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YAYASAN NURUL ADILA MADANI SD PLUS ANBATA

Jl. BalaiDesa Gg Wakaf No. 45 Medan Sunggal, Telp. 061-80244439, email : sdanbataplus1@gmail.com

No : 16/SBO/SDPA-YNAM/VIII/2021

Medan, 26 Agustus 2021

Lamp : -

Hal : Surat Balasan Izin Observasi

Kepada Yth :

Bapak DEKAN

Ketua Program Studi Pendidikan Matematika

di-

Tempat

Assalamua'laikum Wr. Wb

Dengan hormat,

Puji Syukur Kehadirat Allah SWT, yang selalu melimpahkan Rahmat-Nya, semoga Bapak dalam keadaan sehat wal'afiat dan sukses selalu dalam aktifitas sehari-hari, Amin.

Berdasarkan nomor surat B-17598/ITK/ITK.V.3/PP.00.9/08/2021 tentang Permohonan izin mengadakan observasi untuk penyusunan Skripsi/Tesis mahasiswa UINSU (Universitas Islam Negeri Sumatera Utara) Fakultas Tarbiyah dan Keguruan, maka Saya yang bertanda tangan di bawah ini Kepala SD Plus Anbata dengan ini menerangkan :

Nama : **Astari Sa'diah Safira**


NIM : **0304172138**

Prog. Studi : **Tadris Bahasa Inggris**

Judul Skripsi : **Improving The Elementary Students' English Spelling Skill Through Word Spelling Dictate.**

Bersedia menerima Mahasiswa diatas untuk melakukan observasi di SD Plus Anbata.

Demikianlah surat balasan ini diperbuat untuk dapat dipergunakan seperlunya.

Kepala SD Plus Anbata

Suwardi, S.Pd.I

APPENNDIX

Appendix I

LESSON PLAN (CYCLE-1)

School	: SD Plus Anbata
Subject	: English
Class/Semester	: 1/ 1 st Semester
Material	: Colors
Skill	: Spelling
Meeting	: 1 st and 2 rd

A. Standard Competence

1. Respond to very simple instructions verbally in a classroom context.
2. Give greetings / greetings.
3. Copy very simple English text precisely.

B. Basic Competence

Pronounce vocabulary beautiful colors with proper spelling

C. Indicators:

1. Speak vocabulary about beautiful colors.
2. Writing beautiful color vocabulary using dictation technique

D. Learning Objectives

At the end of the lesson, students can:

1. Pronouncing vocabulary about beautiful colors correctly
2. Write beautiful color vocabulary by using dictation techniques correctly.

E. Learning Materials: Beautiful Colors

The Vocabulary of Colors:

1. Red : Mera
2. Yellow : kuning
3. Blue : biru
4. Orange : jingga
5. Green : hijau

6. Pink : merah muda

F. Method/ Strategy of Learning Process:

Integrated Skills (listening, demonstrating, imitating, conversing, assignments).

G. Procedure of Learning Process

First meeting :

1. Opening :

The teacher greets the students with the greeting "what's your feeling today?" while waving. Students answered the greeting properly and correctly, "I feel great today. The teacher must ensure that each student has answered, if someone has not answered, the teacher can repeat the greeting "what's your feeling today" again after that read the prayer together with the English language too "Thank you Allah for this lovely morning, now we want to study please bless us, our teacher, parent, friend, and other, Thank you Allah, Aminn"

2. Main Activity :

With the guidance of the teacher, students are invited to look at the pictures in the printed book on page 2 by saying "Listen and say" (pointing at the ears and mouth). Then, students are invited to follow the teacher's words:

- "Red means merah. Teachers." (the teacher points to the red picture).
- "Yellow means kuning." (the teacher points to the yellow picture).
- "Purple means ungu." (the teacher points to a colored picture).
- "Pink means merah muda. Teachers." (the teacher points to the red picture).
- "Green means hijau." (the teacher points to the yellow picture).
- "Blue means biru." (the teacher points to a colored picture)
- "Purple means ungu." (the teacher points to a colored picture)

After that the teacher asks students to pronounce the alphabet A-Z to make it easier for students to spell vocabulary about color and to check students' understanding, the teacher asks students to do the exercises in the book we love

english/cambridge publisher fi page 3 by circling the correct answer using listening techniques or listening to instructions from the teacher then spelling out the vocabulary about color using the spelling word dictation technique for example : red (ar i di), yellow (wai,i,el,el,o,double yu), blue (bi,el,yu,i), green (ji,ar,i,i,en), pink (pi, ai, en, en, kei), orange (o, ar, ei, en, ji, i), purple (pi,yu,ar,pi,el,i) (as a pre test)

