

**THE USE OF SPELLING BEE GAME TO IMPROVE
STUDENTS' UNDERSTANDING OF SIMPLE PAST
TENSE**

**(A Classroom Action Research at Eighth Grade of MTs. Miftahul
Khoirot Branjang-Ungaran in the Academic Year of 2015/2016)**

Final Project

Submitted in Partial Fulfillment of the Requirement

For the Degree of Bachelor of Education

In English Education Department



By:

DEVIA NIKITA CHORIANA

NIM: 113411055

TARBIYAH AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2016

A THESIS STATEMENT

I am, the student with the following identity:

Name : Devia Nikita Choriana

Student Number : 113411055

Department : English Language Education

Certify that this final project definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, May 26th 2016

The Researcher,



Devia Nikita Choriana

SN. 113411055



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. DR. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

RATIFICATION

This thesis with the following identity:

Title : THE USE OF SPELLING BEE GAME TO IMPROVE
STUDENTS UNDERSTANDING OF SIMPLE PAST TENSE (a
Classroom Action Research at Eighth Grade of MTs. Miftahul
Khoirot Brangang in the Academic Year of 2015/2016)

Students' Name : Devia Nikita Choriana
Students' Number : 113411055
Department : English Language Department

Had been tested in Munaqosah Session by the team of thesis examiner of Education and
Teacher Training Faculty Walisongo State Islamic University and has been accepted as a
partial requirement for the degree of Bachelor of education in English Education Department.


Semarang, June 14th 2016

THE TEAM OF EXAMINER


Chair person,


Dra. Hj. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002


Secretary,


Nadiah Ma'mun, M.Pd.
NIP. 1981103 200701 2 016


Examiner 1,


Dra. Nuna Mustikawati Dewi
NIP. 19650614 199203 2 001


Examiner 2,


Sayyidatul Fadlilah, M.Pd.
NIP. 19810908 200710 2 001

Advisor 1,


Nadiah Ma'mun, M.Pd.
NIP. 1981103 200701 2 016

Advisor 2,


Yulia Romadiatri, S.Si., M.Sc.
NIP. 19810715 200501 2 008



ADVISOR NOTE

Semarang, May 30th 2016

To
The Dean of Education and Teacher Training Faculty Walisongo State
Institute for Islamic Studies

Assalamu 'alaikum wr.wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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Name of Student : Devia Nikita Choriana
Student Number : 113411055
Department : English Language Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah Session.

Wassalamu 'alaikum wr.wb.

The Advisor I,



Nadiyah Makmun, M.Pd

NIP. 1981103 200701 2 016

ADVISOR NOTE

Semarang, May 30th2016

To

The Dean of Education and Teacher Training Faculty Walisongo State
Institute for Islamic Studies

Assalamu 'alaikum wr.wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

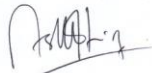
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Name of Student : Devia Nikita Choriana
Student Number : 113411055
Department : English Language Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah Session.

Wassalamu 'alaikum wr.wb.

The Advisor II,



Yulia Romadiastri, S.Si., M.Sc
NIP. 19810715 200501 2 008

ABSTRACT

Title : The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense (A Classroom Action Research at Eighth Grade of MTs. Miftahul Khoirot Branjang-Ungaran in the Academic Year of 2015/2016)

Name : Devia Nikita Choriana

NIM : 113411055

Keywords: Spelling Bee Game, Students' Understanding, Simple Past Tense

The background of this research was based on the students' difficulties in understanding of simple past tense. To develop teaching grammar, teacher must have a technique in teaching grammar to help students understand the grammar easily. In this research the researcher used Spelling Bee Game to help students understanding on grammar easily. This study focused on writing skill at the eighth grade of MTs. Miftahul Khoirot Branjang-Ungaran In the academic year of 2014/2015. This research discuss about the use of spelling be game to improve students' understanding of simple past tense. The goal of this study was (1) To describe the students' enthusiastic in studying simple past tense through Spelling Bee game at eight grade students of MTs. Miftahul Khoirot Branjang –Ungaran in academic year of 2015/2016. (2) To find out the improvement of students' understanding in simple past tense after being taught using Spelling Bee game at eight grade students of MTs. Miftahul Khoirot Branjang –Ungaran in academic year of 2015/2016.

The implementation of Spelling Bee Game in teaching simple past tense at MTs. Miftahul Khoirot Branjang was conducted in two cycles including cycle 1 and cycle 2. The participant of this study was

26 students in class A. In the first cycle the students' enthusiastic was 56% while in the second cycle was 80%. It means that spelling bee game could improve students' enthusiastic significantly. The result of this study showed that used spelling bee game could improve students' understanding of simple past tense. This was proved by students' comprehension test that improved in every cycle. In the first cycle, the average of students' score was 68.12. In the second cycle, the students got 79.09. The result of this research showed that the used of spelling bee game could improve students' understanding of simple past tense.

DEDICATION

I dedicated this research for:

- My Beloved Husband (Suryo Ibrahim)
- My Beloved Parents (Mr. H. Buchori (alm) & Mrs. Siti Asiah)
- My Beloved Son (Fatih Abwaba Rezqi Ibrahim)
- My Beloved Brothers (Deni Susanto (alm), Andi Gita Buanastori and Ilham Afif Maulana)

MOTTO

-من جدّ وحد-

“Everyone Will Get What He Has Effort”

-KH. Ahmad Hidayatullah Zarkasyi, MA-

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ

شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا... (13)

"O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that you may know each other (not that ye may despise (each other))....".

(Surah Al Hujurat (49): 13)

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project.

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I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation to all people until this thesis can be completely finished. **The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense (A Classroom Action Research at Eighth Grade of MTs. Miftahul Khoirot Branjang-Ungaran in the Academic Year of 2015/2016)** is a thesis for readers who want to know the use of wayang to teach speaking in retelling narrative text. Therefore, I would like to extend my appreciation to all of them, especially to: The dean of Education and Teacher Training Faculty, Dr. H. Raharjo, M.Ed., St.

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Finally, I realize that this thesis is still far from being perfect; therefore, I will happily accept constructive criticism in order to make it better. I hopes that this thesis would be beneficial to everyone. Amien.

Semarang, May 26th 2016

The Researcher,

Devia Nikita Choriana
SN: 113411055

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CHAPTER I

INTRODUCTION

A. Background of the Research

Indonesia government tries to improve the quality of English language teaching. For example, the government has decided that English is a compulsory subject. This Language not only has been taught in Junior High School (SMP), Senior High School (SMU), and Vocational School (SMK) but also in Elementary Schools (SD). The goal of English teaching in is mainly to prepare students to have skills not only in spoken language (listening and speaking) but also in written language (reading and writing).

Allah states in the glorious Al-Quran:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (القلم : ١)¹

“Nun. By the pen and by (record) which men write”.

The verse above contain of an order to write by using *qalam* (pen). Writing is a great gift coming from Allah. Writing has a function as a means to understand human-interest. If there are not writings, the knowledge will be lost, religion track will not be exist, and life will not be comfortable. So, writing becomes a means to tie the knowledge.

¹Departemen Agama RI, *Al-Qur'an dan Terjemahannya Juz 1-30*, (Surabaya: Dana Karya), p. 826.

