THE USE OF ARIAS MODEL WITH MEDIA SPELLING BEE GAME TO IMPROVE SPEAKING ABILITY

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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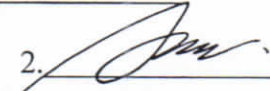
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LEMBAR PENGESAHAN SKRIPSI

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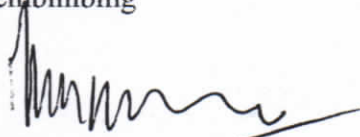Skripsi ini diajukan oleh mahasiswa di bawah ini:

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ABSTRACT

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The objective of the study was to describe how using ARIAS model learning to improve students' speaking ability through Spelling Bee Game. This research had been conducted by applying Classroom Action Research. The subject of this research was the students at XI MIA II class of SMA Swasta Al-Hikmah, academic year 2018/2019 with total 30 students. This research was analyzed by using quantitative and qualitative data. The technique of collecting data was used observation, and test. The researcher did two cycles in Classroom Action Research. The data was taken in pre-test, cycle I, and cycle II. Before giving test in cycle I, the researcher gave pre-test. In pre-test the research findings showed that the mean score of pre-test was 43,33% and only 1 students or 43,3% who got the score passed the Minimal Mastery Criterion (KKM). In cycle I the research findings showed that the mean score was 62,16% and there were 15 students or 62% who got the score passed the Minimal Mastery Criterion (KKM). In cycle II the research findings showed that the mean score was 78,83 and there were 40 students or 78% who got the score passed the Minimal Mastery Criterion (KKM). It showed that the students' speaking ability was improved. The result of observation showed that by using ARIAS learning through spelling bee game students more active.

Keyword: *Classroom Action Research, Speaking, ARIAS, Spelling Bee Game*

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Therefore, the researcher realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

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Medan,   September 2019

The researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language is used by almost all people over the world to interact or to each other. It also used to face globalization era. As a result, the abilty to speak and to write as an important skill for educational, and personal reasons are needed. In teaching there are four things students must master in learning languages: listening, speaking, reading, and writing. Speaking is one of the four language skills, which has a basic function of language as communication instrument. Tarigan (1990, pp.3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Speaking is important for students to practice their ability and understanding, how to send ideas, and how to spell words well; in this case students' motivation and interests are needed to make their understanding process easier. They will have difficulty using English to talk to each other; This is due to the condition of the school environment and the media used in teaching them. Therefore, the teacher can use media in teaching English, a method used to help students speak in interacting between teachers and students. Next, the teacher must prepare assistive devices that are interested before the learning process is carried out. In this case, the researcher used spelling bee game as media in teaching learning processes.

1

Spelling bee is a game in English, can be used for spelling competitions for students. In principle this is to increase the vocabulary (spelling) with a certain level of complexity, repeatedly. Students are usually given a question in the form of words that they must spell correctly.

Based on the problems above many learning models can be used by teachers to improve the teaching and learning process that is in the classroom. One model of learning that can be used as a new innovation in school is ARIAS (Assurance, Relevance, Interest, Assessment, and Satisfunction) learning model. The ARIAS offers a complete method that motivated the students to speak and increase their ability in speaking. It grows the students' confidence to speak and encourage them to be active in the classroom.

Based on the curriculum in teaching middle school students Al-Hikmah is expected to a.) Speak verbally fluently and interact with classmates, b.) Conducting activities such as inviting someone, accepting and rejecting offers, asking questions and giving opinions, praise, and congratulations. Based on predetermined goals, students are expected to achieve them. In reality students cannot communicate fluently. The fact can be shown through observation and interviews.

From observations made by researchers, lack of skills in speaking students is the problem. In fact, the ability of eighth graders in Al-Hikmah Middle School in speaking material did not meet curriculum standards. There are three problems students have difficulty speaking English. First, they talk with lots of pauses. Second, they have difficulty finding the right words to make sentences or

expressions. Third, they have problems in self-concept so it is very difficult to answer questions and not dare to speak verbally in class. Therefore the teacher must translate all sentences before explaining the material to students.

Based on the fact, the classroom teacher and the writer would like to improve their proficiency in speaking by conducting an action research by using games. In this case, game can be a solution as it stated by Prank that game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning (Mahmoud & Tanni, 2014). Therefore, teachers have to try to motivate students to speak by using games combined with communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communicative competence. In addition, the game is "an activity in which students play and usually interact with others" (Wright et al., 2006).

Based on the description, the study was conducted to analyze and prove whether the game can improve students' speaking skills. In this case, seventh grade students were chosen as research subjects because they were considered a lower level of speaking skills than other classes based on interviews with English teachers. Here, the researcher tried to propose a strategy in teaching English, especially teaching speaking, namely "Spelling Bee Games".

Based on the background above, the writer chooses teaching speaking by using games of the eighth year students of SMP Al-HIKMAH MEDAN 2018/2019 academic year.

B. Identification of Problem

1. The students' speaking skill is was very low.

2. The students had difficulties in speaking because of lack of vocabulary.

3. The teacher used conventional learning method in teaching speaking.

C. The Scope and Limitation

The scope of this research is speaking and it will be limited on the descriptive text.

D. The Formulation of the Problem

1. How is the role of spelling bee game in increasing students' speaking abilty?

2. How is the students accuracy and fluency in speaking through ARIAS?

E. The Objective of the Study

1. To find out the role of spelling bee game in increasing students' speaking ability.

2. To find out the increase of the students' accuracy and fluency in speaking through ARIAS strategy.

F. The Significance of the Study

The study is expected to be useful for theoretically, and practically.

1. Theoretically,

   The findings can add more theory in writing and become reference for further studies.

2. Practically, they are follows:

a. For school

The results of this study, the authors hope to be a consideration tool for schools about using spelling games to facilitate students' understanding of vocabulary in imelda junior high school.

b. For teachers

The author hopes that teachers can use "Game Spelling Bee" as an alternative technique in teaching vocabulary. In addition, it is expected that the results of research can improve their way of teaching vocabulary, especially dialogue and pronunciation.

c. For students

The author hopes that students can improve their mastery of vocabulary by using the game as an alternative technique, and ARIAS learning model in an effort to increase student motivation and independence of learning.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Speaking

Speaking skill is very important because when we learn a new language, the main goal is to have cavabilty to use it in daily communication Kusniandang & Bar arthi(2016, p.82). Brown (2001, P.267) cites that when someone is able to speak a language it means that he or she can carry on a a conversation reasonably and competently. In addition, he states that benchmark of successful aqcuisition of language is almost always the demonstration of an abilty to accomplish pragmatic goals through an interactive discourse with other language speakers. To know the language learners can speak, it is necessary to get them to actually, say something. To do this they must act on knowledge of grammar and vocabulary. The application of this knowledge can be realized by speaking practice.

According to Hutchinson and waters (1987,p.5) english for sepsific purposes is an approach to language teaching in which all decisons as to content and method are based on students' reason for elarning. The domain of english for specific purposes has had a strong research tradition in teaching english as a foreign and second language movement since its introduction in the 1960. It means that speaking is not as simple as we say something but more than that it is related to the meaning that is constructed so that people can understand what we are saying. As a complement, Brown added that the process of constructing

meaning involves producing, receiving, and processing, information Florez (1999).

As speaking is to communicate, it generally becomes main goal of learning in language. People learning the language certainly wants to speak it. it means when someone wants to master a certain language being learned, the first language skill he wants to acquire is speaking , it is dealing with proficiency. Speaking is so much a part of daily life that we take it for granted Thonrnbury, (2005 :1). He also says that speaking is interactive and requires the abilty to cooperate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. He adds that speaking represents a real challange to most language learners.

From the explanation above, it can be summarized by researchers that by mastering language features and mental or social processess as two elements of speech that must be considered when they want to speak effectively, they are able to show their language, and they can know what expressions they should use correctly but also they can know how to differentiate to avoid mistakes between the speaker and the listener, and the most important problem is that they can convey the intended meaning.

1.1 Definition of Speaking Skill

Speaking is a creative skill because it will not be separated from listening. when someone speaks, it can produce text and it must be meaningful. In the nature of communication, can find a speaker, listener, message and feedback for someone. Speaking cannot be separated from pronounciation because it encourages students to learn english sounds.

Speaking has been considered only as an implementation in language. In linguistic theory largely develops within the framework on the use and sources of diversity. Because, of this, clark say that speaking is basically an act of an instrument. This is the result of the teaching and learning process. Students' skills in conversation are a core aspect of teaching speaking, it becomes a very important aspect in the success of language teaching and learning. If the function of language as a system for the meaning of expression and success in speaking is measured through one's abilty to have a conversation in language. We recognize that there are many supporting factors that influence the success of teaching speaking and there are many inhibiting factors why it is not going well.

One the other hand, speaking can be called as oral communication and speaking is one of skills in english learning. This become one important subject that teacher should given. That is why the teachers have big challange to enable their students to master english well, especially speaking english in class or out of the class.

Significantly, in this case the speaker must not only know what to say but also know how to convey it clearly in conveying the message. Therefore, speaking

skills are one of the skills that are difficult to master. In learning English language skills it is compulsory to master English. In addition, the purpose of language itself is communication and the purpose of speaking is the context of language to be introduced communicatively that the teacher wants so students can really use language as accurately as possible.

From the above explanation, it can be summarized by researchers that speaking skills are the ability and proficency to say in expressing opinions, feelings, ideas and thoughts through physical and psychological processes that are heard by partners in the communication process.