3. Closing

- Teacher gives the task for the students
- Close the learning process with prayer and saying Alhamdulillah and greeting

Second meeting :

1. Opening:

The teacher greets the students with the greeting "what's your feeling today?" while waving. Students answered the greeting properly and correctly, "I feel great today. The teacher must ensure that each student has answered, if someone has not answered, the teacher can repeat the greeting "what's your feeling today" again after that read the prayer together with the English language too "Thank you Allah for this lovely morning, now we want to study please bless us, our teacher, parent, friend, and other, Thank you Allah, Aminn"

2. Main Activity :

The teacher invites each student to do an assignment about vocabulary Colors, namely the teacher gives 7 questions, for example:

1. Red =...
2. Yellow =...
3. Green =...
4. Blue =...
5. Orange =...
6. Purple =...
7. Pink =...

this task as (as a post test)

- The teacher assesses the students' assignments, who answers the most questions with the correct answers after using the spelling word dictation technique.

3. Closing

- The teacher uses the song method to memorize the vocabulary colors so that it is easy for children to remember, namely singing while learning.
- The teacher closes the lesson.

H. Source/Media

- ✓ Book/We Love English Unit 1
- ✓ White board

1. Assessment

- Technique : Interview and individual task
- Instrument : Spelling test
- Rubric

Jenis	Score	Description
Write	10-100	spelling accuracy of the written word
Oral	10-100	oral spelling accuracy

Table 3. Scoring Rubric of English Spelling Skill Test 1

(Adopted from Ananda. p 124)

No.	Category of Spelling Skill	Score
1.	Excelent	84-100
2.	Very Good	68-83
3.	Good	52-67
4.	Poor	35-51
5.	Very Poor	20-35

Table 4. Category of Spelling Skill 1

(Adopted from Sugiyono, p.136)

The researcher analyzed data obtained from the pre-test and post-test scores. To analyzed the data, the reseacher used several formulas, namely as follow:

Means: $x = \frac{\sum X}{N}$

x : Mean Score

$\sum n$: Total row score

N : Total Number of Students

Medan, June 27th, 2021

Principle of SD Plus Anbata

English Teacher

Suwardi S.Pd.I

NIP.



Hanny Vania H Tyas, S.E

NIP.

Researcher

Astari Sa'diah Safira

NIM. 0304172138

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Appendix II

LESSON PLAN (CYCLE-2)

School	: SD Plus Anbata
Subject	: English
Class/Semester	: 1/ 1 st Semester
Material	: School Tools
Skill	: Spelling
Meeting	: 3 rd and 4 th

A. Standard Competence

1. Respond to very simple instructions verbally in a classroom context.
2. Give greetings / greetings.
3. Copy very simple English text precisely.

B. Basic Competence

Pronounce vocabulary beautiful colors with proper spelling

C. Indicators

1. Speak vocabulary about beautiful colors.
2. Writing beautiful color vocabulary using dictation technique

D. Learning Objective

At the end of the lesson, students can:

1. Pronouncing vocabulary about beautiful colors correctly
2. Write beautiful color vocabulary by using dictation techniques correctly.

E. Learning Materials : School Tools

The Vocabular of School Tools:

1. Board : papan tulis
2. Bag : tas
3. Pen : pulpen
4. Rubber : penghapus
5. Pencil : pencil
6. Book : buku

7. Desk : meja tulis

F. Method/ Strategy of Learning Process: Integrated Skills (listening, demonstrating, imitating, conversing, assignments)

a. Procedure of Learning Process

First Meeting

4. Opening : The teacher greets the students with the greeting "what's your feeling today?" while waving. Students answered the greeting properly and correctly, "I feel great today. The teacher must ensure that each student has answered, if someone has not answered, the teacher can repeat the greeting "what's your feeling today" again after that read the prayer together with the English language too "Thank you Allah for this lovely morning, now we want to study please bless us, our teacher, parent, friend, and other, Thank you Allah, Aminn"

5. Main Activity : With the guidance of the teacher, students are invited to look at the pictures in the printed book on page 16 by saying "Listen and say" (pointing at the ears and mouth). Then, students are invited to follow the teacher's words:

- "Board means papan tulis. Teachers." (the teacher points to the board).
- "Bag means tas." (the teacher points to the bag).
- "Pen means pulpen." (the teacher points to the pen).
- "Rubber means penghapus. Teachers." (the teacher points to the rubber).
- "Pencil means pensil." (the teacher points to the pencil).
- "Book means buku." (the teacher points to the book)
- "Desk means meja tulis." (the teacher points to the desk)