In order to make English teaching successful, we have to consider some factors such as quality of teachers, students' interest, motivation, teaching technique and strategy, and teaching media which play important roles to achieve the objective of students' learning. In addition, curriculum becomes the important thing in teaching and learning process. It is considered as a main source for teachers to determine the ways to teach, what material to take, how much time allowed, and vocabulary items to be used in certain level of students.

Every language has structural. In English language we call it grammar. Grammar is the rules in a language for changing the form of words and joining them into sentences². The study of grammar has had a long and important role in the history of second language and foreign language teaching. Grammar was used to mean the analysis of a language system, and study of grammar not just considered an essential feature of language learning, but was thought to be sufficient for learners to actually acquire another language³. It means that grammar is very important to learn. Grammar can make our language more systematic.

There are so many tenses in grammar. One of them is simple past tense. Simple past tense is tense that use to show the past

² A S Hornby, *Oxford Advance*,,,,,,,,,,,,,,,,,,,,,, p.586.

³ James E Pirpura, *Assessing Grammar*, (New York: Cambridge University Press, 2004), p. 1.

event. Every tense has different form and in using of verb. There are three forms of verb, they are verb 1, verb 2 and verb 3. Simple past tense used verb 2. Usually student feel difficult to understand tense is in using of verb, especially in irregular verb. Irregular verb doesn't have systematic form and it make student confused to remember the form of verb 2 or verb 3 in irregular form.

In the MTs.MiftahulKhoirot students felt difficult to understand of simple past tense. They were confused to differentiate between subject and verb especially for irregular verb and complement. Beside it, they also felt difficult how to remember the written of English words. Because the teacher just used the same method to teach the material. The teacher just explains then gives students exercise. I think it can't prove students' understanding in material. It makes students felt bored and not interest in the study.

There are many methods to teach simple past tense. To facilitate students in study of simple past tense, the effective strategies should be used to improve students understanding in simple past tense. One of them is Spelling Bee game. Researcher used spelling bee game to teach simple past tense. Because, this game can help students in remember the pattern of simple past tense and the form of verb2 that used in simple past tense. The goal of this method is students can improve their understanding

in simple past tense and also can remember the form verb 2 especially in irregular verb.

B. Reason for Choosing the Topic

Some reasons why the researcher took this topic to study:

1. Grammar is very important in English lesson.
2. The application of method and technique employed in English language teaching is one of the key components to reach the objective of the language teaching learning. Here, Spelling Bee Game was chosen to be employed because it gave new atmosphere in English teaching learning process that could accommodate the various students in English classroom.
3. Many English teachers still used conventional methods without media in teaching grammar. So that's why the researcher wants to give contribution in teaching process.

C. Question of the Research

This research is aimed to find the answer to the following research questions.

1. How is the students' enthusiastic in studying simple past tense through spelling bee game at eight grade students of MTs.MiftahulKhoirotBranjang-Ungaran in academic year of 2015/2016?

2. Could the implementation of Spelling Bee game improved students' understanding of simple past tense at eighth grade students of MTs.MiftahulKhoirotBranjang –Ungaran in academic year of 2015/2016?

D. Objective of the Research

The objectives of the research are as follows:

1. To describe the students' enthusiastic in studying simple past tense through Spelling Bee game at eight grade students of MTs.MiftahulKhoirotBranjang –Ungaran in academic year of 2015/2016.
2. To find out the improvement of students' understanding in simple past tense after being taught using Spelling Bee game at eight grade students of MTs.MiftahulKhoirotBranjang – Ungaran in academic year of 2015/2016.

E. The Limitation of the Research

In order to focus in conducting this study, the writer limited the scope of the study as follows:

1. Grammar which refers to the structure of language is extremely complex. In this study, the material to teach is specified on writing using simple past tense.
2. The research subjects of this study are learners of 8th a graders of MTs.MiftahulKhoirot Branjang in academic 2015/2016.

3. Spelling Bee Game was chosen to be employed because it gave new atmosphere in English teaching learning process that could accommodate the various students in English classroom.

F. Pedagogical Significance

The significant of the study are:

1. For school

From the result of this research, the writer hopes that it can be a consideration tools for school about the use of spelling be game to facilitate students' understanding on simple past tense at eighth grade of MTs.MiftahulKhoirot Branjangan-Ungaran.

2. For the teacher

The writer hopes that the teacher can use "Spelling Bee game" as an alternative technique in teaching simple past tense. Also, it is expected that result of research can improve their way to teach grammar, especially in simple past tense.

3. For the students

The writer hopes that students will improve their understanding on simple past tense by using game as an alternative technique, because film can make students interested and more enthusiastic in learning, especially learning simple past tense.

4. For the writer and the reader

This research can be evaluation for the writer who frequently used monotonous media and technique when teaching in the classroom and it can be a reference to the next researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous research

Before conducting the research, the researcher had looked for some researches relates to this research. The first research is a thesis entitled “The Effectiveness of the Little Mermaid Film to Facilitate Students’ Understanding on Simple Past Tense” by SitiMardhiyah (Tarbiyah Faculty of Walisongo State institute for Islamic Studies Semarang, 2013). The objective of the research is to know effectiveness of the little mermaid film to facilitate students’ understanding on simple past tense. This previous research was quantitative approach using experimental research. The sample of this research conducted in two classes, class VIII G as experimental class and class VIII F as control class. The writer collected data through test and documentation. Furthermore, the data was analyzed by using t-test formula.

The similarity between the writer’s research and this previous research are about teaching grammar, especially in simple past tense. And the differences between the writer’s research and this previous research are this previous research using experimental research and this study of learning using film as a medium to improve students’ understanding on simple past tense. Whereas the writer’s research is using Classroom Action

Research (CAR) and the study of learning using spelling bee game to improve students' understanding on simple past tense.

Second research is a thesis entitled "The effectiveness of Oral Cue Technique to Facilitate Student's Oral Use of Simple Past Tense" by MunisaNur (Tarbiyah Faculty of Walisongo State institute for Islamic Studies Semarang, 2013). The objective of this research is to know whether teaching grammar using oral cues technique is effective or not and to describe the problems of using oral cues technique that probably occur in learning simple past tense. The previous research used experimental research. The sample of this research conducted in two classes, class VIII B is as control class (the students who are not taught by Oral Cue Technique) and class VIII C is as experimental class (the students who are taught by Oral Cue Technique). The writer collected data through observation and test. There are two kinds of test. They are pre-test and post-test. Pre-test is undertaken before treatment while post-test is undertaken after treatment.

The result of the research showed that use of Oral Cue Technique as a technique in teaching simple past was effective. There was significant difference in the achievement between student in control and experimental class. It showed the mean of experimental class is higher than control class. (86.00.80.43).

The similarity between the writer's research and this previous research are about teaching grammar, especially in

simple past tense. And the differences between the writer's research and this previous research are this previous research using experimental research and this study of learning using Oral Cue Technique to facilitate student's oral use of simple past tense. Whereas the writer's research is using Classroom Action Research (CAR) and the study of learning using spelling bee game to improve students' understanding on simple past tense

B. LITERATURE REVIEW

1. General Concept of Teaching Grammar

a. Definition of Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences¹. Other definition about grammar²:

By Ur (1991:4) as "the way language manipulates combines words (or bits of words) in order to form longer units of meaning."

Crystal (2004) says, "Grammar is the structural foundation of our ability to express ourselves".

¹ A S Hornby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 2003), p.586.