1.2 The Elements of Speaking

a. Pronunciation

Pronunciation is the act of pronouncing a word or words (The new shorter Oxford English Dictionary: 19 93). Pronunciation consists of a number of different elements. Each of these elements is important and contributes to a speaker's ability to speak clearly and fluently so that they can be understood by many different people in many different situations.

b. Body language

This element of pronunciation involves various parts of the body; the way you stand or sit when talking, the angle of your shoulders, your stance. Your head / face - where you look when you speak, how often you look at the people you are speaking to in the eye and how long you hold their gaze, whether you move your

head up, down or side to side. Your hands / arms - your hand gestures and arm movements.

c. Voice quality

This relates to how your voice sounds. Your voice might be quiet, loud, and and high or low pitched, husky, squeaky, etc. How you breathe also affects your voice quality. The speed of your speaking, whether very quick or very slow can have an effect on your voice quality. This last thing is related to the rhythm of you speech.

d. Rhythm - pausing and stress, - linking and reduction

Rhythm in speech involves many things. It includes where you pause in a sentence and which words you stress, or which parts of words (syllables) that you stress. 'Stress' relates to how loud you say a word, or how much emphasis you put on that word or syllable. Related to rhythm is linking.

e. Intonation

This is the use of different pitch and changes in pitch to convey meaning in a sentence. The same words can be said with different pitch and the listener understands something different. e.g. "She's finished" said with a rise in pitch at the end becomes a question. Said without this rise it is a statement. Intonation is used to express a great number of different meanings, including emotions and attitudes.

f. Sounds

The individual sounds of English may be different to the sounds in your first language. Or perhaps more importantly, they may be combined with other sounds in different ways or appear in different parts of a word. The vowels and consonants of English are important elements of pronunciation, each of these elements contributes to a person being a competent and clear speaker of English and no single element alone is the key to good pronunciation. However, achieving competence in all of these elements is important and should be each learner's goal.

g. Accuracy

Accuracy is the state of being correct or exact and without error especially as result of careful effect. Oxford Advanced Learner's Dictionary (1995: 9). Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is relative. A child in early primary isn't capable of the same level of accuracy as an adult. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

h. Fluency

Fluency is the state of being able to speak the language smoothly and easily (Oxford Learns Pocket Dictionary, 1991) and students are to communicate easily to other friends. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

i. Vocabulary

Vocabulary is the range of language of a particular author, group, discipline book and etc.

1.3 Types of Speaking Activities

The most important feature of speaking activity is to provide an opportunity for the students to get individual meanings across and utilize every area of knowledge they have. According to Riddel, there are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debate, debate, describing visual, role-plays, students' talks, and discussion. In this study, the writer chooses role play as a technique to improve the students' speaking skill because it can work with any levels. With lower levels, give them a realistic context (especially if in an English-speaking country) like shopping, and a realistic role (i.e. the customer, not the shop assistant).

In line with it Harmer stated that "speaking activities can give students enormous confidence and satisfaction , and with sensitive teacher guidance can encourage them into further stufy". It is like the following speaking activities:

a. Acting from script

The teacher can ask our students to act out scenes from plays and/or their coursebooks, sometimes filming the result. Student will often act out the dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between picture.

c. Discussion

One of the reasons that discussion fail is that students are reluctan to give an opinion in front of the whole class, particulary if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

d. Prepared Talk

A popular kind of activity is the prepared talk where a students make a presentation on a topic of their own choice. Such talks are not designed for innformal spontanous conversation; because they are prepared, they are more"writing-like". However, if possible, students should speak from notes rather than from a script.

e. Questionaire

Questionaire is useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and thus be situated in the middle of our communication continuum. Students can be design questionares on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The result obtained from questionares can then form the basis for

written work, discussion, or prepare talks.

From the description above, it can be inferred that as a teacher he or she want to make a communicative classroom and improve the students" language ability. Therefore, the communicative classroom students should get as many speaking opportunities as possible and their speaking time should slowly but steadly rise so as to prepare them for various communicative situations.

2. Game

2.1. The Definition of Games

Game means "an activity with rules, a goal and an element of fun" Hadfield, (1996). In addition, game is "an activity in which the learners play and usually interact with others" Wright et al., (2006). They added that in order to express their own point of view or give information, the learners must speak or write as in getting the meaning from others, they have to understand what people are saying or have written Gate, (2003). "A game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives" Rixon (1981). A game is an activity that both the teacher and students enjoy doing. It is student-centered and as appealing as playing in the playground.

In the game students must know and understand the rules of the game, and must be clear about what is done or said in the language, and more importantly, they must take some action to do or say something, to complete in the team. By doing that, they can practice their skills in listening, speaking, reading, and writing as a whole, and especially they get more practice in listening and

speaking, which is good in conventional teaching methods.

Using games in English class can get students related and enjoying using the language. It may be argued that college students, unlike children, having grown up, do not need games to relax themselves. On the contrary, adults sometimes feel more nervous than children when they face new things, and they are more afraid of losing their face as the sense of face develops with their age. In this sense, they do need games or any other activity that help them relaxed and innocent like children to the new language without being afraid of making mistakes.

Using games is a good way to improve students' various skills, as Wright, Betteridge and Buckby (2006) say, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". In playing language games, students have to know and well understand the rules of the games, and should be clear about what has been, is being and will be done or said, and what is more important, they have to take some actions doing or saying something, to compete in the games. In so doing, they can practise their skills of listening, speaking, reading and writing comprehensively, and especially they get more practice in listening and speaking, which are poor in the traditional teaching method. Littlewood (1981) proposed that through games, teachers should help learners go beyond the mastery of structures, to the point where they can use them to communicate meaning in real situations.

2.2. The Characteristics of Games

According to Caesar Kleur (1998), games have many characteristics, they are:

1. A game is governed by rules. To make a simple activity into a game rules is important.

2. A game has objectives. One of the rules is the achievement of an objective. This objectives can be something like making points correctness of finishing an activity first.

3. A game is a closed activity. It means games must have beginning and an end. It must be easy for the player and the teacher, to know who is about to reach the aim.

There are many advantages of using games in the classrooms. "Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading. They create a meaningful context for the language use. "Lee Su Kim, (1995: 35).

From the definition above it can be said games encourage, entertain, teach, and promote fluency. They should de used because games help students see the beauty in a foreign language and not just problems of the foreign language itself.

2.3. General Concept of Spelling Bee Game

a. Definition of Spelling Bee Game

A spelling bee game is a competition help children improve their spelling, increase their vocabulary, and develop correct english usage Macmilan (2012:3).

They also help build children's self-confidence and more importantly, they are a lot of fun. Accurate spelling is one of the sub-skills of writing. Also, being able to pronounce a word on the basic of ist written form is useful speaking skill. The spelling of seventy percent of English word is predictsble, three percent of the words. However, are so irregular that they have to be learned as individual items. Spelling bees are an exciting way to helping children overcome any difficulties they have in spelling problematic words.

According Payra and Stephanie, (2016:1) the spelling bee is among the oldest educational competitions in the United States of America. The spelling bee, an educational competition of spelling and vocabulary, can be an exciting, enriching experience.

From the explanation above, researcher can be concluded that Spelling Bee is one of an affective games to increase vocabulary mastery and also Spelling Bee give positive impacts to the students.

b. Procedures of Spelling Bee Game

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

1. prepare about 10 words (stewardess, class, perform, conduct, challenge, sleep, repeat, consult, unfortunately, recognize) whose level is normal, rather complicated, or very complicated, then the team is made. Each group consists of 5 or more students, then determine the representatives of each group.

2. The next step is asked in the future, then with a timer size of approximately 3 minutes, if students are able to spell out these

complicated letters with 3 minutes or less, then they can be decided as winners.

3. The concrete example is as follows: For example Stewardess, what is the definition? continue to be answered a person who serves passengers on the plane, ship, etc. could you spell that please? Continuously answered by yu-e-ar-di-i-double s. then the teacher welcomes that 's correct.

4. Then the next question or word, but if there are words or questions that are unclear, students can ask. If it still cannot, it is recommended to say a pass, so it is not deleted.

5. If students give the wrong shape or spell it wrong, the other team gets a chance to answer.

6. After answering, is it correct or wrong for students. The team gets points for all correct answers.The team with the most points wins.

3. ARIAS

3.1 Definition Learning Model of ARIAS

ARIAS learning model (Assurance, Relevance, Interest, Assessment, and Satisfaction) is a learning model that instills a sense of confidence / confidence among students, thus encouraging them to strive to achieve optimal success. Learning activities carried out in class are relevant to the lives of students, so students will be motivated to learn things related to their lives and have clear goals. Trying to attract and maintain student interest or attention, so that it can increase students' curiosity towards the learning given by the teacher. Student evaluations are conducted to encourage students in doing something better than before to achieve maximum results. Then develop a sense of pride in students for the results achieved. The success and pride of being an reinforcer for students to achieve further success. Therefore, this modified learning model is called the ARIAS learning model.

The ARIAS learning model is a modification of the ARCS model. The ARCS model (Attention, Relevance, Confidence, Satisfactio) was developed by Keller and Kopp (1987: 2-9) as the answer to the question of how to design learning that can affect achievement motivation and learning outcomes. This learning model was developed based on expectancy value theory which contains two components, namely the value of the goals to be achieved and expectations to succeed in achieving that goal. The four components of the learning model are attention, relevance, confidence, and satisfuction with the acronym ARCS Keller and Kopp,

(1987: 289-319).

The use of the ARIAS learning model needs to be done from the beginning, before the teacher conducts learning activities in the classroom. This learning model is used since the teacher designs learning activities in the form of a unit of learning, for example, a unit as a guide (guideline) for class teachers and a unit of learning as material or material for students. The learning unit as a handle for the teacher is arranged in such a way that the learning unit already contains the components of ARIAS. That is, in the unit of learning that has been portrayed the business or activity that will be carried out to instill confidence in students, hold relevant activities, generate interest / attention of students, conduct evaluations and foster a sense of respect / pride in students.

3.2. Component of the ARIAS Learning Model

ARIAS learning model consists of assurance, relevance, interest, assessment, satisfaction which is arranged based on learning theories. The five components are one unity require learning process. The short descriptions of each component and some samples can be done to intrigue and increase learning as below.

1. **Assurance**

Assurance, which is related to trust, is sure to succeed or that is related to the hope of success. Attitude of confidence and belief they will be success need to be instilled in students so they feel motivated to strive optimally in achieving success.