After that the teacher asks students to pronounce the alphabet A-Z to make it easier for students to spell vocabulary about color and to check students' understanding, the teacher asks students to do the exercises in the book we love english/cambridge publisher page 17 by circling the correct answer using listening techniques or listening to instructions from the teacher then spelling out the vocabulary about School Tools using the spelling word dictation technique for example : board (bi, o, ei, ar, di), bag

(bi, ei, ji), pen (pi, i, en), rubber (ar,yu,bi,bi,i,ar), pencil (pi,i,en,si,ai,el), book (bi,o,o,kei), desk (di,i,es,kei) (as a pre test)

6. Closing

- Teacher gives the task for the students
- Close the learning process with prayer and saying Alhamdulillah and greeting

Second meeting :

4. **Opening:** The teacher greets the students with the greeting "what's your feeling today?" while waving. Students answered the greeting properly and correctly, "I feel great today. The teacher must ensure that each student has answered, if someone has not answered, the teacher can repeat the greeting "what's your feeling today" again after that read the prayer together with the English language too "Thank you Allah for this lovely morning, now we want to study please bless us, our teacher, parent, friend, and other, Thank you Allah, Aminn"

5. Main Activity :

The teacher invites each student to do an assignment about vocabulary, namely the teacher gives 5 questions, for example:

1. Board =...
2. Bag =...
3. Pen =...
4. Rubber =...
5. Pencil =...
6. Bag =...
7. Desk =...

this task as (as a post test)

- The teacher assesses the students' assignments, who answers the most questions with the correct answers after using the spelling word dictation technique.

6. Closing

- The teacher uses the song method to memorize the vocabulary colors so that it is easy for children to remember, namely singing while learning.
- The teacher closes the lesson with prayer.

H. Source/Media

- ✓ Book/We Love English Unit 1
- ✓ White board

II. Assessment

- d. Technique : Interview and individual task
- e. Instrument : spelling test
- f. Rubric

Jenis	Score	Description
Write	10-100	spelling accuracy of the written word
Oral	10-100	oral spelling accuracy

Table 5. Scoring Rubric of English Spelling Skill Test 2

(Adopted from Ananda. p 124)

No.	Category of Spelling Skill	Score
1.	Excelent	84-100
2.	Very Good	68-83
3.	Good	52-67
4.	Poor	35-51
5.	Very Poor	20-35

Table 6. Category of Spelling Skill 2

(Adopted from Sugiyono, p.136)

The researcher analyzed data obtained from the pre-test and post-test scores. To analyzed the data, the researcher used several formulas, namely as follow:

Means:
$$x = \frac{\sum X}{N}$$

x : Mean Score
 $\sum n$: Total row score
N : Total Number of Students

Medan, June 27th, 2021

Principle of SD Plus Anbata

English Teacher

Suwardi S.Pd.I

NIP.

Hanny Vania H Tyas, S.E

NIP.



Astari Sa'diah Safira

NIM. 0304172138



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Appendix III

Spelling word Dictation Activity

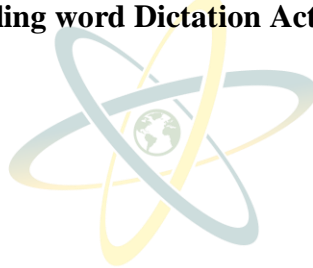
(CYCLE-1)

Meeting	Teacher Activity	Students Activity
First Meeting	1. Opening <ul style="list-style-type: none">• Teacher Start the meeting with salam and greetings with the sentence “what’s your feeling today?”• Teacher ask to start of lesson with the prayer	<ul style="list-style-type: none">• Students answer the salam and greetings with the sentence “I feel great today”• Students Start of lesson by prayer
	2. Main activity <ul style="list-style-type: none">• Teacher Ask students to spelling out about the vocabulary of colors (as a pre-test)• The teacher ask students invited to look at the pictures in the printed book on page 2 by saying “Listen and say” (pointing at the ears and mouth)	<ul style="list-style-type: none">• Students spelling out the vocabulary about the colors (as a pre-test)• students are invited to follow the teacher's words:
	3. Closing <ul style="list-style-type: none">• The teacher uses the song method to	

	<p>memorize the vocabulary colors so that it is easy for children to remember, namely singing while learning.</p> <ul style="list-style-type: none"> • The teacher closes the lesson with prayer. 	<ul style="list-style-type: none"> • The Students follow the instruction of the teacher • The Students prayer with guidance of the teacher
Second Meeting	<p>1. Opening</p> <ul style="list-style-type: none"> • Teacher Starting the meeting with salam and greetings with the sentence “what’s your feeling today?” • Teacher ask to start of lesson with the prayer 	<ul style="list-style-type: none"> • Students answer the salam and greetings with the sentence “I feel great today” • Students Start of lesson by prayer
	<p>2. Main Activity</p> <ul style="list-style-type: none"> • The teacher invites each student to do an assignment about vocabulary Colors, namely the teacher gives 7 questions. (as post test) 	<ul style="list-style-type: none"> • Students done assignment from a teacher about the colors. (as post test)
	<p>3. Closing</p>	