² LuuTrong Tuan and Nguyen Thi Minh Doan, *Teaching English Grammar Through Games*, (International Journal Studies in Literature and Language, Vol.1) p.61.

From the definition above we can conclude that grammar is the structure of sentence with determine of time.

b. Approach in Teaching Grammar

Approach in teaching grammar is divided into two kinds. They are deductive approach and inductive approach.

1) Deductive approach

A deductive approach starts with the presentation of a rule and is followed by example in which the rules are applied³. Meanwhile, inductive approach, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.⁴ From the explanations above, the researcher concludes that the differences between two approaches above are the way to explain the material. In deductive approach, the teacher gives the rule first.

³Scott Thornbury, *How to Teach Grammar*, (England: Person Education Limited, 1999), p. 29.

⁴David Nunan, *Language Teaching methodology*,(London: Phoenix ELT, 1995), p. 156.

Then, the students make an example based on the rule before. In inductive approach, the student should observe the example from the teacher. After that, they will know what the rule of this example before.

Some advantages of using deductive approach for teaching English grammar are straight forward and time saving, because learning process in this approach directly focuses on the material and the students know what the material that they will study. Deductive approach also respects the learners' intelligent and maturity, especially for adult learners. It confirms many learners' expectation about classroom learning, especially for those who have analytical learning style and allows the teacher to deal with the language points as they come up rather than have to anticipate and prepare them in advance.

Deductive approach also has some disadvantages for teaching English grammar, they are difficult for some learners, especially

for young learners since they do not have enough meta-language or they cannot understand the abstract concept. Teacher's explanation that dominates the teaching and learning process may decrease the learners' interaction. Therefore, it makes the learners be passive learners. Deductive approach makes the learners seldom remember their teacher's explanation.

Based on the explanations above, the researcher concludes that deductive approach is good for some learners, especially for beginner. Because, most of them still difficult to understand the abstract concept. They need more explanation from their teacher to understand the material and the goal of the lesson. But, this approach also can make the learners become passive learners because they just study based on the teachers' explanation.

2) Inductive Approach

Inductive approach is similar to student center. Opposite with deductive approach, it

means that inductive approach start with some examples which a rule is inferred⁵. If the teachers apply inductive approach, they do not give the rule directly to the learners. In this method, teacher stimulates students with give the example related to the material until students can catch what the material about.

Same with deductive approach that inductive approach also has some advantages and disadvantages. Some advantages are when the teacher uses inductive approaches the rules would be more memorable because the learners try to observe the rule from the teacher before. The mental effort that is done by the students will ensure their cognitive depth. Students are more actively involved during the teaching and learning process compared to applying deductive approach. Inductive approach may satisfy the desire of the students who have good ability in pattern recognizing and problem solving.

⁵ Scott Thonbury, *How to Teach*, p.29.

The disadvantages when the teacher uses this approach are she may take a longer time until the learners could discover the rule compared to teaching using deductive approach. The time and energy spent in working out the rules may mislead the learners that their main objective of studying the language is mastering the rules not the meaning. Learners may hypothesize the wrong rule or their understanding may be broad or narrow from what it is expected.

Based on the explanations above, I conclude that this approach is very good for learners because the learners can active and can increase their analyzing skill. The learners should be active learners and the teacher just a facilitator in teaching learning process.

Regardless those two approaches above, teacher actually can use either deductive or inductive approach on teaching learning process. The teacher can include two approaches above based on students learning style because there is no one

approach will be appropriated for all grammar items and for all learners.

In this research, the researcher used deductive approach, because the students in this class was appropriated used this approach.

2. General Concept of Simple Past Tense

a. Definition of Simple Past Tense

Tense is any form of a verb that may be used to show the time of the action or state expressed by the verb: the past/ present/ future⁶. The past simple tense is sometimes called the 'simple past'. The past simple is one of the tenses we used to refer to completed events, states, or action. We choose the past simple when we consider that the event, state or action took place within a finished period of time⁷.

From the definition above we can conclude that simple past tense is one of part tenses.

b. Usage of Simple Past Tense

The usages of simple past tense are as follow⁸:

- 1) To show the action in the past

⁶ A S Hornby, *Oxford Advance*,,,,,,,,,,,,,,p.1393.

⁷ Martin Parrott, *Grammar for English Language Teachers*, (Italy: Cambridge University Press, 2010), p.219.

⁸W. Y. Gumpol, *Mastery of Sixteen Tenses*, (Yogyakarta: Kanisius, 1995), p.56.

Example:

- a) I went to Jakarta last week.
 - b) He was tired
 - c) They played tennis yesterday
- 2) To show the habit in the past

Example:

- a) He always came late last year
- b) He often smoked when he was still young
- c) They usually got up early when they were SMP students

c. Pattern of Simple Past Tense

The patterns of simple past tense are⁹:

- 1) sentences with pattern was / were
 - a) Positive sentences:
(+) S + was/were + adj/adv/n
Example: You were tired
 - b) Negative sentence:
(-) S + was/were not + adj/adv/n
Example: You were not tired
 - c) Interrogative sentences:
(?) Was/were + S + adj/adv/n?
Example: were you tired?
 - d) Negative- interrogative sentence:

⁹ W. Y. Gumpol, *Mastery of Sixteen*,,,,,,,,,,,,,, p.57-58.

(-?) Wasn't/ weren't + S + adj/adv/n:

Example: Weren't you tired?

2) sentences with pattern V2:

a) Positive sentences:

(+) S + V2

Example: I worked

b) Negative sentence:

(-) S + did not + V1

Example: I didn't work

c) Interrogative sentences:

(?) Did + S + V1?

Example: Did you work?

d) Negative- interrogative sentence:

(-?) Didn't + S + V1

Example: Didn't you worked?

3. General Concept of Game

a. Definition of Game

A game is an activity with rules, a goal and an element of fun¹⁰. Other definition, game is an activity or a sport with rules in which people or teams compete against each other.¹¹

¹⁰ Jill Hadfield, *Intermediate Communication Game*, (England: Addison Wesley Longman, 1996), p.iii.

¹¹ A S Hornby, *Oxford Advance*,,,,,,,,,,,,,,p.553.

Both of the definitions above are means that game is an activity with rules which people do it in a team or individually to reach a goal. And it is a fun activity.

b. Kinds of Game

There are two kinds of game¹²:

1) Competitive games

Which player or team race to be the first to reach the goal.

2) Co-operative games

Which players or team work together towards a common goal.

c. Advantage and disadvantage of Game

In teaching learning processes using game as a method has several advantage and disadvantage. Game facilitate language learning because they help language learning to be¹³:

1) More meaningful, for example by showing how words relate to each other.

2) More memorable, for example by involving as many approaches to how language is ‘stored’ as possible, such as mime and movement, that use of color and patterns, personalization.

¹² Jill Hadfield, *Intermediate*,,,,,,,,,,,,,,,,,,,,,, p.iii.

¹³SitiTarwiyah, *Games, Songs, and Practical Ideas to Teach Language*, (Semarang: Need’s Press, 2012), p.5.

- 3) More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access. (Philpot,2000:4)

Some other advantages of using games are¹⁴:

- 1) Games are welcome break from the usual routine of the language class.
- 2) They are motivating and challenging
- 3) Learning language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- 4) Games provide language practice in various skills speaking, writing, listening and reading.
- 5) They encourage students to interact and communicate.
- 6) They create a meaningful context for language use. (Kim, 1995:35)

4. General Concept of Spelling Bee Game

a. Definition of Spelling Bee Game

A spelling bee is a competition in which contestants are asked to spell a broad selection of words, usually with a varying degree of difficulty¹⁵.