2. Relevance

Relevance is related to students' life, whether about their experiences in this present time or in the past which are related with career needs for this time being or for the future (Keller, 1987; 2-9). Relevance makes students feel that the learning activities they follow have value, benefit their lives. Students will be encouraged to learn according to what they will learn and have clear goals.

3. Interest

Interest is related to students' interests and concerns. According to Woodruff, as quoted by Callahan (1966: 23), actually learning does not occur without any interest and attention. Keller as quoted by Reigeluth (1987: 383-430) states that in learning activities interest and attention must not only be generated but must also be maintained during the learning activities.

4. Assessment

Assessment is related to the evaluation of students. Evaluation is an essential part of learning that benefits teachers and students (Lefrancois, 1982: 336). The fourth component of the ARIAS learning model is a key part of learning that provides benefits for both teachers and students. For teachers, assessment is a tool that can be used to determine the success of mastering the material in students, to find out the accuracy of the material and learning methods that have been taught to students. As with the benefits of assessment for teachers, the benefits for students with the assessment is to find out the success of students in be moved to be active in learning activities and Requires teacher's ability to communicate persuasively to students.

5. Satisfaction

Satisfaction that is related to feeling proud, satisfied with the results achieved. In satisfuction learning theory is reinforcement. Students who have succeeded in working or achieving something feel proud / satisfied with the success. That success and pride is a reinforcement for these students to achieve the next success.

3.3. Arias Learning Benefits

a. Benefits Formally

1. Train children's academic abilities

By training and honing the ability to memorize, analyze and solve problems, logic and so on, a person will have a good academic ability. People who do not go to school usually do not have good academic skills so that they can be distinguished from those who attend school.

2. Strengthening Mental, Physical and Discipline

By requiring a student or student to come and go home according to the rules that apply then indirectly can improve one's discipline. With the density of the school schedule that forces a student to study continuously will strengthen one's mental and physical condition for the better.

3. Introducing responsibility

The responsibility of a child is to learn where the parent or guardian is making a living. A child who gives his duties and obligations well by diligent schooling will make parents, teachers, relatives, and family proud.

4. Building a social spirit and friendship network

The number of friends who go to school together will expand the social relations of a student. It is possible that in the future it will form a business network with fellow friends where among others, they know each other and are trusted. By having friends, the social needs that are the basis of human beings can be fulfilled well.

5. Means of developing themselves and creativity

A student can take part in various extracurricular programs as a complement to teaching and learning academic activities in order to develop talents and interests in a person. The more expertise and power of creativity, the better the quality of a person. Schools and lectures are only as a mediator or self-development device.

b. Extensive Benefits

1. Developing attitudes: Making favorable dispositions towards learning experiences through personal relevance and choice

2. ARIAS learning develops students' social interaction skills

3. Giving birth to competence: Creating an understanding that students are effective in learning something they value

4. Increasing meaning: Creating challenges, thoughtful learning experiences that cover the values and perspectives of students and contribute to a just society

B. Action Hypotesis

Hypothesis is an idea or explanation of sth that is based on a few known facts but that not has not yet been proved to be true or correct. Hypothesis is the provisional answer to the problem of the research, theoretically it was considered possibly or highest the level of his truth. Because of it, hypothesis must be proved through investigation or analysis of the data to receive proof whether the hypothesis could be right or no. The hypothesis of this study is there is improvement in students" understanding in Simple past tense trough Spelling Bee game.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Study

The study was conducted at SMP AL-HIKMAH MEDAN . It will be focused on the VII of SMP MEDAN August until September 2019. The reason for the researcher to choose this schools, is that students have problem especially speaking problem.

B. Subjects and Object of Study

 The subjects of the research was the students of Grade VII of Academic Year of 2018-2019. This class consisted of 30 students. The class was chosen as the subject of the research because most of the students still have low vocabulary. The low vocabulary have showed by their scores for speaking abilty.

C. Research Design

The Research Planning or the Research Design used in this researcher is Classroom Action Research (CAR). The research approaches are a qualitative and quantitative approach. Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

The purpose of the classroom action research is to identify the problem or issue that face the participant like students, teachers or even parents in the teaching learning processes. Classroom action research is done to bring about changes and, even better, improvements in teaching situation.

Classroom action research helps us to understand of our own attitudes about language learning. One of specific characteristic of classroom action research is collaboration between teacher and researcher.
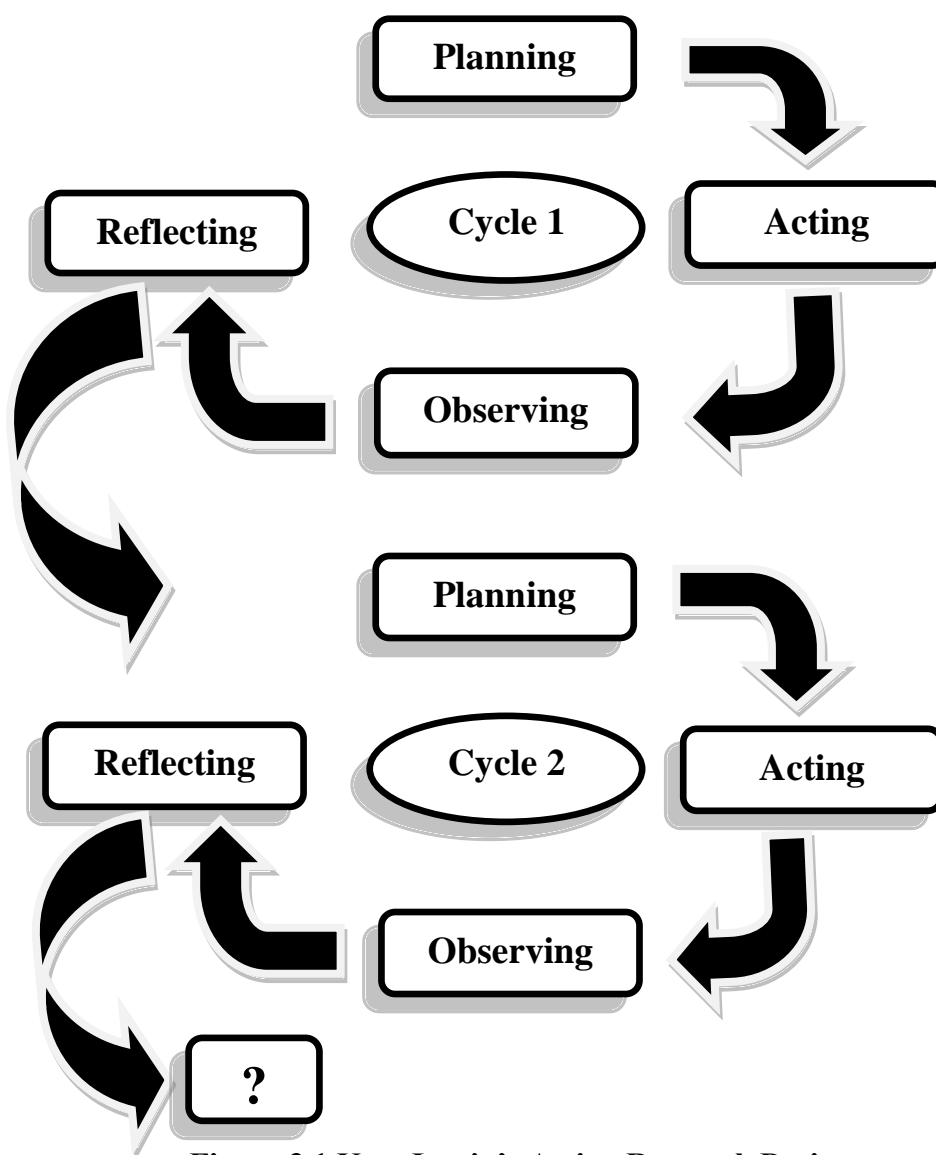
Figure 3.1 Kurt Lewin's Action Research Design

According to Kemmis and Mc Taggart (1988), there are four steps in Classroom Action Research:

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are critically informed as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the

situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

Table 3.2 Overview of Research

Steps	Cycle 1 (two meeting)	Cycle 2 (two meetings)
Planning	Based on the problems of students, researcher plan to improve speaking skill the students.	Based on the reflection on the plan to address the weakness identified in cycle 1 Results of cycle 1 as consideration in the planning cycle 2
Action	Researcher applied Spelling bee game to improve speaking skill the students.	Researchers applied action based on the revised plan
Observation	Researcher observed the learning process and provide a test to see the effect of the spelling bee use in speaking activities in the classroom	Researcher observed the learning process and provide a test to see the effects of the use of the reading activities in the classroom
Reflecting	Researcher and collaborators discussed the increase in cycle	Based on the observations, the researcher recorded how

	1 and identify the strengths and weakness of activity in cycle 1	and whether Spelling bee game can improve speaking skills of students. In addition, researcher also noted what happens in the classroom when Spelling bee applied

D. The Instrument of Research

The instruments of research were by observation, documentation and test. Observation sheet and documentation used to check the use of ARIAS model with media speeling bee game to improve speaking ability. To valid the data on the students' speaking, the researcher used speaking rubric. The rubric speaking used to get the data about the students' speaking ability after using ARIAS model with media speeling bee game.

E. Technique of Collecting Data

The instrument of collecting data used by the researcher to get the data in this research is as follows:

1. Observation

Observation is the activity of giving total concern to research object of the sense. It will use to know the condition of class and the obstacles appear during teaching learning process and it also use to know students' difficulties, problems

and understanding about material given. The researcher observed the ability of the students and their motivation towards English. This observation was done in pre-cycle.

2. Documentation

The researcher took pictures during the researcher conduct the research. The pictures enclosed in the research report.

3. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group. There are two kinds of tests used by the researcher: Pre-test and post-test. Pre-test was given before the researcher gives the material to the students with spelling bee game. While Post-test is given after the researcher gives the material with spelling bee game to the students. The researcher gave post-test in each cycle of research was done. It is used to measure the student's achievement after being taught.