	<ul style="list-style-type: none"> • Teacher gives the task as homework for the students • Close the learning process with saying Alhamdulillah and greeting 	<ul style="list-style-type: none"> • Students got task as homework • Close the learning process with prayer and saying Alhamdulillah and greeting
--	--	---

Table 7. Spelling word Dictation Activity (Cycle-I)



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Appendix IV

Spelling Word Dictation Activity (CYCLE-II)

Meeting	Teacher Activity	Students Activity
First Meeting	1. Opening <ul style="list-style-type: none">• Teacher starts the meeting with salam and greetings with the sentence “what’s your feeling today?”• Teacher ask to start of lesson with the prayer	<ul style="list-style-type: none">• Students answer the salam and greetings with the sentence “I feel great today”• Students Start of lesson by prayer
	2. Main activity <ul style="list-style-type: none">• Teacher Ask students to spelling out about the vocabulary of School Tools (as a pre-test)• The teacher ask students invited to look at the pictures in the printed book on page 2 by saying “Listen and say” (pointing at the ears and mouth)	<ul style="list-style-type: none">• Students spelling out the vocabulary about the School Tools (as a pre-test)• students are invited to follow the teacher's words:
	1. Closing <ul style="list-style-type: none">• The teacher uses the song method to	

	<p>memorize the vocabulary School Tools, so that it is easy for children to remember, namely singing while learning.</p> <ul style="list-style-type: none"> • The teacher closes the lesson with prayer. 	<ul style="list-style-type: none"> • The Students follow the instructure of the teacher • The Students prayer with guidance of the teacher
Second Meeting	<p>1.Opening</p> <ul style="list-style-type: none"> • Teacher starts the meeting with salam and greetings with the sentence “what’s your feeling today?” • Teacher ask to start of lesson with the prayer 	<ul style="list-style-type: none"> • Students answer the salam and greetings with the sentence “I feel great today” • Students Start of lesson by prayer
	<p>2.Main Activity</p> <ul style="list-style-type: none"> • The teacher invites each student to do an assignment about vocabulary School Tools, namely the teacher gives 7 questions. (as post test) 	<ul style="list-style-type: none"> • Students done assignment from a teacher about the colors. (as post test)
	<p>3.Closing</p> <ul style="list-style-type: none"> • Teacher gives the task as homework for the students 	<ul style="list-style-type: none"> • Students got task as homework

	<ul style="list-style-type: none"> • Close the learning process with saying Alhamdulillah and greeting 	<ul style="list-style-type: none"> • Close the learning process with prayer and saying Alhamdulillah and greeting.
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Table 8. Spelling word Dictation Activity (Cycle-1I)



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Appendix V

Pre-Test cycle I

Color

Name :

Date :

Class :

Test Oral, Spelling word dictation about vocabulary Color through the technique word spelling dictation with instruction of teacher

Pre-Test cycle II

Procedure Text

Name :

Date :

Class :

Test Oral, Spelling word dictation about vocabulary School Tools through the technique word spelling dictation with instruction of teacher

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Appendix VI

Post-Test I

Color

Name :

Date :

Class :

Translate into English

1. Merah =...
2. Kuning =...
3. Hijau =...
4. Biru =...
5. Ungu =...
6. Jingga =...
7. Hijau =...



Post-Test II

Procedure Text

Name :

Date :

Class :

Translate into English

1. Papan tulis =...
2. Tas =...
3. Meja tulis =...
4. Pensil =...
5. Pulpen =...
6. Penghapus =...

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7. Buku =...