¹⁴SitiTarwiyah, *Games, Songs,*..... p.5-6.

Usually spelling bee is a contest. Because this research focus on writing skill and conduct to help students make simple past tense and change the form of verb 1 into verb 2 easily, then the researcher used this game as a method to teach simple past tense.

b. Procedures of spelling bee game

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

- 1) Divide students in to two teams and have them line up along the sides of the class room. Give the fist student from line A the simple form of one of the irregular verbs. The students must provide the correct past form and spell it correctly. For lower-level students, this form should be the simple past form. for higher-level students, decide beforehand if you want them to provide the simple past or the past participle.
- 2) If the students give the wrong form or spell it incorrectly, the other team gets the chance to answer.
- 3) After answering, whether right or wrong the students goes to the end of his/her line. The team earns a point for all correct answer.

¹⁵http://en.wikipedia.org/wiki/Speling_bee, accessed on 2nd February 2015.

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

C. ACTION HYPOTHESIS

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 correct¹⁶. 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.

¹⁶ A S Hornby, *Oxford Advance*,,,,,,,,,,,,,,p.669.

CHAPTER III

RESEARCH METHOD

A. Research Design

There are various research designs including experiment, descriptive, correlative, comparative error analysis and action research. In this research, the researcher used the form of action research. 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.¹

The purpose of the classroom action research is to identify the problem or issue that face the participant like student, teacher or even parent in the teaching learning processes. Classroom action research is doing 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. Collaboration between teacher and researcher is very important to discover and examine real

¹ Anne Burns, *Doing Action Research in English Language Teaching*, (UK: Taylor & Francis Group,2010), p.13

problem that is faced. The aim of this research is to improving students' understanding of simple past tense.

According to Kemmis and Mc Taggart (1988), there are four steps in Classroom Action Research:²

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

² Anne Burns, *Doing Action Research in,,,,,,,,,,,,,*p.18-19

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.

B. Participant and Setting

The researcher conducted the classroom action research at MTs. Miftahul Khoirot Branjang-Ungaran. This setting is located in Ds. Branjang Ungaran Barat- Semarang. The participant of this study is students of VIII B of MTs. Miftahul Khoirot Branjang-Ungaran, where the total numbers are 26 students.

C. Focus of Research

In this study, the researcher stressed on teaching simple past tense using Spelling Bee game to improve students’ understanding of simple past tense. The researcher chooses this game because it is a simple game and appropriates to students’ level and material.

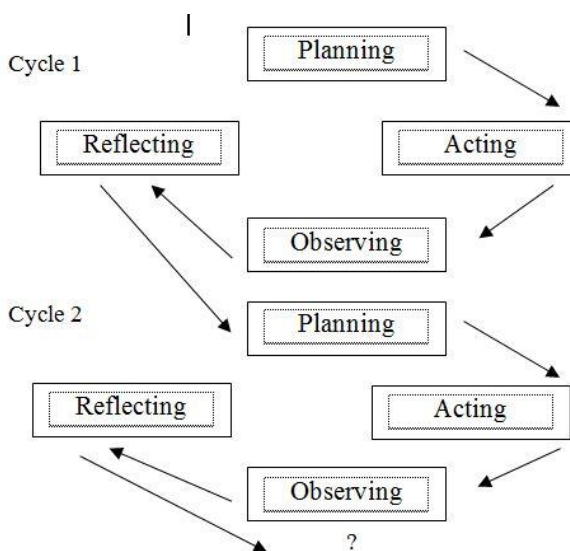
D. Research Approach

CAR is useful for knowing more about learners, their motivating and challenging. The teacher uses CAR when she

finds some problems such as students have not achieve the target that she was expected during teaching and learning process.

There are four components in conducting CAR. It consists of planning, action, observation, and reflection. Each step, the researcher concludes based on the previous cycle and the next cycle. It means that the activities in CAR based on planning, acting, observating, and reflecting the activities in each cycle. In this research, the researcher used Spelling Bee game to improve students' understanding of simple past tense.

The Cycles Diagram of CAR.³



³ Suharsimi Arikunto, *Penelitian Tindakan 2010*, (Yogyakarta: Aditya Media, 2010), p. 17.

All those steps can be explained as follows.

1. Planning

In this step, the researcher explain about what, why, when who and how this action do. After that, researcher prepares some materials that be used in research process, such as lesson plan based on the teaching material, prepares the materials that are needed in the learning process, prepares checklist for observation, and formative test.

2. Acting

Acting is the second activity in the classroom action research. This step is the implementation of planning. In this step the researcher tries to take how much the improvement of students' understanding of simple past tense, gives students treatment ways to remember the patterns of simple past tense, evaluates their mistakes, gives students assignment, and makes summarize about the materials.

3. Observing

In this step, a researcher observes all events or activities during the research. The researcher observes the situation in class during lesson, responses and students' attitudes when they are given explanation, did the task, and known their difficulties.

4. Reflecting

Reflecting means to analyse the result based on the data that collected to determine the next action in the next cycle. In this phase, the researcher able to observe the

activity that results any process, the progress happen, and about the positive and negative sides.

E. Procedure of Action

This research is Classroom Action Research conducted in three cycles. There was pre cycle before the researcher doing an action, it used to know students' understanding of simple past tense. After pre cycle, the researcher implemented Spelling Bee game in every cycle. The research procedures were as follows:

1. Pre- Cycle

In pre cycle, the researcher taught simple past tense to the students use non Spelling Bee game. After the activity finished, the teacher gave comprehension test. The test was 15 multiple-choice and 5 essays.

2. First Cycle

For the first cycle, the researcher begins with the teaching learning process.

a. Planning

- 1) Arranging lesson plan, students worksheet and teaching material
- 2) Preparing test instrument

b. Acting

- 1) Teacher explained about Spelling Bee game will be used in every cycle to teach simple past tense.
- 2) Teacher explained simple past tense, the pattern, and verb 2 (regular and irregular verb).

- 3) Teacher gave the examples of simple past tense.
- 4) Teacher divided students into 2 groups.
- 5) Teacher gave the word verb2 that written in the piece of paper to each student in the group one by one.
- 6) Teacher asked student that was given the piece of paper to read the word in.
- 7) Teacher asked other students from another group to spell the word that was read.
- 8) Teacher gave test to evaluate students' understanding of simple past tense.

c. Observing

Observing did when researcher implemented Spelling Bee game and procedurals act in the teaching learning processes. Researcher and English teacher observes the students' activities during teaching learning process and make some notes in every activity.

d. Reflecting

The result of the observation then analyzed, and the result used to improve students' understanding of simple past tense in second cycle.

3. Cycle 2

For the second cycle was done based on the result of the reflection from the first cycle. If the results of observation showed that students' comprehension is still low, there was needed an action to made improvement in the next cycle.