Table 3.3

Speaking Rubrics to Evaluate Students' Speaking Ability

1. Comprehension

Score	Level	Indicator
93-99	5	Understand everyday conversation and normal classroom discussions without difficulty.
83-92	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
73-82	3	Understands most of what is said at slower-than-normal speed with repetitions.
63-72	2	Has great difficulty following what is said. Can comprehend only "social converersation" spoken slowly and with frequent repetitions.
Below	1	Cannot understand even simple conversation.

62		

2. Fluency

Score	Level	Indicator
93-99	5	Speech in everyday conversation and in classroom discusssion is fluent and effortless, approximating that of a native speaker.
83-92	4	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.
73-82	3	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.
63-72	2	Usually hesistant; often forced into silence by language limitations.
Below 62	1	Speech is so halting and fragmentary as to make conversation virtually imposible.

3. Vocabulary

Score	Level	Indicator
93-99	5	Use of vocabulary and idioms approximates that of a native speaker.
83-92	4	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.
73-82	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
63-72	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
Below 62	1	Vocabulary limitations are so extreme as to make conversation virtually impossible.

4. Pronunciation

Score	Level	Indicator
93-99	5	Pronunciation and intonation approximate a native speaker.
83-92	4	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.
73-82	3	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.
63-72	2	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.

| Below 62 | 1 | Pronunciations problems so severe as to make speech virtually unintelligible. |

5. Grammar

Score	Level	Indicator
93-99	5	Grammatical usage and word order approximate a native speaker.
83-92	4	Occasionally makes grammatical or word order errors which do not obscure meaning.
73-82	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
63-72	2	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns
Below 62	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

F. Technique of Analyzing Data

The research was done in Multimedia Laboratory as a place for teaching learning process of JHS students, using *Spelling Bee Game.* The collected data is collected then analyzed by using both quantitative and qualitative data analysis.

1. Quantitative Data Analysis

The Quantitative Data Analysis was used to analyze the pen and paper test to measure the cognitive ability and analyze the grade or achievement data of questions during and after reading activities. Procedure of analysis as follows:

a. Calculate the score of each student. Students's score is calculated using the following formula Arikunto, 1998:38

$$S = \frac{R}{N} \text{x } SM$$

Note:

S = students' score

R = correct answer

N = the maximum number of correct

SM = standard of score

    b. Calculate the mean score of pre-test and post test

After analyzing the reading test scores, a statistical technique used to find the average score of the students. The results obtained by comparing the average scores of pre-test and post-test Arikunto, 1998:38. The following formula:

$$M = \frac{\Sigma X}{N}$$

Note:

M   = Mean score

ΣX = Whole score

N   = Number of students

In order to determine the student's individual score whether the students passed or not passed, the researcher provides a standard of minimum score used in SMP AL-HIKMAH YPK MEDAN for speaking skill. The writer implements the both formulas because the test was in multiple choice forms. Beside the formula was simple one so the writer can calculate the score manually. The students pass the speaking skill when the students get a score ≥ 70. Moreover, the improvement of general information, certain information, implicit information, explicit

information, referent, communicative purpose, and word meaning are success if the percentage of students' means score of those specific aspects reach ≥70 %. The students' mean score in the each cycle is classified based on the criteria of the mean score.

Table 3.4 The Criteria of the Mean Score

Total Score	Qualification
70 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

2. Qualitative Data Analysis

The technique of qualitative data analysis was used to analyze the result of the observation during the learning activities. There were three activities:1) to reduce the data; the teacher-researcher selects the relevant data by focusing to the useful data, classify and abstract the raw data into a data that could be analyzed, 2) to present the data into narration, figure or table systematically and logically, and (3) to draw the conclusion and verify the data.

BAB IV

DATA AND DATA ANALYSIS

This research was conducted as classroom action research using bee spelling games to improve students' speaking skills in vocabulary. The study consisted of pre-cycle, cycle I, and cycle II. Before conducting the first cycle, researchers conducted preliminary research (pre-cycle) to measure students. Understanding in vocabulary before they are given treatment. In this chapter, researchers want to describe use the bee spelling game and analyze the results of the research.

1. Pre-cyle

At this stage the researcher has not taken any action or in the sense of not practicing the lesson plan that has been prepared. In this pre-cycle stage, researchers only collected data related to student motivation in improving students' speaking abilities in the ARIAS learning model with the Spelling Bee game media.

The first observation was held on Wednesday, July 22, 2019 hours 1-2 (07.15-08.45 WIB). Before starting learning in class, the teacher intorduces observations to students and explains that from today until the next three meetings the researcher and his friend will conduct research for theses as a condition for graduation. The teacher also explains to students that the observer will observe the teacher and students during the learning process. At this meeting, the teacher starts learning by praying followed by giving apperception to students as in the

Learning Implementation Plan (RPP). At the first meeting the teacher's ability to manage learning was good enough. Student activities during learning are also quite good. However, there was a point where this meeting on ARIAS character had not been well delivered due to time constraints. The results obtained by the authors are presented in the following table:

Table 4.1 Pre Test Scores before the Research was Conducted

No	Name students	Before CAR	
		Score	Status
1.	Ahmad Ridwan	35	Failed
2.	Aulia Ramadani	35	Failed
3.	Bagas Mauli	50	Failed
4.	Balqis Tsabiah	20	Failed
5.	Bamas Nurhidayat	25	Failed
6.	Della Nur Febriani	35	Failed
7.	Dwi Anggrina	35	Failed
8.	Feby Auliya	60	Failed
9.	Ferdi Ardiansyah	65	Failed
10.	Habibi Firmansyah	35	Failed
11.	Hyroin Nasyilla	35	Failed
12	Iqbal Anggara	30	Failed
13.	Jaka Setiawan	35	Failed
14.	Jovan Diego	40	Failed

15.	M.Arif Al Hatim Damanik	30	Failed
16.	M. Arya Rinaldy	30	Failed
17.	M. Aydi Firmansyah	60	Failed
18.	M. Febri Ardiansyah	40	Failed
19.	M.Ibrohim Janjabila	35	Failed
20.	Mhd Wildan Albukhari	45	Failed
21.	Mhd Yusup	70	Pass
22.	Mhd. Arifin Rizki	35	Failed
22.	Mhd. Luthfi Asshidiq	50	Failed
23.	Mis Andika Prayoga	60	Failed
24.	Muhammad Akbar	35	Failed
25.	Nadya Safira	40	Failed
26.	Riko Rahmansyah	45	Failed
27.	Suci Nurmadani	50	Failed
28.	Thania Amanda Laura	55	Failed
29.	Wulan Pratiwi	35	Failed
30.	Zuanda Rahmansyah	50	Failed
Total		1300	
Mean		43,33	
Percent complete		4,3 %	

Based on the table above test results before the PTK examination, it can be

seen that the results of the test exams only 1 student who completed 30 students

with an average value obtained was 43,33 with the percentage of mastery learning

4.3%.

2. cycle 1

In this classroom action research, cycle 1 was held on Monday July 18 2019 hours 1-2 (08.00-09.30) in 2 meeting with a time of 2 x 40 minutes for 2 hours of study. The first cycle consists of four stages, namely planning, implementing, observing, and reflecting, as follow :

a. Planning

In this step the researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, it used to guide the researcher in teaching learning process and work sheet to evaluate students' ability. Aside from being a teacher in the classroom, researchers also observe student activities in the learning process, this is to strengthen the data observed by researchers.

b. Acting

learning begins with the teacher opening the lesson, giving motivational words, then discussing the previous meeting a little, followed by discussing the next material, giving evaluation question, giving students the opportunity to move forward working on the problem, giving feedback both verbally and nonverbally, to drawing conclusions and closing the learning as in the learning lesson plan.

The ARIAS method have five stages, namely assurance, relevant, interest, assessment, and satisfiction . But the researcher only chosen two stages, they are interest and assessment. The stages of the learning process in class with using the ARIAS method as follows:

1. (Interest stage) gives students the opportunity to actively participate in

learning and hold variations in learning, such as using spelling bee games: Devide the class into two teams. Have them stand in two lines facing each other, Stand at the front of the room between the two teams. Reading from a prepared list words. Give the first students word to spell. The students must repeat the word, spell it, and then repeat the word again. If the word is spelled correctly, the other team will be given a new word.

2. (Assessment stage) Measuring s tudent understanding through several written questions.

3. Researcher explained about Spelling Bee game will be used in every cycle to teach vocabulary.

4. Researcher explained vocabulary (verb, adjective, noun) and give example then to spell the word that was read.

Research cycle I meeting 2 in the last 20 minutes were given the first cycle test. This test aims to see the difference in student scores before learning is done by the ARIAS method and after the first cycle.

c. Observing

To be more clear about the comparison of test score data results before the CAR and after the first cycle, the following table is presented in the test results.