Appendix VII

The Quantitative Data

Daftar Nilai B. Inggris Siswa-Siswi Kelas 1 SD Plus Anbata							
Name	CYCLE I			CYCLE II			Keterangan
	Pre - Test	Pos - Test	Rata rata siswa	Pre - Test	Pos - Test	Rata rata siswa	
Alvino Rafif	50	60	55	57	65	61	Meningkat
Alya Nisa Dzakiyyah	65	56	60,5	66	68	67	Meningkat
Alyana Qaireen Siregar	55	50	52,5	53	66	59,5	Meningkat
Anugrah Pratama	65	72	68,5	66	77	71,5	Meningkat
Arrandeli Queen Shara	75	70	72,5	70	75	72,5	Meningkat
Arsyfa Inaya Zahra	45	45	45	63	65	64	Meningkat
Ashia Afifa Fitiya Lubis	50	45	47,5	60	66	63	Meningkat
Asyraful Anis Murtala	45	55	50	65	66	65,5	Meningkat
Azalea Khaliqa Dzahin	50	50	50	68	64	66	Meningkat
Azka Shaliha	45	54	49,5	66	69	67,5	Meningkat
Azzam Athaillah Prambudi	65	68	66,5	65	75	70	Meningkat
Masha Shahnazara I Zee	60	63	61,5	65	72	68,5	Meningkat
Muhammad Al Fahri M	56	55	55,5	55	50	52,5	Tidak Meningkatkan
Muhammad Farel Al Farez	55	65	60	58	65	61,5	Meningkat
Muhammad Khairul Azzam	60	69	64,5	65	72	68,5	Meningkat
Nadiva Khanza Kirana	63	65	64	61	64	62,5	Tidak Meningkatkan
Nazwa Aqila	58	60	59	59	60	59,5	Meningkat

Nur Aina Hifziah Lubis	49	47	48	64	60	62	Meningkat
Qafisha Hilwa El Mumtaza	60	65	62,5	56	66	61	Tidak Meningkatkan
Raffa Raditya Ramadhan	65	68	66,5	64	66	65	Tidak Meningkatkan
Rasyfa Khairunnisa Sakti	47	57	52	67	66	66,5	Meningkat
Sofia Meika	45	55	50	62	65	63,5	Meningkat
Syarifah Rajiatul Maghfirah	45	55	50	64	68	66	Meningkat
Syahrial Atala Siregar	54	50	52	69	77	73	Meningkat
Umaiza Zalfa Rizka Harahap	40	40	40	45	45	45	Meningkat
Nilai Rata Rata Kelas	56,12			64,1			

Table 9. List of B.English Grades Students



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Appendix VIII

The Observation Sheet

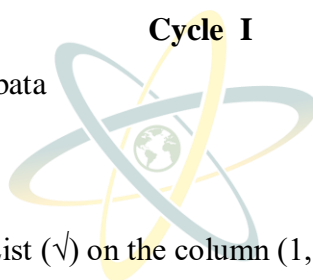
Cycle I

School : SD Plus Anbata

Grade : I

Subject : English

Direction : Put Check List (√) on the column (1, 2, 3, 4)



1 The Teacher

No	Activities	1	2	3	4	Score
1	Teacher enter into the classroom on time				√	4
2	Teachers' ability in opening the class				√	4
3	Teacher mastering the materials well				√	4
5	Teacher can dominate the class				√	4
6	Teacher encourage the students			√		3
7	The teacher asks the students to relax during study, so the students are more enjoyed the class				√	4
8	The teacher asked students to spelling regarding colors before study as pre test				√	4
9	The teacher asked the students to listen the material carefully				√	4
10	The teacher gives exercise to students to see the students has understood regarding the material has been explained				√	4

11	Teacher used media, and some strategy in learning process				√	4
12	The teacher invites students in front of the class to pronounce vocabulary about color material with correct spelling				√	4
13	Reflection (asked students that is learning today is fun?)				√	4
14	Teacher gives the appreciation to the students				√	4
15	Teacher makes conclusion at the end of the learning process				√	4
16	The teacher invites students to closing prayer				√	4
17	Teacher's ability in closing the learning process				√	4
	Total Score					67

Table 10. The Observation Sheet The Teacher Cycle I

1. The Student

No	Activities	1	2	3	4	Score
1	Students come into the classroom on time			√		3
2	Students answer the greeting from teacher well				√	4
3	Students listen to the teacher's explanation about lesson objectives to be studied.				√	4
5	Students pay attention to the teachers' explanation during the learning process			√		3
6	Students avoid unnecessary gestures				√	4
7	Students listen the material colors				√	4
8	Students answer teacher questions				√	4

9	Students asking something unclear to the teacher				√	4
10	Students understand the material well				√	4
11	Students and teacher both conclude the material				√	4
12	Students answer the teacher's reflection				√	4
13	Students listen to moral messages from the teacher				√	4
14	Students enjoy and not bored during the learning process				√	4
15	Students quite during the learning process				√	4
16	Students answer closings				√	4
Total Score						62

Table 11. The Observation Sheet The Student Cycle II

Medan, June 23 2021

The Observer

Hanny Vania H Tyas, S.E

NIP.