- a. Planning
 - 1) Arranging lesson plan that was revised from previous cycle
 - 2) Preparing teaching material
 - 3) Preparing test instrument
- b. Acting
 - 1) Teacher asked students about the material that was explain in the last meeting.
 - 2) Teacher explained simple past tense, the pattern, and verb 2 (regular and irregular verb).
 - 3) Teacher gave the examples of simple past tense.
 - 4) Teacher divided students into 2 groups.
 - 5) Teacher gave the word verb2 that written in the piece of paper to each student in the group one by one.
 - 6) Teacher asked student that was given the piece of paper to read the sentence in.
 - 7) Teacher asked other students from another group to identify which one is verb and asked to spell the word that was read.
 - 8) Teacher gave test to evaluate students' understanding of simple past tense.
- c. Observing

Observing did when researcher implemented Spelling Bee game and procedurals act in the teaching learning processes. Researcher and English teacher observes the

students' activities during teaching learning process and make some notes in every activity.

d. Reflecting

The result of observation was analyzed, so it could be seen the improvement of students' understanding of simple past tense. The result of this analysis could be used as review to use Spelling Bee game in teaching simple past tense.

F. Data Collection Technique

The technique that 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.⁴It 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. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.149.

group.⁵There 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.

3. Documentation

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

G. Data Analysis Technique

Data analysis is an attempt by the researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner.

After collecting the data, the researcher will analyze the data .It can be defined as the process of analyzing data required from the result of the research.

The score of students' achievement can be calculated by using this following formula:

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik...*, p. 158.

$$Score = \frac{\textit{The number of right answer}}{\textit{The number of questions}} \times 100\%$$

The mean score of the class can be searched by using this following formula⁶:

$$Mean = \frac{\sum x}{n}$$

With M : the average of student' score

$\sum x$: total score

N: the number of students.

H. Indicator of Achievement

In this research the researcher decided that there are two indicators of achievement in the implementation of spelling bee game as a medium to teach simple past tense. The implementation of spelling bee game as a medium to teach simple past tense is called success if the student can get score appropriate with KKM, it is 75 and students in the class who pass the KKM is more than 75%.

⁶ Larry B. Chrissensen, *Research Methods, Design, and Analysis*, (Boston: Pearson Higher Education Inc, 2009), p. 400.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter explains the result of the research. This research was conducted a classroom action research by using spelling bee game to improve students' understanding in simple past tense. The research consist of pre-cycle, cycle I, and cycle II. Before conducted the cycle I, the researcher did the preliminary research (pre-cycle) to measure the students understanding in simple past tense before they were given treatment. In this chapter, the researcher wanted to describe the use spelling bee game and analyzed the result of the research.

1. Pre-cycle

In this cycle, the teacher taught simple past tense as usual used conventional method. Teacher asked the student to open their handbook. Teacher gave explanation about simple past tense. Teacher showed the pattern of simple past tense, showed the verb that used in the simple past tense. In the last activity, teacher asked student to do the exercise. After students finished their assignment, the teacher asked them to collect their work.

During the pre-cycle the researcher observes students' activity in the class based on the checklist observation.

Table 4.1

Students' observation checklist of Pre-Cycle

No.	Criteria	Score	Total
1.	Students concern toward teachers' explanation	1 2 3 4 5	2
2.	Students are enthusiastic in teaching learning process	1 2 3 4 5	3
3.	Students asks questions to the teacher to clarify understanding	1 2 3 4 5	1
4.	Students are able to answer teacher's question	1 2 3 4 5	2
5.	The students are enthusiastic in participating the game	1 2 3 4 5	0
6.	The students are enthusiastic doing the test	1 2 3 4 5	3
Total Score			11

This data analysis of students' observation would calculate the percentage used the formula below:

$$score = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$= \frac{11}{30} \times 100\%$$

$$= 36\%$$

Based on the observation in this activity, the researcher found some problems that happen in the classroom during English Lesson, most of students didn't paid attention to the teacher's explanation. Most of them talk with their pair when teacher explain the material.

In this cycle, most of students had difficulties in write the sentence of simple past tense. Students got difficult when they must change the form of verb 1 into verb two, especially in irregular verb. It could be seen from their assignment result.

Table.4.2

Test Score in Pre-cycle

No.	Students	Score
1.	S-1	60
2.	S-2	55
3.	S-3	50
4.	S-4	45
5.	S-5	45
6.	S-6	75
7.	S-7	55
8.	S-8	65
9.	S-9	Absent

10.	S-10	45
11.	S-11	55
12.	S-12	50
13.	S-13	45
14.	S-14	35
15.	S-15	50
16.	S-16	45
17.	S-17	60
18.	S-18	80
19.	S-19	65
20.	S-20	70
21.	S-21	50
22.	S-22	60
23.	S-23	45
24.	S-24	55
25.	S-25	60
26.	S-26	50
Total Score		1370

$$M = \frac{\sum fx}{n}$$

$$M = \frac{1370}{25}$$

$$M = 54.8$$

2. Cycle 1

This activity was done on Tuesday, September 8th 2015. In this cycle began to use Spelling bee game in teaching simple past tense.

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. In this cycle teacher began to use spelling bee game.

b. Acting

In this step, the researcher did some activities that were arranged in lesson stage.

- 1) Researcher explained about Spelling Bee game will be used in every cycle to teach simple past tense.
- 2) Researcher explained simple past tense, the pattern, and verb 2 (regular and irregular verb).
- 3) Researcher gave the examples of simple past tense.
- 4) Researcher divided students into 2 groups.
- 5) Researcher gave the word verb2 that written in the piece of paper to each student in the group one by one.
- 6) Researcher asked student that was given the piece of paper to read the word in.

- 7) Researcher asked other students from another group to spell the word that was read.
 - 8) Researcher gave test to evaluate students' understanding of simple past tense.
- c. Observing

In this step, the researcher observed teaching learning process using observation checklist. The score of observation were as follows:

Table 4.3

Students' observation checklist of Pre-Cycle

No.	Criteria	Score	Total
1.	Students concern toward teachers' explanation	1 2 3 4 5	3
2.	Students are enthusiastic in teaching learning process	1 2 3 4 5	3
3.	Students asks questions to the teacher to clarify understanding	1 2 3 4 5	2
4.	Students are able to answer teacher's question	1 2 3 4 5	3
5.	The students are enthusiastic in participating the game	1 2 3 4 5	3

6.	The students are enthusiastic doing the test	1 2 3 4 5	3
Total Score			17

The percentage observation as below:

$$\begin{aligned}
 score &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{17}{30} \times 100\% \\
 &= 56\%
 \end{aligned}$$

According to the result of observation checklist above, it can be concluded that it was better than pre – cycle. More students joined the class more enthusiast than before. It meant that more students paid attention to the teachers’ explanation. But some students made noisy when play game. They still confused with the researcher direction. They tried to cheat and discussed with their friends.

d. Reflecting

After the whole activities of cycle 1 had finish, the researcher assessed students’ assignment result. The result was as follows:

Table. 4.4

Test Score in Cycle 1

No.	Students	Score
1.	S-1	65
2.	S-2	70
3.	S-3	65
4.	S-4	70
5.	S-5	50
6.	S-6	80
7.	S-7	60
8.	S-8	75
9.	S-9	65
10.	S-10	50
11.	S-11	65
12.	S-12	70
13.	S-13	60
14.	S-14	65
15.	S-15	70
16.	S-16	Absent
17.	S-17	75
18.	S-18	Absent
19.	S-19	70
20.	S-20	75
21.	S-21	70

22.	S-22	75
23.	S-23	70
24.	S-24	75
25.	S-25	80
26.	S-26	65
Total Score		1635

$$M = \frac{\sum fx}{n}$$

$$M = \frac{1635}{24}$$

$$M = 68.12$$

From the data above, we could see that there increasing result from pre-cycle with cycle 1, although only seven students who reach the KKM (75), but it was better than pre-cycle. Because of the standard minimum of competence hasn't been reach, the researcher would conduct the second cycle.