Table 4.2 Comparison of Test scores Before and After Cycle I

No	Before ACR		After Cycle I	
	Nilai	Keterangan	Nilai	Keterangan
1.	35	Failed	75	Pass
2.	35	Failed	70	Pass

3.	50	Failed	75	Pass
4.	20	Failed	45	Failed
5.	25	Failed	75	Pass
6.	35	Failed	70	Pass
7.	35	Failed	70	Pass
8.	60	Failed	85	Pass
9.	65	Failed	85	Pass
10.	35	Failed	25	Failed
11.	35	Failed	45	Failed
12.	30	Failed	70	Pass
13.	35	Failed	70	Pass
14.	40	Failed	70	Pass
15.	30	Failed	50	Failed
16.	30	Failed	40	Failed
17.	60	Failed	85	Pass
18.	40	Failed	60	Failed
19.	35	Failed	70	Pass
20.	45	Failed	40	Failed
21.	70	Pass	50	Failed
22	50	Failed	40	Failed
23.	60	Failed	60	Failed
24.	35	Failed	75	Pass

25.	40	Failed	45	Failed
26.	45	Failed	50	Failed
27.	50	Failed	55	Failed
28.	55	Failed	60	Failed
29.	35	Failed	80	Pass
30.	50	Failed	75	Pass
Total	1300		1865	
Mean	41,25		62,5	
Percent	4,2 %		6,5 %	

Based on table 4.1 test results before and after PTK above, it can be seen that an increase in test test results, although there are some students who have decreased, but the average class has increased from 41.25 to 62.5 after after the action research in the first cycle, but these results still do not meet the SKM (Minimum Mastery Standards), which is $\geq$ 70. Improving student learning outcomes can be seen in the following table:

Table 4.3 Comparative Analysis of Test Score Before and After Cycle I

No	Explanation	Before PTK	After Siklus I
1.	Highest score	70	85
2.	Lowest score	20	25
3.	Avarage	41,25	62,5
4.	Student grades are up	-	21
5.	Student grades dropped	-	3

| 6. | Unfinished student grades | 23 | 10 |
| 7. | Complete student grades | 1 | 29 |

Then it can be concluded that there has been an increase in student learning outcomes after the implementation of the first cycle of action, by looking at the cognitive values obtained by students in the learning process using the ARIAS method.

d. Refleksi

Reflection activities in the first cycle of this study were seen from activities in the learning process in class with teachers, students, media, learning time, activities of students and teachers, as well as how the activities of students in work groups.

At the first meeting of the first cycle there has been an increase in activity but there are still many students who have not dared to ask questions or opinions and are less able to work together with their groupmates, whereas at the second meeting of the first cycle there has been a far greater increase compared to meeting 1. Many participants students who have been actively cooperating in their groups, there are also many students who are no longer ashamed to ask questions and opinions, but students are still found talking to their friends during the learning process. In addition, there were still students who were less active in discussing with their friends due to fear and shame. From this it can be concluded that the learning activities of students can not be said to be fully up to the maximum, as well as the activities of researchers as teachers in the class, are still unable to master the class.

Based on the description above, it can be taken an outline that there is still a need for action in the second cycle, besides that in the next learning process learning media need to be prepared such as giving a summary of the material to be applied in the second cycle, with the hope that it can facilitate students in understanding the material and stimulating student motivation in the learning process.

3. Cycle II

In this classroom action research, cycle II was held on Monday August 18 2019 hours 1-2 (08.00-09.30) in 3 meeting with a time of 2 x 40 minutes for 2 hours of study. The first cycle consists of four stages, namely planning, implementing, observing, and reflecting, as follow :

a. Planning

In this step the researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, it used to guide the researcher in teaching learning process and work sheet to evaluate students' ability. Aside from being a teacher in the classroom, researchers also observe student activities in the learning process, this is to strengthen the data observed by researchers.

b. Acting

learning begins with the teacher opening the lesson, giving motivational words, then discussing the previous meeting a little, followed by discussing the next material, giving evaluation question, giving students the opportunity to move forward working on the problem, giving feedback both verbally and nonverbally, to drawing conclusions and closing the learning as in the learning lesson plan.

The ARIAS method have five stages, namely assurance, relevant, interest, assessment, and satisfiction . But the researcher only chosen two stages, they are interest and assessment. The stages of the learning process in class with using the ARIAS method as follows:

1. (Interest stage) gives students the opportunity to actively participate in learning and hold variations in learning, such as using spelling bee games: Devide the class into two teams. Have them stand in two lines facing each other, Stand at the front of the room between the two teams. Reading from a prepared list words. Give the first students word to spell. The students must repeat the word, spell it, and then repeat the word again. If the word is spelled correctly, the other team will be given a new word.

2. (Assessment stage) Measuring student understanding through several written questions.

3. students can be active in spelling bee games given by researchers.

4. students can distinguish examples of verbs, properties and objects.

Classroom learning activities using the ARIAS method are the same as those done in cycle I. Research cycle 2 meeting 3 in the last 20 minutes were given the first cycle test. This test aims to see the difference in student scores before learning is done by the ARIAS method and after the second cycle.

c. Observing

To be more clear about comparing data results after the first cycle and the second cycle, the following table is presented in the test results.

Table 4.4 Comparing Data Results After the First Cycle and Second Cycle

No	Name students	Test scores cycle I and II		Status
		After cycle I	After cycle II	
1.	Ahmad Ridwan	75	85	Pass
2.	Aulia Ramadani	70	70	Pass
3.	Bagas Mauli	75	95	Pass
4.	Balqis Tsabiah	45	75	Pass
5.	Bamas Nurhidayat	75	75	Pass
6.	Della Nur Febriani	70	70	Pass
7.	Dwi Anggrina	70	70	Pass
8.	Feby Auliya	85	90	Pass
9.	Ferdi Ardiansyah	85	95	Pass
10.	Habibi Firmansyah	25	60	Failed
11.	Hyroin Nasyilla	45	55	Failed
12.	Iqbal Anggara	70	90	Pass
13.	Jaka Setiawan	70	75	Pass
14.	Jovan Diego	70	70	Pass
15.	M.Arif Al Hatim	50	75	Pass
16.	M. Arya Rinaldy	40	60	Failed
17.	M. Aydi Firmansyah	85	90	Pass
18.	M. Febri Ardiansyah	60	75	Pass
19.	M.Ibrohim Janjabila	70	75	Pass
20.	Muhammad Wildan	40	60	Failed

21.	Muhammad Yusup	50	80	Pass
22.	Muhammad. Luthfi	40	75	Pass
23.	Mis Andika Prayoga	60	80	Pass
24.	Muhammad Akbar	75	95	Pass
25.	Nadya Safira	45	90	Pass
26.	Riko Rahmansyah	50	80	Pass
27.	Suci Nurmadani	55	85	Pass
28.	Thania Amanda	60	85	Pass
29.	Wulan Pratiwi	80	90	Pass
30.	Zuanda Rahmansyah	75	95	Pass
	Total	1300	2365	
	Mean	62,5	85,50	
	Pass percent	65,2%	87,5%	

Note   : The number of students who completed after the PTK cycle 1: 26

The number of students who did not complete after the PTK cycle 1: 4

Based on the test results table after the first cycle of action research and the second cycle of action research above, it can be seen that there was an increase in the results of the test exams after the action research in the second cycle, there were no students who experienced impairment. This can be seen from the highest value in cycle I, which is 85 and the highest value in cycle II, which is 95, and the number of students who reach SKM. Improved learning outcomes can be seen in the following table:

Table 4.4 Comparative Analysis of Test Values After Cycle I and Cycle II

No	Explanation	Cycle I	Cycle II
1.	Highest score	85	95
2.	Lowest score	25	55
3.	Avarage	62,5	74,42
4.	Student grades are up	21	20
5.	Student grades dropped	2	-
6.	Unfinished student grades	10	4
7.	Complete student grades	14	20
8.	Completenes level	58,3 percent	83,3 percent

If seen from the percentage level of completeness of the end of the first and second cycles, there are significant differences, one of the factors that occurs is the amount of curiosity and enthusiasm of students about the material taught by the teacher. This is because the learning process that supports both the teacher, the method or the pleasant classroom atmosphere so that students are more motivated and student learning outcomes increase.

d. Refleksi

From this it can be concluded that the learning activities of students can be said to be far more maximal than the learning activities in the learning process of the first cycle, as well as the activities of researchers as teachers in class, are in accordance with the learning plan and provide students the opportunity to ask questions and opinions. For clearer differences about the learning process activities in cycle I and cycle II can be seen in the observation sheet of the activities of the teacher and researcher in the learning process on the attachment

page.

Based on the description of the learning process in the second cycle above, it can be taken an outline that there is no need to carry out the implementation of the third cycle of action, given the motivation, activities and learning outcomes of students in the learning process can already be said to be maximal, but it is also constrained by the time of research, the implementation cycle II is the implementation of the last cycle learning process.

Table 4.3 The results of the ARIAS learning model observation

No.	ARIAS Model	Pre-test	Post-test 1	Post-test 2
1.	Interest	students are not interested in the ARIAS learning model.	after doing the arias learning model and using the spelling bee game the students' interest is better, there are some students who have started to be interested in participating in the learning because they are interested in the spelling bee game that has been applied.	students are more interested in the ARIAS learning model and are enthusiastic about following learning than post test 1 and the pretest.
2.	assessment	student scores that can not reach the maximum value	the average value obtained 60 percent, the value of posttest 1 increased than the pretest. there are 10 students graduated and 20 did not pass the learning rather than precycle.	the average value that can be reached is the maximum value and has been obtained 90 percent. there are 25 students who graduated and 5 did not pass to apply the ARIAS learning model in

				using the spelling bee game.

BAB V

CONLUSION AND SUGGESTION

A. Conclusion

This research is presented in accordance with the data observed in the previous chapter. Based on research results observed in two cycles entitled "The Use of ARIAS Model with Media Spelling Bee Game to Improve Speaking Ability". Classroom Action Research in the seventh grade of al-hikmah can be concluded as follows:

1. Students understand in studying descriptive texts through the spelling bee game that has been observed in two cycles in the study entitled "Use of the ARIAS Model with Spelling Bee Game Media to Improve Speaking Ability". There are six aspects observed. Students pay attention to teacher explanations, students are enthusiastic in teaching and learning, students give questions to the teacher to explain the context that is not understood, students can answer teacher questions, students are active in games, and students are confident in taking oral and written tests. The first cycle of student enthusiasm is 62% while in the second cycle of 78%, this means that spelling bee can significantly increase student enthusiasm.

2. The research results observed in two cycles (cycle I and cycle II) , it can be concluded that there is an increase. Students' knowledge increases after being taught by using a spelling bee game. I can see the average students performance results in each cycle. Before the reseacrhers taught

descriptive text using spelling bee game, the average student yield was 43,3. After that, researchers taught descriptive text using spelling bee game, students' knowledge of word spelling increased. The average student yield in the first cycle was 62,1 and it the second cycle was 78,8. That means that there is an increase in each cycle after using spelling bee game and the application of the spelling bee game as a teaching method to improve student understanding in the determining verbs, nouns, adjective. If they understand to determine the verb, nouns, adjective. If they know and find verbs, they will understand the descriptive text spontaneously.