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Appendix IX

The Observation Sheet

Cycle II

School : SD Plus Anbata

Grade : 1

Subject : English

Direction : Put Check List (√) on the column (1, 2, 3, 4)



1. The Teacher

No	Activities	1	2	3	4	Score
1	Teacher enter into the classroom on time				√	4
2	Teachers' ability in opening the class				√	4
3	Teacher mastering the materials well				√	4
4	Teacher gives the questions to the students during the learning process				√	4
5	Teacher can dominate the class				√	4
6	Teacher encourage the students				√	4
7	The teacher asks the students to relax during study, so the students are more enjoyed the class				√	4
8	The teacher asked students to spelling regarding school tools before study as pre test				√	4
9	The teacher gives exercise to students to see the students has understood regarding the material has been explained				√	4

10	Teacher used media, and strategy in learning process				√	4
11	The teacher asked students to submit according to the material				√	4
12	Reflection (asked the students that is learning today is fun?)				√	4
13	Teacher gives the appreciation to the students				√	4
14	Teacher makes conclusion at the end of the learning process				√	4
15	The teacher invites students to be together read the closing prayer				√	4
16	Teacher give the post-test				√	4
17	Teacher's ability in closing the learning process				√	4
	Total Score					68

Table 12. The Observation Sheet The Teacher Cycle I

1. The Student

No	Activities	1	2	3	4	Score
1	Students come into the classroom on time				√	4
2	Students answer the greeting from teacher well				√	4
3	Students listen to the teacher's explanation about lesson that was vocabulary about school tools				√	4
4	Teacher asked the student before give explanation about how the way to spelling the vocabulary the aimed was take it as pre test				√	4

5	Students pay attention to the teachers' explanation during the learning process				√	4
6	Students avoid unnecessary gestures				√	4
7	Students practice spelling skills on vocabulary school tools				√	4
8	Students answer teacher questions				√	4
9	Students asked unclear material to the teacher				√	4
10	Students understood the material well				√	4
11	Students and teacher both conclude the material				√	4
12	Students answer the teacher's reflection				√	4
13	Students listen to moral messages from the teacher				√	4
14	Students enjoy and not bored during the learning process				√	4
15	Students pray together				√	4
16	Students do the post-test				√	4
Total Score						64

Table 13. The Observation Sheet The Student Cycle II

Medan, July 7th 2021

The Observer

Hanny Vania H Tyas, S.E

NIP.

Appendix X

Interview Report

Interview the students at pre- cycle

Researcher : Assalamu'alaikum anak anak umi?

Students : Assalamu'alaikum umi

Researcher : Anak anak umi tau gak apa itu spelling?

Student : Gak tau umi...

Researcher : Jadi spelling itu nak ialah menyusun kata dengan benar, sebelum kita belajar spelling anak anak umi harus hapal alphabet Bahasa inggris, siapa disini yang uda hapal alphabet Bahasa inggris ?

Students : Saya mi,saya belum hapal umi (Sebagian besar siswa sudah tau alphabet Bahasa inggris, namun ada beberapa siswa yang masih bingung tentang alphabet Bahasa inggris)

Researcher : Coba anak anak umi jawab, apa arti book?

Students : buku....

Researcher : Siapa yang bisa tulis book di papan tulis?

Students : gak tau umi...

Interview the Students After use Spelling Word Dictation and some strategy in teaching

Researcher : Anak anak umi, umi mau nanyak sekarang anak anak umi uda bisa belum belajar spelling setelah kita belajar menggunakan spelling word dictation?

Student 1 : uda umi...

Student 2 : Abang sekarang uda bisa spelling warna umi

Researcher : Oke, coba sekarang spelling “red”

Students 3 : Ar,i,di

Researcher : Good job anak anak umi...

Interview with the Teacher at pre- cycle

Researcher : Assalamualaikum umi

Teacher : Waalaikumsalam umi

Reasearcher : Saya umi Tari izin bertanya umi, menurut umi bagaimana kemampuan spelling anak anak kelas 1 umi?

Umi : Menurut saya masih sangat kurang umi, karena mereka hanya bisa mengucapkan kata kata tanpa mengetahui bagaimana spelling yang benar, contohnya vocabulary “book” mereka mengucapkannya dengan pronunciation “bok” dan menulisnya dengan spelling “buk”,sangat sangat kurang umi, apalagi masih kelas 1 umi...

Researcher : Dari permasalahan tersebut ada gak strategi yang ibu digunakan kalo lagi mengajar?

Umi : Belum ada umi, saya hanya mengajak siswa untuk mengikuti saya pengucapan vocabulary yang tepat lalu menyuruh mereka untuk menulis vocabulary tersebut.

Researcher : Oh iya umi, terima kasih ya umi...