3. Cycle 2

The steps of cycle 2 were planning, acting, observation and reflecting.

a. Planning

In this step the researcher continued in implementing of spelling bee game in teaching learning

process, but the researcher modified the game to increase the improvement of students' understanding in simple past tense. Because in the last meeting students still confused about the rules of spelling bee game, then the researcher explain more slowly the rules of the game.

b. Acting

In this step, the researcher did some activities that were arranged in lesson stage.

- 1) Researcher asked students about the material that was explain in the last meeting.
- 2) Researcher asked students to give the examples of simple past tense.
- 3) Researcher explains more about the rules of the game.
- 4) Researcher divided students into 2 groups.
- 5) Researcher gave the sentence that written in the piece of paper to each student in the group one by one.
- 6) Researcher asked student that was given the piece of paper to read the sentence in.
- 7) Researcher asked other students from another group to identify the verb in the sentence and asked to spell the word that was read.

8) Researcher gave test to evaluate students' understanding of simple past tense.

c. Observing

In this step, the researcher observed teaching learning process using observation checklist. The score of observation were as follows:

Table 4.5

Students' observation checklist of Pre-Cycle

No.	Criteria	Score	Total
1.	Students concern toward teachers' explanation	1 2 3 4 5	4
2.	Students are enthusiastic in teaching learning process	1 2 3 4 5	4
3.	Students asks questions to the teacher to clarify understanding	1 2 3 4 5	3
4.	Students are able to answer teacher's question	1 2 3 4 5	4
5.	The students are enthusiastic in participating the game	1 2 3 4 5	5
6.	The students are enthusiastic doing the test	1 2 3 4 5	4

	Total Score	24
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The percentage observation as below:

$$\begin{aligned}
 score &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{24}{30} \times 100\% \\
 &= 80\%
 \end{aligned}$$

According to the result of observation checklist above, it could be concluded that students' attention to the teacher's explanation and students' enthusiast in teaching learning process is better than the cycle before.

d. Reflecting

After the whole activities of cycle II had finished, the researcher assessed students' assignment result. The result was as follows:

Table.4.6

Test Score in Cycle 2

No.	Students	Score
1.	S-1	75
2.	S-2	80
3.	S-3	80
4.	S-4	75
5.	S-5	75
6.	S-6	100
7.	S-7	75

8.	S-8	Absent
9.	S-9	75
10.	S-10	75
11.	S-11	75
12.	S-12	75
13.	S-13	65
14.	S-14	Absent
15.	S-15	Absent
16.	S-16	60
17.	S-17	80
18.	S-18	100
19.	S-19	80
20.	S-20	95
21.	S-21	85
22.	S-22	Absent
23.	S-23	75
24.	S-24	80
25.	S-25	85
26.	S-26	75
Total Score		1740

$$M = \frac{\sum fx}{n}$$

$$M = \frac{1740}{22}$$

$$M = 79.09$$

From the data above, we could see that there were increased score in students' assignment. In this cycle almost students' passed the KKM score. Only two students didn't pass the KKM. It means that the standard minimum of competence was reach in this cycle. Then the researcher didn't conduct third cycle.

B. Research Discussion

After the researcher implemented the use of spelling bee game in teaching simple past tense, the researcher got the data. It was analyzed of first cycle and second cycle. From the data, the researcher concluded that there improvement in students' understanding of simple past tense. The result of classroom action research as follows:

1. Pre-cycle

Pre-Cycle was conducted on Friday, September 4th 2015. There were 25 students who were present. One student was absent that day. However, the class went on. In this cycle the teaching and learning process was begun. In this cycle, teacher taught as usual used conventional method. The teacher explained simple past tense, from the pattern, time signal, and the verb that used. Then, teacher gave an example of simple past tense. After that, the teacher asked students to change simple present tense into simple

past tense. In this cycle the researcher found some problems that happen in the classroom during English Lesson, most of students didn't paid attention to the teacher's explanation. Most of them talk with their chair mate when teacher explain the material.

In this cycle the average of students' achievement in the test only 54.8. It means that the result is low. The researcher was aware that most of the students still had difficulties in made of simple past tense. Most of them had difficulties in changed the form of verb 1 into verb 2. After giving the test, the researcher intended to use spelling bee game in the next cycle in order to make students more understand in material, and they could interest and enjoy the learning process.

2. Cycle I

The first cycle was conducted on Tuesday, September 8th 2015. This cycle was about teaching learning process and assessment. There were 24 students who were present. Two students were absent that day.

The problem faced by the researcher in the previous research was the students had difficulties in understanding of simple past tense. It happened because most of students didn't paid attention to the teacher's explanation. Most of them talk with their chair mate when teacher explain the material. Then the researcher began used spelling bee game as a method to teach students simple past tense to solve the

problem. Because the researcher believed that students would be enthusiastic in the class if they study with play the game.

The implementation spelling bee game as a method to teach simple past tense gave the influence to the students' enthusiasm in the teaching learning process. They more gave attention to the teacher explanation. Spelling bee game helps students' in understanding of simple past tense. They can remember the pattern of simple past tense and form of verb 2.

The implementation spelling bee game in this cycle didn't conditional enough, because some students felt confuse about the rules of game and the researcher couldn't manage the class well. Still there were students' made a noise especially the student who sat in the back side.

3. Cycle 2

This cycle was conducted on Friday, September 14th 2015. There were 22 students present and 4 students absent this day. In this cycle the researcher reviewed the previous lesson and continued using spelling bee game as a method to improve students' understanding of simple past tense. In this cycle, students' understanding of simple past tense was improves better than cycle I and pre-cycle. Students could improve their vocabularies and changed the form of verb 1

into verb 2 especially irregular verb. They could make simple past tense better than before.

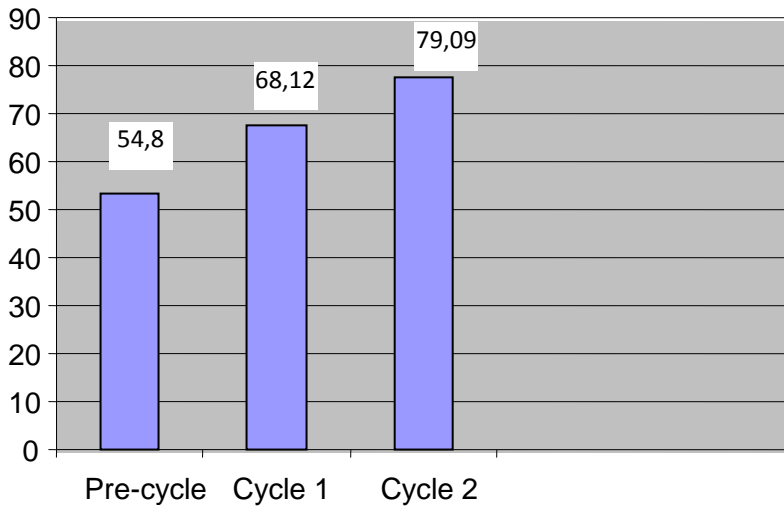
Based on observation in the previous meeting, some students still confused with the researcher director or the rules of the game, the researcher explained the rules of the game more slowly. In this cycle the researcher gave more attention to the students who sat in the backside and sometime the researcher walk to behind of class.