B. Suggestions

From the conclusions that have been summarized, the researcher can provide advice:

1. For Teachers

a. A teacher can apply the Spelling Bee game as a variation in teaching and learning either media or techniques to overcome student boredom in class.

b. The teacher must use the ARIAS learning model in the teaching and learning process so that students are more interested in learning.

c. The teachers are expected to be able to motivate students at learn English especially in grammar.

2. For Students

a. A student should be interested in English first, so they will like it and enjoy it throughout the learning process.

b. Students should learn more in learning English. They should not be afraid to choose words.

c. Students should afraid of making mistakes when they write, read or speak english, because of our mistakes will make us aware of avolding the same mistakes.

d. Students must improve their abilty in english. They should multiply their vocabulary and always try to make good sentences.

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APPENDIX 1

RESEARCHER SCHEDULE OF A CLASSROOM ACTION

RESEARCH THE ACADEMIC YEAR OF 2018/2019

Teacher   : Suniardi, S.Pd

Researcher   : Siti Aisyah Pardosi

Class   : VIII of Junior School

No	Activities	Date
1	Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of researcher intention.	1 Juli 2019
2	Meet the headmaster to ask permission to do research by giving the permission letter and proposal.	15 July 2019
3	Meet the english teachers to make research framework.	18 July 2019
4	Doing pre cycle research.	1 August 2019
5	Doing cycle I (planning, action, observation, reflecting).	15 August 2019
6	Doing cycle II (planning, action, observation, reflecting).	23 August 2019

APPENDIX 2

NAME STUDENT'S CLASS VII SMP AL-HIKMAH

No	Name Student's
1.	Ahmad Ridwan
2.	Aulia Ramadani
3.	Bagas Mauli
4.	Balqis Tsabiah
5.	Bamas Nurhidayat
6.	Della Nur Febriani
7.	Dwi Anggrina
8.	Feby Auliya
9.	Ferdi Ardiansyah
10.	Habibi Firmansyah
11.	Hyroin Nasyilla
12.	Iqbal Anggara
13.	Jaka Setiawan
14.	Jovan Diego
15.	M.Arif Al Hatim
16.	M. Arya Rinaldy
17.	M. Aydi Firmansyah
18.	M. Febri Ardiansyah
19.	M.Ibrohim Janjabila
20.	Muhammad Wildan
21.	Muhammad Yusup
22.	Muhammad. Luthfi
23.	Mis Andika Prayoga
24.	Muhammad Akbar
25.	Nadya Safira
26.	Riko Rahmansyah
27.	Suci Nurmadani
28.	Thania Amanda
29.	Wulan Pratiwi
30.	Zuanda Rahmansyah

APPENDIX 3

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</div>

Sekolah	: SMP Al-Hikmah
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII / 1
Materi Pokok	: Descriptive text
Skill	: Speaking
Alokasi Waktu	: 2 x 40 menit (1 x Pertemuan)

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR		INDIKATOR	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.	1.1.1	Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1	Memahami dan menunjukkan perilaku santun, disiplin dan peduli dalam berkomunikasi baik di dalam maupun di luar kelas.
3.1	Memahami makna kosa kata dalam bahasa inggris yang berakaitan dengan noun, adjective, dan verb dalam bentuk decriptive text melalui spelling bee.	3.1.1 3.1.2 3.1.3 3.1.4	Memahami descriptive text. Mampu menemukan contoh noun, adjective, dan adverb di dalam text dan mengeja dengan lancar. Mengaplikasikan game spelling bee. Membedakan sinonim dan antonim.

C. TUJUAN PEMBELAJARAN

1. Memahami descriptive text.
2. Mampu menemukan contoh noun, adjective, dan adverb didalam text.
3. Mengaplikasikan spelling bee.
4. Siswa dapat mengingat kosa kata yang lebih banyak.
5. Siswa mampu membedakan sinonim dan antonim.

D. MATERI PEMBELAJARAN

➢ Descriptive Text

Descriptive text adalah teks yang digunakan untuk menggambarkan tempat orang atau benda tertentu.

➢ Contoh Descriptive Text

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

Terjemahan

Kelinci Saya

Saya punya kelinci, bulunya berwarna putih dan memiliki bintik-bintik hitam. Dia memiliki telinga panjang dan ekor pendek. Dia juga memiliki mata lucu besar berwarna merah! Kelinci saya suka makan wortel dan sayuran lainnya. Ketika saya melepaskan kelinci saya keluar dari kandangnya, ia sering melompat kemana-mana dan sulit untuk ditangkap. Jadi, saya hanya bisa menempatkan dia dikandangnya karena aku takut bahwa ia mungkin melarikan diri. Aku tidak ingin kehilangan kelinci saya karena saya sangat mencintainya.

Contoh-contoh kata yang terdapat dalam text bacaan tersebut:

1. Kata noun
- Rabbit (Kelinci) spell   : a:, ei, bi,bi, ai, ti.
- Vegetable (Sayur-mayur)   : Vi, i, ji, ai, ti, ai, bi, el, ai.
- Spots (Bintil-bintik) dll   : Es, pi, ou, ti, es.

2. Kata adjective
- Playful (lucu)   : pi, el, ei.
- Long (panjang)   : el, ou, en, ji.

- White (putih) dll. : dubly, ha, ai, ti, i.

3. Kata verb

- Likes (memperbandingkan) : el, ai, kei, i, es
- Eat (makan) : i, ei, ti
- Running (berlari) dll. : a:, yu, en, en, ai, en, ji.

Synonym is a word or phrase that means that same, or nearly the same as another word or phrase. Antonym is a word or phrase that meansthe opposite or nearly the opposite of another word or phrase.

Unsur kebahasaan

(1) Kosa kata: *flat nose*, *cheap, white skin.*
(2) Ucapan, tekanan kata, intonasi
(3) Ejaan dan tanda baca

E. METODE PEMBELAJARAN

Spelling Bee Games

F. Media, Alat, Bahan dan Sumber Pembelajaran

Media :

☐ *Worksheet* atau lembar kerja (siswa), lembar penilaian, suara guru.

Alat/Bahan :

☐ Spidol, papan tulis, Laptop & infocus

Sumber Belajar :

☐ Buku Bahasa Inggris - Wajib Siswa Kelas VIII, Kemendikbud, tahun 2013

☐ e-dukasi.net & Buku referensi yang relevan.

G. Langkah-Langkah Pembelajaran

KEGIATAN	ACTIVITY DESCRIPTION	TIME
Pendahuluan	• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin.	10 menit

	• Memotivasi siswa untuk memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	
Inti	Mengamati • Siswa mendengarkan penjelasan guru tentang beberapa kosa kata tentang kata kerja, benda dan sifat. • Siswa menirukan beberapa kosa kata. Menanya • Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antonym dan sinonym. • Siswa mendapatkan umpan balik dari guru tentang kosa kata • Memberi kesempatan pada siswa untuk bertanya Mengumpulkan Informasi • Siswa menirukan contoh kosa kata dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Mengasosiasi • Guru menjelaskan spelling bee game • Siswa merespon spelling bee games dan bermain dan guru sebagai pemandu. Mengkomunikasikan • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata,	60 menit

		intonasi yang benar dengan ejaan dan tanda baca yang benar.	
Penutup	o Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan soal dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian portofolio	10 menit

H. Penilaian Hasil Belajar

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Memahami decsriptive text	-	-	-
Mengaplikasikan pada soal	*Tes tertulis*	*Pilihan ganda*	Answer the following question correctly and carefully by choosing (A, B, C, or D)
Mengeja dengan benar dan lancar	*Berbicara*	*Uji petik berbicara*	Spell words correctly and fluently.
Membedakan sinonim dan antonim	*Tes tertulis*	*Pilihan ganda*	Answer the following question correctly and

			carefully by choosing (A, B, C, or D)

- Instrumen : Terlampir
- Rublik Penilaian

URAIAN	SKOR
Benar	1
Salah	0

Nilai Benar = 30 x <u>100</u>

                     1

                         Medan 29 Agustus 2019

                              Mengetahui

Guru Mapel   Mahasiswa

<u>Suniardi, S.Pd</u>   <u>Siti Aisyah Pardosi</u>

                                NIM : 1502050241

APPENDIX 4

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

</div>

Sekolah	: SMP Al-Hikmah
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VII / 1
Materi Pokok	: Descriptive text
Skill	: Speaking
Alokasi Waktu	: 2 x 40 menit (2 x Pertemuan)

I. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.	1.1.2 Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
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3.1 Memahami makna kosa kata dalam bahasa inggris yang berakaitan dengan noun, adjective, dan verb dalam bentuk decriptive text melalui spelling bee.	3.1.5 Memahami descriptive text. 3.1.6 Mampu menemukan contoh noun, adjective, dan adverb di dalam text dan mengeja dengan lancar. 3.1.7 Mengaplikasikan game spelling bee. 3.1.8 Membedakan sinonim dan antonim.

C. TUJUAN PEMBELAJARAN

1. Memahami descriptive text.
2. Mampu menemukan contoh noun, adjective, dan adverb didalam text.
3. Mengaplikasikan spelling bee.
4. Siswa dapat mengingat kosa kata yang lebih banyak.
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D. MATERI PEMBELAJARAN

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➤ Contoh Descriptive Text

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Contoh-contoh kata yang terdapat dalam text bacaan tersebut:

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- Spots (Bintil-bintik) dll   : Es, pi, ou, ti, es.

5. Kata adjective
- Playful (lucu)   : pi, el, ei.
- Long (panjang)   : el, ou, en, ji.

- White (putih) dll.   : dubly, ha, ai, ti, i.