Interview with Teacher After use Spelling Word Dictation and some strategy in teaching

Researcher : Assalamualikum umi, saya mau nanya lagi ni umi

Umi : Waalaikumsalam, iya apa tu umi?

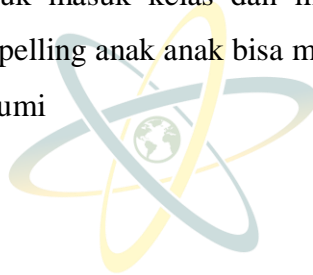
Researcher : Setelah saya mengajar anak anak, menurut umi ada gak perkembangan anak anak tentang kemampuan spelling mereka?

Umi : Alhamdulillah ada umi, sekarang anak anak sudah bisa mengucapkan alphabet Bahasa inggris menggunakan metode lagu

yang umi buat dan juga kemampuan spelling anak anak sudah meningkat, mereka tidak hanya tau cara pengucapannya sebuah kata tetapi juga tau bagaimana cara penulisannya umi, terima kasih ya umi sudah mengajarkan metodenya kepada anak anak dan selanjutnya saya akan menggunakan metode yang telah umi ajarkan kepada anak anak

Researcher : Alhamdulillah umi, saya juga sangat berterima kasih umi sudah diizinkan untuk masuk kelas dan mengajar anak anak, semoga kemampuan spelling anak anak bisa meningkat ya umi

Umi : Sama sama umi



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Appendix XI

Field Notes

Field Notes 1

Hari/Tanggal/Waktu : Jumat, 28 May 2021

Hal : Menyerahkan surat ijin penelitian

P : Peneliti

KS : Kepala Sekolah

UH : Umi Hany

P datang ke sekolah sekitar jam 07.30 Setelah sampai di lokasi, P langsung menuju kantor Tata Usaha dan menemui UH selaku guru Bahasa Inggris. Kemudian P memberikan surat ijin yang sebelumnya disiapkan kepada UH, karena sebelumnya maksud dan kedatangan P sudah dikonfirmasi, P tidak perlu lagi menjelaskan panjang lebar. Setelah UH selesai mengecek surat ijin yang diberikan P, IB mengarahkan P ke ruangan KS. Karena sebelumnya sudah dijelaskan oleh UH tentang kedatangan P, KS tanpa mempertanyakan maksud kedatangan P menanyakan apakah surat ijin riset sudah diberikan kepada IB.

Kemudian IB menunjukkan roster dan jumlah kelas sambil bertanya kelas berapa yang ingin dijadikan subjek penelitian oleh P. Karena P sudah menentukan subjek penelitian yaitu kelas I, yang terdiri dari 25 siswa 9 laki laki dan 11 perempuan, P memilih kelas tersebut. Kemudian KS bertanya berapa lama waktu yang P butuhkan untuk menyelesaikan penelitian ini.

KS memberikan izin penelitian mulai tanggal 28 Mei, karena mata pelajaran Bahasa Inggris di kelas VIII di setiap hari Sabtu dan Senin, P masuk di hari tersebut.

Field Notes 2

Hari/Tanggal/Waktu : Senin, 21 Juni 2021

Hal : Pertemuan ke-1/Pre test I

P : Peneliti

S : Siswa

UH : Umi Hany

Sekitar jam 07:30 P tiba di sekolah. Dikarenakan P merupakan salah satu guru yang ada di sekolah itu P langsung memasuki kelas. P bertemu dengan UH, sesampainya di kelas IE memperkenalkan P ke siswa bahwa P akan mengambil alih kelas bahasa Inggris untuk 4 pertemuan. kemudian UH meninggalkan P di dalam kelas dan pergi ke kantor. P mengucapkan salam dan menyapa anak-anak di dalam kelas sambil bertanya mata pelajaran Bahasa Inggris kan? Mereka menjawab iya umi...

P menjelaskan maksud dan tujuan P masuk ke dalam kelas tersebut. kemudian P mempersilahkan siswa untuk memperkenalkan diri, banyak siswa yang terbata-bata saat berbicara bahasa Inggris, kemudian P mengajar mereka untuk memperkenalkan diri mereka dalam Bahasa Inggris, dan anak-anak sangat excited setelah semua anak-anak bisa memperkenalkan dirinya contohnya seperti, my name Sophia, My name Aril, My name Farel. Kemudian P menjelaskan materi pembelajarannya tentang Colors menggunakan Teknik spelling word dictation, juga menghafal alphabet dalam Bahasa Inggris setelah selesai menjelaskan pelajaran kemudian P meninggalkan kelas dengan mengucapkan terimakasih dan salam.