C. The Analysis of The Whole Cycle

The improvement of students' achievement in understanding of simple past tense could be seen from the final analysis from the diagram as follow:

Diagram 4.1

The Improvement of Students' Achievement Diagram



From the diagram above, the research conclude that there was an improvement on students' understanding of simple past tense used spelling bee game. Pre-cycle showed that students' average was 54. 8, it means that students' comprehension was low because of standardized for KKM is 75.

In first cycle showed that there was improvement up to 68,12 and in the second cycle 79,09. It means that there was improvement in every cycle after using spelling bee game and the implementation of spelling bee game as teaching method to improve students' understanding in changing verb 1 into verb 2 that became important part of simple past tense. If they understood to change the verb, they would understand simple past tense automatically.

There were many factors that influenced the result of study. One of the factors was teaching aid or method used in teaching learning process. If a teacher used interesting method or media in teaching learning process, it would make students enthusiast and enjoy the lesson more. Based on the observation result in every cycle that had been done, it can be described that used spelling bee game as a teaching method in the process of learning English could improve students' engagement in joining the class. It could be seen at the table below:

Table 4.7

The Improvement of Students' Engagement in Joining the Class

No.	Cycle	Score	Percentage
1.	Pre-Cycle	11	36%
2.	Cycle 1	17	56%
3.	Cycle 2	24	80%

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. Based on the result of the research that had been done in two cycles in the research entitled “The Use of Spelling Bee Game to Improve Students’ Understanding of Simple Past Tense (A Classroom Action Research at the Eight Grade of MTs. Miftahul Khoirot Branjang in the Academic Year of 2015/2016)”, it can be taken the conclusions as follows:

1. The students’ enthusiastic in studying simple past tense through Spelling Bee game had been observed in two cycles in the research entitled “The Use of Spelling Bee Game to Improve Students’ Understanding of Simple Past Tense”. There are six aspects that were observed. They were students concern toward teachers’ explanation, students are enthusiastic in teaching learning process, students ask question to the teacher to clarify understanding, students are able to answer teacher question, students are enthusiastic in participating the game, and students are enthusiastic doing the test. In the first cycle the students’ enthusiastic was 56% while in the second cycle was 80%. It means that spelling bee game could improve students’ enthusiastic significantly.

2. Based on the result of the research that had been done in two cycles (cycle I and cycle II), it can be taken the conclusions that there was an improvement. The students' understanding improved after being taught by using spelling bee game. It can be seen on the average of students' result in each cycle. Before the researcher taught simple past tense by using spelling bee game, the average of students' result is 54.8. After the researcher taught simple past tense by using spelling bee game, students' understanding of simple past tense was improving. The average of students' result in the first cycle is 68.12 and in the second cycle is 79.09. It means that there was improvement in every cycle after using spelling bee game and the implementation of spelling bee game as teaching method to improve students' understanding in changing verb 1 into verb 2 that became important part of simple past tense. If they understood to change the verb, they would understand simple past tense automatically.

B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the writer:

1. For Teacher

- a. Teacher can apply Spelling Bee game to be a variety in teaching and learning either media or technique to solve students' boredom in the classroom.
 - b. Teacher should use method in teaching learning process in order to make students were more interested in learn the lesson.
 - c. Teachers are expected to motivate to the students in studied English especially in grammar.
2. For Students
- a. Students should interest in English first, so they will enjoy along learning process.
 - b. Students should study more in learning English. They should not to be afraid of choosing some words to make a sentence.
 - c. Students don't be afraid to make a mistake when they write, read or speak English, because from the mistake we can learn more.
 - d. Students should improve their ability in English. They should enrich their vocabulary and always try to make a good sentence.
 - e. Students should keep their spirit and never give up in learning English.

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Appendix 1

RESEARCH SCHEDULE OF A CLASSROOM ACTION RESEARCH IN THE ACADEMIC YEAR OF 2014/2015

Teacher : Agus Pristiawan, M.Pd.

Researcher : Devia Nikita Choriana.

Class : VIII Grade of MTs Miftahul Khoirot Branjang.

No	Activities	Date
1	Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of research or not by describing the researcher's intention	September 1 st , 2015
2	Meet the headmaster to ask permission to do research by giving the permission letter and proposal.	September 1 st , 2015
3	Meet the English teacher to make research framework.	September 1 st , 2015
4	Doing Preliminary Research	September 4 th , 2015
5	Doing Cycle I (Planning, action, observation, reflecting)	September 8 th , 2015
6	Doing Cycle II (Planning, action, observation, reflecting)	September 11 th 2015

Appendix 2

STUDENTS' LIST AND CODE

NO.	STUDENTS' NAME	STUDENTS' CODE
1	ADEK AHSANU NADIA	S-1
2	AGENG DUGI WAHYU	S-2
3	AJI SANTOSO	S-3
4	ALYA SOFIYANA	S-4
5	ANNISA BUDIARTI	S-5
6	CATUR PRASETYO UTOMO	S-6
7	DYAS FAIZATUL MILLAH	S-7
8	FANI DWI YULIANTO	S-8
9	FERY DWI ARIYANTO	S-9
10	GIGIH TATA BUANA SURYA	S-10
11	GINANTI CANDRALIA	S-11
12	HARUN WAHYU PRASETYO	S-12
13	IBNU FITRIANTO	S-13
14	JAMAL KURNIAWAN	S-14
15	KHOIRUL HIDAYAT	S-15
16	M. FAIZ ZAINAL MUTTAQIN	S-16
17	MIA RUSMITA MAYASARI	S-17
18	MITA SEPTIYANTI BAROKAH	S-18
19	MOCHAMAD ALIF ZIDAN N	S-19

20	NANANG FEBRI KURNIA RAHMAT	S-20
21	PRASASTI PRAMODA RAMADHANI	S-21
22	RIZKI ANA NURWAKHIDAH	S-22
23	TAUFIK HIDAYAT	S-23
24	UTIA AMALIA RAHMA	S-24
25	WAHYU PRASETYO	S-25
26	ZOGA BAYU SAPUTRA	S-26

Appendix 3

Lesson Plan for Cycle 1

School : MTs. Miftahul Khoirot

Subject : English

Class/ Semester : VIII / 1

Time Allotment : 2 x 40 minutes

Material : Simple Past Tense

A. Standard of Competence

6. Express the meaning in the short transactional text and short functional text in the descriptive and recount to interact with surrounding environment.

B. Basic Competence

6.2 Express the meaning and step of rhetoric in the short essay with kinds of language accurately and fluently to interact with surrounding environment in the descriptive and recount text.

C. Indicator

In the end of lesson students are able to:

1. Understanding the type and pattern of simple past tense
2. Make sentences of simple past tense.

D. Material

1. Definition of simple past tense

Simple past tense is the tense that used to show the act or something that happened in the past.

2. Pattern of simple past tense

- a. Nominal sentence

(+) S + to be (was/ were) +.....

Example: I was students in MTs. Miftahul Khoirot

(-) S + to be (was/ were) + not +

Example: I wasn't student in MTs. Miftahul Khoirot

(?) to be (was/ were) + S +.....?

Example: Was I students in MTs. Miftahul Khoirot

b. Verbal sentence

(+) S + V2 +.....

Example: I studied in MTs. Miftahul Khoirot

(-) S + didn't + V1 +

Example: I didn't study in MTs. Miftahul Khoirot

(?) Did + S + V1.....?

