, WATCHING.

In Descriptive Text

My home is Minimaliest. to own a Bedroom who Big. Room kitchen who Simple. My sister like garden flower. and my family like watching tv together. I and sister Jua garden flower together usually we garden flower : rose, Jasmine and Tulip. usually we garden in late afternoon.

Handwritten numbers: 25, 15, 17, 20, 4, 81

Writing Ability Test

89

25
18
17
28
4
87

Subject / Sub Matter : English/Writing
 Sub Subject Matter : Writing Spell in Descriptive text
 Name : NIDA ESTRIANI
 Class / Students Number : VIII² / 22

Instruction :

1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme "My ~~Home~~ mother"

Answer :

No	Vocabulary	No	Vocabulary
1	Mother	6	Friendly
2	Beautiful	7	Wife
3	Family	8	Sweet
4	Brown eyes	9	Smile
5	Patient	10	World

In Descriptive Text

* my Mother *

My mother is very beautiful. she loves her very ~~big~~ family very much. she has short hair, brown eyes, and is not too fat. he was very patient with my attitude. my mother was very friendly with neighbors. my mother cared about other people's difficultis. she was a very strong wife. his sweet smile made me excited. he was a very longing person if he wasn't home. you're the greatest in the mother's world. thank you mom for being in my life.

90

Writing Ability Test

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name : NIDA FURIAQI
Class / Students Number : VII² / 22

Instruction :

1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme "My Home"

Answer :

No	Vocabulary	No	Vocabulary
1	Family	6	friendly
2	father	7	patient
3	mother	8	Beautiful
4	Brother	9	flower
5	kind	10	Housewife

In Descriptive Text

* My FAMILY *

My Family six people father, mother, - 3 Brother, and my. My mother is kind, friendly, patient and beautiful. My father leader family who nice. My mother like flower rose. My mother is housewife. Every evening I'm and my family watching tv together. I'm dear family. I'm and family tribe Lampung. My favorite food is seafood. as seafood cuttlefish, and crab.

27
10
18
23
4
90

86

Writing Ability Test

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name : Istikomah
Class / Students Number : VIII 2

Instruction :

- 1. Please write the vocabulary correctly!
- 2. Write the text based on vocabulary in descriptive text of the theme "My Home" family.

Answer :

No	Vocabulary	No	Vocabulary
1	Family	6	Farmer
2	Garden	7	Clean
3	Diligent	8	Watching
4	Flower	9	Friendly
5	Father	10	People

In Descriptive Text

" My Family "

My family that active dish in garden everyday. My family always diligent to garden and my family juo like to plant flower. My father job as like farmer. My garden clean and Big. My mother job as Housewife. every evening i'm and My family watching tv together. My parent that friendly to people. My favorite food hot. I'm Dear family watching tribe sunda and Jawa. I'm wizard with in all circumstance.

" Thank Miss. "

Istikomah

17
18
21
4
86

74

Writing Ability Test

Subject / Sub Matter : English/Writing
Sub Subject Matter : Writing Spell in Descriptive text
Name : Istikomah
Class / Students Number : VIII. 2 / 18

Instruction :

- 1. Please write the vocabulary correctly!
- 2. Write the text based on vocabulary in descriptive text of the theme "My Home"

Answer :

No	Vocabulary	No	Vocabulary
1	HOME	6	Kitchen
2	Big	7	Bedroom
3	Minimalist	8	sister
4	Simple	9	FLOWER
5	Room	10	watching

In Descriptive Text

" MY Home "

My home is minimalist. It has a Bedroom who Big, Room
Kitchen who simple and are too Flower jasmine and Rose.
I'm and sister like watching tv in room centre.
We jua like to play ice skate, and jua Gymnastic.
In morning today we jua like jogging at school zone
I'm and sister jua like to play in AFTERNOON today.

25
15
15
15
4
31

Writing Ability Test

74

Subject / Sub Matter : English/Writing
 Sub Subject Matter : Writing Spell in Descriptive text
 Name : ISEIKOMAH
 Class / Students Number : VIII-2

Instruction :

1. Please write the vocabulary correctly!
2. Write the text based on vocabulary in descriptive text of the theme "My Mother"

Answer :

No	Vocabulary	No	Vocabulary
1	Mother	6	color
2	Beautiful	7	wife
3	Patient	8	kind
4	care	9	friendly
5	sweet	10	Brown eyes

In Descriptive Text

" My mother "

My mother beautiful, sweet, friendly, patient, kind color Brown eyes. My mother like to drink tea sweet. My mother is people wife this one good. My mother very care with animal like as cat, chicken, duck, and cow.

25
 15
 15
 16
 3

 74

DOCUMENTATION

PRE-TEST



Source: Documentation of Pre-test in Class 8², October 24th 2018



Source: Documentation of Pre-test in Class 8², October 24th 2018

CYCLE 1 DOCUMENTATION

While Giving Treatment



Source: Documentation of Cycle 1 in Meeting 1 on October 25th 2018



Source: Documentation of Cycle 1 in Meeting 1 on October 25th 2018

Post Test 1



Source: Documentation of Meeting 2 for Post-test in Cycle 1 on November 31st 2018



Source: Documentation of Meeting 2 for Post-test in Cycle 1 on November 31st 2018

CYCLE 2 DOCUMENTATION

While Giving Treatment



Source: Documentation of Meeting 1 in Cycle 2 on November 1st 2018



Source: Documentation of Meeting 1 in Cycle 1 on November 1st 2018

Post Test 2



Source: Documentation of Meeting 2 for Post-test in Cycle 2 on November 8th 2018



Source: Documentation of Meeting 2 for Post-test in Cycle 2 on November 8th 2018

CURRICULUM VITAE



The writer was born at Dayamurni, Mey 10th 1997. She is the third child of Mr. Paidi and pass away Mrs. Suliyem. She lives in Tulang Bawang Barat. Being a good teacher was the last thing she ever dream of.

Enrolling in Elementary School number 5 Dayamurni was very interesting for her. Indeed, she years had been a long journey to pass in Elementary School number 5 Dayamurni since 2003 until 2009 while she had so many friends to leave. In line with her focus of the study, she decided to attend her study in Madrasah Tsanawiyah Al-Munawaroh since 2009 until 2011. After graduating, she continued her study in Ma'arif Al-munawaroh since 2011 until 2014. It was long journey for her to find out her dream. Finally, IAIN Metro has become her net direction to go on her study in the Academic Year 2014 until 2018. Because she wanted to become an English teacher she decided to choose English Study Program.