Field Notes 3

Hari/Tanggal/Waktu : Selasa, 02 Juni 2021

Hal : Pertemuan ke-2/post test I

P : Peneliti

S : Siswa

UH : Umi Hany

Sekitar jam 07.30 P tiba di sekolah dan seperti biasanya P menemui UH dan P memasuki kelas, dimana UH berperan sebagai dokumenter dan Observer. Kemudian UH akan memperhatikan P melakukan treatment.

Tanpa berlama-lama P membuka pembelajaran dengan greetings dan mengabsen siswa. P bertanya apakah semua siap untuk pembelajaran hari ini dengan sambutan Are you Ready, semuanya menjawab dengan semangat "Ready". Tanpa berlama-lama, P menanyakan kembali pelajaran pertemuan sebelumnya yaitu tentang Colors. P bertanya Bahasa inggrisnya Red artinya? Anak anak menjawab dengan semangat Merah, Yellow artinya? Kuning, Green artinya Hijau...

P mendengarkan dan mengoreksi dari tugas S, banyak koreksi spelling yang masih salah dan didapat juga dalam penyebutan kata yang kurang jelas atau spelling yang masih salah. walaupun begitu P sangat mengapresiasi tugas siswa karna banyak yang semangat dan niat yang mau belajar.

P memberikan kesimpulan dan menginformasikan bahwa pembelajaran akan kita lanjutkan Jumat dengan materi yang baru. Dengan mengucapkan terimakasih P menutup kelas dengan salam.

Field Notes 4

Hari/Tanggal/Waktu : **Jumat, 11 Juni 2021**
Hal : **Pertemuan ke-3/ Pre- test II**
P : **Peneliti**
S : **Siswa**
UH : **Umi Hany**

Sekitar pukul 07:30 P sampai di sekolah dan langsung menuju kelas menemui UH. Kemudian P mengucapkan salam dan menanyakan kabar seperti biasanya P juga mengabsen kelas.

P menanyakan apakah siap untuk materi belajar selanjutnya “Are you Ready?” dan S menjawab “Ready”. P menjelaskan materi pembelajaran yaitu Vocabulary tentang School Tools pastinya menggunakan Teknik spelling word dictation, selain itu P juga mengajarkan kepada anak-anak untuk menghafal vocabulary School Tools menggunakan metode lagu sehingga anak-anak merasa lebih menarik dan enjoy dalam belajar, apalagi anak SD yang proses belajarnya tidak boleh monoton.

Setelah itu, P memberikan exercise kepada siswa untuk mentranslate vocabulary school tools kedalam bahasa Inggris. P melihat lebih banyak kemajuan dari hasil exercise yang sudah diberikan oleh P

Jam pelajaran sudah berakhir P menutup kelas, P mengucapkan terimakasih dan mengucapkan salam.

Field Notes 5

Hari/Tanggal/Waktu : Sabtu, 12 Juni 2021
Hal : Pertemuan ke-4/ Post-test II
P : Peneliti
S : Siswa
UH : Kolaborator Umi Hany

Sekitar pukul 07.30 P tiba di sekolah, P menuju ruang kelas setelah dapat konfirmasi dari IE. P membuka kelas dengan salam dan sapaan. P mengetest kemampuan spelling mereka dengan menyuruh mereka untuk menulis vocabulary tentang school tools dengan menggunakan Teknik spelling word dictation, ada 7 vocabulary school tools. Setelah selesai menggunakan Teknik spelling word dictation, P memeriksa hasil tugas para S, dan P mendapatkan hasil yang lumayan meningkat dari sebelumnya. Selain itu P, mengajar siswa untuk spelling vocabulary School Tools secara oral dengan cara menulis kata demi kata di papan tulis contohnya “board” kemudian P mengajak siswa untuk spelling wordnya secara bersama sama dan P mendapatkan hasil yang memuaskan dari anak anak mereka menjadi paham apa itu spelling dan bagaimana pengaplikasiannya.

P kemudian menyampaikan terimakasih atas semuanya selama penelitian P dan S sudah melakukan kerja sama yang baik. Sebelum menutup kelas, P memberikan motivasi tentang Spelling itu tidak sulit hanya saja harus sering berlatih dan rajin belajar P mengucapkan terimakasih dan menutup kelas dengan mengucapkan salam.

Appendix XII

Documentation



The Teacher Opening the lesson



The Teacher teaching to student to memorize the alphabet



The teacher teaching the students using spelling word dictation



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The teacher asking one of student to memorize alphabet english



The teacher teaching the students to memorize vocabulary colors and school tools using method song



The teacher is explaining to the students about spelling
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The picture one of the students who got good spelling writing scores



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The teacher is assessing the spelling ability of one of the students orally

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