6. Kata verb

- Likes (memperbandingkan)   : el, ai, kei, i, es
- Eat (makan)   : i, ei, ti
- Running (berlari) dll.   : a:, yu, en, en, ai, en, ji.

Synonym is a word or phrase that means that same, or nearly the same as another word or phrase. Antonym is a word or phrase that meansthe opposite or nearly the opposite of another word or phrase.

Unsur kebahasaan

(4) Kosa kata: *flat nose*, *cheap, white skin.*

(5) Ucapan, tekanan kata, intonasi

(6) Ejaan dan tanda baca

E. METODE PEMBELAJARAN

Spelling Bee Games

F. Media, Alat, Bahan dan Sumber Pembelajaran

Media :

☐ *Worksheet* atau lembar kerja (siswa), lembar penilaian, suara guru.

Alat/Bahan :

☐ Spidol, papan tulis, Laptop & infocus

Sumber Belajar :

☐ Buku Bahasa Inggris - Wajib Siswa Kelas VIII, Kemendikbud, tahun 2013

☐ e-dukasi.net & Buku referensi yang relevan.

G. Langkah-Langkah Pembelajaran

KEGIATAN	ACTIVITY DESCRIPTION	TIME
Pendahuluan	- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran - Memeriksa kehadiran peserta didik sebagai sikap disiplin.	10 menit

	• Memotivasi siswa untuk memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.	
Inti	Mengamati • Siswa mendengarkan penjelasan guru tentang beberapa kosa kata tentang kata kerja, benda dan sifat. • Siswa menirukan beberapa kosa kata. Menanya • Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antonym dan sinonym. • Siswa mendapatkan umpan balik dari guru tentang kosa kata • Memberi kesempatan pada siswa untuk bertanya Mengumpulkan Informasi • Siswa menirukan contoh kosa kata dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Mengasosiasi • Guru menjelaskan spelling bee game • Siswa merespon spelling bee games dan bermain dan guru sebagai pemandu. Mengkomunikasikan • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata,	60 menit

		intonasi yang benar dengan ejaan dan tanda baca yang benar.	
Penutup	o Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan soal dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian portofolio		10 menit

H. Penilaian Hasil Belajar

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Memahami decsriptive text	-	-	-
Mengaplikasikan pada soal	*Tes tertulis*	*Pilihan ganda*	Answer the following question correctly and carefully by choosing (A, B, C, or D)
Mengeja dengan benar dan lancar	*Berbicara*	*Uji petik berbicara*	Spell words correctly and fluently.
Membedakan sinonim dan antonim	*Tes tertulis*	*Pilihan ganda*	Answer the following question correctly and

			carefully by choosing (A, B, C, or D)

- Instrumen : Terlampir
- Rublik Penilaian

URAIAN	SKOR
Benar	1
Salah	0

Nilai Benar = 30 x <u>100</u>

                    1

Medan 29 juli 2019

Mengetahui

Guru Mapel   Mahasiswa

<u>Hartati Patwael, S,SI</u>   <u>Siti Aisyah Pardosi</u>

                                      NIM : 1502050241

APPENDIX 5

Pre Test Scores before the Research was Conducted

No	Name Students	Before CAR	
		Score	Status
1.	Ahmad Ridwan	35	Failed
2.	Aulia Ramadani	35	Failed
3.	Bagas Mauli	50	Failed
4.	Balqis Tsabiah	20	Failed
5.	Bamas Nurhidayat	25	Failed
6.	Della Nur Febriani	35	Failed
7.	Dwi Anggrina	35	Failed
8.	Feby Auliya	60	Failed
9.	Ferdi Ardiansyah	65	Failed
10.	Habibi Firmansyah	35	Failed
11.	Hyroin Nasyilla	35	Failed
12	Iqbal Anggara	30	Failed
13.	Jaka Setiawan	35	Failed
14.	Jovan Diego	40	Failed
15.	M.Arif Al Hatim Damanik	30	Failed
16.	M. Arya Rinaldy	30	Failed
17.	M. Aydi Firmansyah	60	Failed
18.	M. Febri Ardiansyah	40	Failed
19.	M.Ibrohim Janjabila	35	Failed
20.	Mhd Wildan Albukhari	45	Failed
21.	Mhd Yusup	70	Pass
22.	Mhd. Arifin Rizki	35	Failed
22.	Mhd. Luthfi Asshidiq	50	Failed
23.	Mis Andika Prayoga	60	Failed
24.	Muhammad Akbar	35	Failed
25.	Nadya Safira	40	Failed
26.	Riko Rahmansyah	45	Failed
27.	Suci Nurmadani	50	Failed
28.	Thania Amanda Laura	55	Failed
29.	Wulan Pratiwi	35	Failed
30.	Zuanda Rahmansyah	50	Failed
	Total	1300	
	Mean	43,33	
	Percent complete	43 %	

APPENDIX 6

Comparison of Test scores Before and After Cycle I

No	Before ACR		After Cycle I	
	Score	Status	Score	Status
1.	35	Failed	75	Pass
2.	35	Failed	70	Pass
3.	50	Failed	75	Pass
4.	20	Failed	45	Failed
5.	25	Failed	75	Pass
6.	35	Failed	70	Pass
7.	35	Failed	70	Pass
8.	60	Failed	85	Pass
9.	65	Failed	85	Pass
10.	35	Failed	25	Failed
11.	35	Failed	45	Failed
12.	30	Failed	70	Pass
13.	35	Failed	70	Pass
14.	40	Failed	70	Pass
15.	30	Failed	50	Failed
16.	30	Failed	40	Failed
17.	60	Failed	85	Pass
18.	40	Failed	60	Failed
19.	35	Failed	70	Pass
20.	45	Failed	40	Failed
21.	70	Pass	50	Failed
22	50	Failed	40	Failed
23.	60	Failed	60	Failed
24.	35	Failed	75	Pass
25.	40	Failed	45	Failed
26.	45	Failed	50	Failed
27.	50	Failed	55	Failed
28.	55	Failed	60	Failed
29.	35	Failed	80	Pass
30.	50	Failed	75	Pass
Total	1300		1865	
Mean	43,33		62,16	
Percent	43 %		62 %	

APPENDIX 7

Comparing data results after the first cycle and the second cycle

No	Name students	Test scores cycle I and II		Status
		After cycle I	After cycle II	
1.	Ahmad Ridwan	75	85	Pass
2.	Aulia Ramadani	70	70	Pass
3.	Bagas Mauli	75	95	Pass
4.	Balqis Tsabiah	45	75	Pass
5.	Bamas Nurhidayat	75	75	Pass
6.	Della Nur Febriani	70	70	Pass
7.	Dwi Anggrina	70	70	Pass
8.	Feby Auliya	85	90	Pass
9.	Ferdi Ardiansyah	85	95	Pass
10.	Habibi Firmansyah	25	60	Failed
11.	Hyroin Nasyilla	45	55	Failed
12.	Iqbal Anggara	70	90	Pass
13.	Jaka Setiawan	70	75	Pass
14.	Jovan Diego	70	70	Pass
15.	M.Arif Al Hatim	50	75	Pass
16.	M. Arya Rinaldy	40	60	Failed
17.	M. Aydi Firmansyah	85	90	Pass
18.	M. Febri Ardiansyah	60	75	Pass
19.	M.Ibrohim Janjabila	70	75	Pass
20.	Muhammad Wildan	40	60	Failed
21.	Muhammad Yusup	50	80	Pass
22.	Muhammad. Luthfi	40	75	Pass
23.	Mis Andika Prayoga	60	80	Pass
24.	Muhammad Akbar	75	95	Pass
25.	Nadya Safira	45	90	Pass
26.	Riko Rahmansyah	50	80	Pass
27.	Suci Nurmadani	55	85	Pass
28.	Thania Amanda	60	85	Pass
29.	Wulan Pratiwi	80	90	Pass
30.	Zuanda Rahmansyah	75	95	Pass
	Total	1865	2365	
	Mean	62,16	78,83	
	Pass percent	62%	78%	

APPENDIX 8

Answer the following question correctly and carefully by choosing (A,B,C,or D).

1. He is a **fast** runner. The same meaning of the bold word is...
   a. quick   c. slow
   b. energetic   d. calm

2. He is *tall*. The antonym of the italic word is..
   a. short   c. huge
   b. big   d. long

3. I am **terrible** at mathematics. The bold word can be replaced by...
   a. good   c. awful
   b. great   d. fantastic

4. A: What do you think about this restaurant?
   B: This restaurant is very **popular**in the country**.** The antonym of **popular** is...
   a. dirty   c.croeded
   b. unpopular   d.famous

5. The movie was depreesing. The audiece was carried away. The antonym of depressing is...
   a. frustration   c. confuse
   b. sad   d. happy

6. You look so **fat**. The opposite of the word is...
   a. short   c. slim
   b. tall   d. small

7. My girlfriend is very **pretty.** The same meaning of **pretty** is...
   a. ugly   c. beautiful
   b. strange   d. Stupid

8. My book is Rp. 2000, Your book is Rp. 4000, Your book is..... than my book.
   a. cheaper   c. more expensive
   b. longer   d. the most expensive

9. If you feel so **cold**. I can close the window. The antonym of the bold word is...
   a. cool   c. warm
   b. hot   d. winter

10. The music is **loud**. The black word can be replaced by....
    a. soft   c. pleasant
    b. blaring   d. catchy

ESSAY

I.   Complete the following dialoge!
    1. Dedi   : What is your name
        Fira   : My name is Fira
        Dedi   : How do you spell yor name, please?
        Fira   : ....
    2. Rossa   : What is your name ?
        Anto   : My name is Anto.
        Rossa   : Can you spell your name , please ?
        Anto   : ....

II.   Guess the names below!

    3. Bi-ei-ti-ei-en-ji   :
    4. Dablyu-ai-en-di-ou-dablyu   :
    5. Di-ou-ou-a   :
    6. Es-pi-ou-ou-en   :

III.   Translate the word in the text following into Indonesia!

I Have a Cat

 "**7.Spot (..........)** is a regular house cat. He is an adorable cat. He has orange fur with **8**.**white (............)** and black spots. I **9.like (..........)** to cuddle him because his fur feels **10.**" **soft (...........)** . Every morning I give Spot milk. Spot does not like **11.rice(.......)** . so i give him **12.cat (.......)** food. Spot is an active **13.animal (..........)** . He likes to run around the house. He likes to chase everyone in my house. When he **14.feels (...........)** tired or **15.sleepy(.............),** Spot usually sleeps on the sofa in the living room or sometimes under the table **(.........)**

APPENDIX 9

POST-TEST

Answer the following question correctly and carefully by choosing (A,B,C,or D).

1. My uncle is a kind person. He always gives a candy to children around his home . The same meaning if kind is ...
   a. generous
   b. arrogant
   c. lazy
   d. stupid

2. Ani is my classmate. She has pointed nose, **thin,** straight hair. The antonym of the bold word is...
   a. slim
   b. short
   c. tall
   d. fat

3. John is basket ball athlete. He has slating ayes and pointed nose. The word "slanting eyes" has the constrated meaning with....
   a. black eyes
   b. blue eyes
   c. shard eyes
   d. round eyes

4. Mr. Gunawan is my math teacher. He is fat and short. He has curly hair. The antonym of **curly** hair is ...
   a. straight hair
   b. short hair
   c. long hair
   d. blonde hair

5. Josua is very **funny**. He like to tell jokes in class. The synonym of the bold is ...
   a. sad
   b. angry
   c. lazy
   d. humorous

6. Mr. Jo has **straight** hair. The opposite of bold word has similar meaning with...
   a. bright
   b. lack
   c. dirty
   d. pale

7. I have a friend. She is tall and her skin is **fair**. The bold word has similar meaning with...
   a. bright
   b. black
   c. dirty
   d. pale

8. The music is **loud**. The black word can be replaced by ...
   a. soft
   b. blaring
   c. pleasant
   d. catchy

9. My class is very **crowded**. The synonym of the bold word is ...
   a. loud
   b. noisy
   c. quite
   d. small

10. My girlfriend is very pretty. The same meaning of **pretty** is...
    a. ugly
    b. bad
    c. beatiful
    d. fat

ESSAY

I. Draw a arrow (->), to match the words with their antonyms.

1. Woman   Easy
2. Happy   South
3. Wake up   Sad
4. North   Sleep
5. Difficult   Man

II. Spell the following words.

6. See   :
7. Good   :
8. Bright   :
9. Swimming   :
10. Beautiful   :

III. Complete in the following columns with the word Noun, Adjective, Verb.

No	Noun	Adjective	Verb
11.			
12.			
13.			
14.			
15.			

APPENDIX 10

Documentation

Students respond to explanations delivered by researchers

Students play spelling bee game in cycle 1

Students play spelling bee game in cycle 2

Students work on assignments given by researchers

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Siti Aisyah Pardosi
NPM	: 1502050241
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 154 SKS

IPK= 3,41

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Use of ARIAS Model With Media Spelling Bee Game to Improve Speaking Ability	
	The Effect of Guided Writing Strategy and Student's Achivement Motivation on Student's Writing Competency	
	Possibilities and Challenges of Multimodal Literacy Practices in Teaching and Learning English as an Additional Language	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 19 Maret 2019
Hormat Pemohon,

Siti Aisyah Pardosi

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada :Yth.Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa	:	Siti Aisyah Pardosi
NPM	:	1502050241
Pro. Studi	:	Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Use of ARIAS Model with Media Spelling Bee
Game to Improve Speaking Ability

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Prof. Drs. H. Syahron Lubis, M.A *Acc. 11/09-2019*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 11 April 2019
Hormat Pemohon,

Siti Aisyah Pardosi

Keterangan
Dibuat rangkap 3 : -   Asli untuk Dekan/Fakultas
                    -   Duplikat untuk Ketua / Sekretaris Jurusan
                    -   Triplikat Mahasiswa yang bersangkutan

Nomor   : 840 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
          Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.
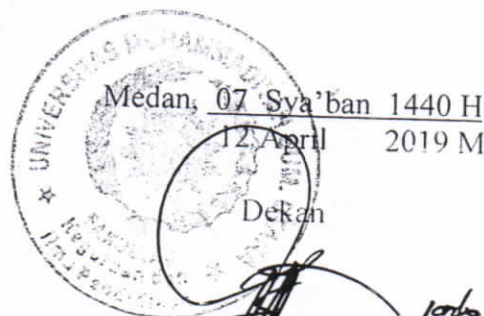
Nama   : Siti Aisyah Pardosi
N P M   : 1502050241
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of ARIAS Model with Media Spelling Bee Game to Improve
                   Speaking Ability.

Pembimbing   : Prof. Drs. H. Syahron Lubis, M.A

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 12 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 07 Sya'ban 1440 H
       12 April   2019 M
       Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بسـم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Siti Aisyah Pardosi

NPM   : 1502050241

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Use of Arias With Media Spelling Game to Improve Speaking Ability

sudah layak diseminarkan.

Medan, 17 Mei 2019
Dosen Pembimbing,

Prof. Drs. H. Syahron Lubis, M.A

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap	:	Siti Aisyah Pardosi
N.P.M	:	1502050241
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Use of ARIAS Model With Media Spelling Bee Game to Improve Speaking Ability

Pada hari Sabtu, tanggal 18 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas

Drs. Ali Amran, M.Hum

Dosen Pembimbing

Prof. Dr. H. Syahron Lubis, MA

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238Telp. (061) 6622400 Ext. 22, 23, 30

Webside : http://www.fkip.umsu.ac.id E-mail:fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

PerguruanTinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama Lengkap	:	Siti Aisyah Pardosi
N.P.M	:	1502050241
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Use of ARIAS Model With Media Spelling Bee Game to Improve Speaking Ability

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
8 April 2019	Cover, Background, Problem	
10 April 2019	Revisi Chapter 1	
15 April 2019	Revisi Chapter 2	
25 April 2019	References	
	Acc	

Medan,   April 2019

Diketahui Oleh :

Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum.

Prof. Dr. H. Syahron Lubis, MA

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.
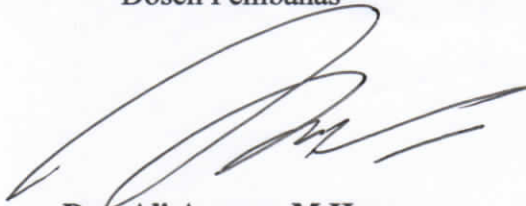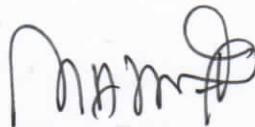
Nama Lengkap   : Siti Aisyah Pardosi

N.P.M   : 1502050241

Prog. Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Use of Arias Model With Media Spelling Bee Game to Improve Speaking Ability
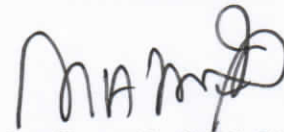
Benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 18 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Siti Aisyah Pardosi
N.P.M	:	1502050241
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Use of Arias Model With Media Spelling Bee Game to Improve Speaking Ability

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
8FE18AFF773589540
6000
ENAM RIBU RUPIAH

Siti Aisyah Pardosi

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 464 /II.3/UMSU-02/F/2019   Medan, 12 Dzulqaidah 1440 H
Lamp   : ---   15 Juli   2019 M
H a l   : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
SMP Swasta Al-Hikmah
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Siti Aisyah Pardosi
N P M   : 1502050241
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitia : The Use of Arias Model With Media Spelling Bee Game to Improve
                   Speaking Ability.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

SURAT KETERANGAN

Nomor : 74 /SMP-AH/VII/2019

Saya yang bertanda tangan di bawah ini :

Nama   : Nuriadi,S.Pd.I

Jabatan   : Wakil Kepala Sekolah

Menerangka dengan sebenarnya :

Nama   : Siti Aisyah Pardosi

NIM   : 1502050241

Fakultas   : Keguruan dan Ilmu Pendidikan

Program Studi : Pendidikan Bahasa Inggris

   Mahasiswa tersebut telah mengadakan penelitian di sekolah kami hari senin,22 Juli 2019 sampai 31 Agustus 2019,guna memperoleh data yang diperlukan dalam penelitian skripsi yang berjudul " The Use Of ARIAS Model With Media Spelling Bee Game To Improve Speaking Ability "

   Demikian surat keterangan ini disampaikan,agar digunakan sebagaimana mestinya.

Medan,31 Agustus 2019

An.Kepala Sekolah

SMP Al-Hikmah

(Nuriadi,S.Pd.I)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Siti Aisyah Pardosi
N.P.M : 1502050241
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Use of ARIAS Model With Media Spelling Bee Game to Improve
Speaking Ability

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
22 Agu 2019	Describe more detail about explanation	
24 Ags 2019	Check grammar & line space	
27 Ags 2019	conclusion	
29 Ags 2019	References	
3 Sept 2019	Revisi chapter IV	
12 Sept 2019	Revision complete	
16 Sept 2019	ACC	

Medan, September 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Prof. Dr. H. Syahron Lubis, MA)

CURRICULUM VITAE

Name : Siti Aisyah Pardosi

Place and Date Birth : Meranti Timur, 11th November 1997

Age : 22 Years old

Gender : Female

Nationality : Indonesia

Religion : Islam

Marital Status : Single

Address : Adian Baja

Phone Number : 081376075670

Email : icapardosi15356@gmail.com

Parents' Name

Father : Fajar Pardosi

Mother : Rasmina Tampubolon

Education

2004-2009 : SDS Bintang Timur

2009-2012 : SMP Negeri 2 Pintupohan Meranti

2012-2015 : SMA Harapan Lobu rappa

2015-2019 : Students of English Department Faculty of Teachers' Training and
Education, UMSU 2019 until Reaching the Degree of Sarjana