Example: Did I study in MTs. Miftahul Khoirot?

E. Teaching Method

Three phase technique

F. Learning Activity

Descriptions of Activity	Time Allotment	Instruction
Pre-Activity		
1. Apperception ➤ Question-answer about simple past tense	05 minutes	<ul style="list-style-type: none">Who can you tell me the pattern of it in the positive, negative or interrogative form?Who can give me an example of simple past tense?
2. Motivation ➤ Explain how important this material		
Main		
1. Exploration ➤ Teacher explain simple past tense again to the students with give the examples of simple past	70 menit	<ul style="list-style-type: none">I'll give you an example of....

<p>tense.</p> <ul style="list-style-type: none"> ➤ Teacher divide students into several group then play “Spelling Bee Game” ➤ In the teaching learning processes teacher involved the students actively <p>2. Elaboration</p> <ul style="list-style-type: none"> ➤ Teacher give an exercise to the students ➤ Give chance to the students to think, to analyze and solve the problem without any doubt. <p>3. Confirmation</p> <ul style="list-style-type: none"> ➤ Give positive feed-back and affirmation in the written, spoken, sign or prize to the students. ➤ Give the confirmation to the students exploration and elaboration result from any source. ➤ Teacher give chance to the students to ask anything about 		<ul style="list-style-type: none"> • I’ll divide you into several group then(teacher explain how to play the game) • Who can spell the verb? • Ok class now I’ll give you exercise... • Do the exercise by yourself! • Who want come forward to write the answer? • Good! Your answer is correct. (if the answer is correct). • Look at the book page..... you can see the pattern of..... • Is there any question? • Which one do you haven’t understand?
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material that haven't understand.		
Post activity		
<ul style="list-style-type: none"> ➤ Teacher and students make a conclusion about the material. ➤ Tell to the students about the material that will learn tomorrow. 	05 menit	<ul style="list-style-type: none"> • The result of this materi is..... • Ok students tomorrow we will study about simple past tense again, study hard and good luck for your activity.

G. Source or Media

1. Book
2. Worksheet
3. With/ black board

H. Assessment

Indicator of achievement competence	Technique of assessment	Kind instrument	Instrument/ question
<ul style="list-style-type: none"> • Make simple past tense • Change the sentences to the positive, negative or interrogative form. • Identification of verb 	Written test	Multiple choice and essay	<ul style="list-style-type: none"> • Choose the right answer by crossing (x) a,b,c or d! • Make a sentence of simple past tense! • Changes the sentences below into another form (positive, negative, or interrogative) • Identify the sentences below which one is Verb?

I. Scoring Guidance

- 1) For multiple choice and essay, s each number, right answer score 1
- 2) Total maximum score x 5 = 100
- 3) Maximum score= 100

J. Aspect Aspect to be assessed = accuracy

Semarang, 8 September 2015

Approved by,
Teacher of English




M. Pristiawan,
(Agus Pristiawan, M.Pd.)

Researcher



(Devia Nikita Choriana)

Head master of MTs. Miftahul Khoiroh




(Agus Pristiawan, M.Pd.)

Appendix 4

Lesson Plan for Cycle 2

School	: MTs. Miftahul Khoirot
Subject	: English
Class/ Semester	: VIII / 1
Time Allotment	: 2 x 40 minutes
Material	: Simple Past Tense

A. Standard of Competence

6. Express the meaning in the short transactional text and short functional text in the descriptive and recount to interact with surrounding environment.

B. Basic Competence

6.2 Express the meaning and step of rhetoric in the short essay with kinds of language accurately and fluently to interact with surrounding environment in the descriptive and recount text.

C. Indicator

In the end of lesson students are able to:

1. Understanding the type and pattern of simple past tense
2. Make sentences of simple past tense.

D. Material

1. Example of Simple Past Tense

- a. Vanesa went to the school yesterday
- b. Vanesa didn't go to the school yesterday
- c. Did Vanesa go to the school yesterday?

2. Regular and irregular verb

a. Regular Verb

Regular Verb		
No.	Verb 1	Verb 2
1.	Study	Studied
2.	Walk	Walked
3.	Play	Played
4.	Use	Used
5.	Cook	Cooked

b. Irregular Verb

Irregular Verb		
No.	Verb 1	Verb 2
1.	Eat	Ate
2.	Drink	Drank
	Write	Wrote
3.	Sleep	Slept
4.	Keep	Kept
	Is	Was

A. Teaching Method

Three phase technique

B. Learning Activity

Descriptions of Activity	Time Allotment	Instruction
Pre-Activity		
A. Apperception ➤ Question-answer about simple past tense B. Motivation ➤ Explain how important this material	05 minutes	<ul style="list-style-type: none"> Who can you tell me the pattern of it in the positive, negative or interrogative form? Who can give me an example of simple past tense?

Main

<p>4. Exploration</p> <ul style="list-style-type: none">➤ Teacher explain simple past tense again to the students with give the examples of simple past tense.➤ Teacher divide students into several group then play “Spelling Bee Game”➤ In the teaching learning processes teacher involved the students actively <p>5. Elaboration</p> <ul style="list-style-type: none">➤ Teacher give an exercise to the students➤ Give chance to the students to think, to analyze and solve the problem without any doubt. <p>6. Confirmation</p> <ul style="list-style-type: none">➤ Give positive feed-back and affirmation in the written, spoken, sign or prize to the students.➤ Give the confirmation to the students exploration and elaboration result from any source.	<p>70 menit</p>	<ul style="list-style-type: none">• I’ll give you an example of.... • I’ll divide you into several group then(teacher explain how to play the game)• Which one is the verb or subject? • Who can spell the verb? • Ok class now I’ll give you exercise...• Do the exercise by yourself! • Who want come forward to write the answer? • Good! Your answer is correct. (if the answer is correct). • Look at the book page..... you can see the pattern of.....
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<ul style="list-style-type: none"> ➤ Teacher gives chance to the students to ask anything about material that haven't understand. 		<ul style="list-style-type: none"> • Is there any question? • Which one do you haven't understand?
Post activity		
<ul style="list-style-type: none"> ➤ Teacher and students make a conclusion about the material. ➤ Teacher thanks to students. 	05 menit	<ul style="list-style-type: none"> • The result of this materi is..... • Ok students thanks to your nice attention, be a good students and good luck in your life!

C. Source or Media

1. Book
2. Worksheet
3. With/ black board

D. Assessment

Indicator of achievement competence	Technique of assessment	Kind instrument	Instrument/ question
<ul style="list-style-type: none"> • Make simple past tense • Change the sentences to the positive, negative or interrogative form. • Identification of verb 	Written test	Multiple choice and essay	<ul style="list-style-type: none"> • Choose the right answer by crossing (x) a,b,c or d! • Make a sentence of simple past tense! • Changes the sentences below into another form (positive, negative, or interrogative) • Identify the sentences below which one is Verb?


E. Scoring Guidance

1. For multiple choice and essay, s each number, right answer score 1
2. Total maximum score x 5 = 100
3. Maximum score= 100

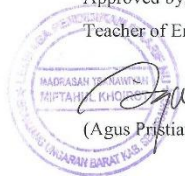
F. Aspect Aspect to be assessed = accuracy

Semarang, 11 September 2015

Approved by,
Teacher of English



(Agus Pristiawan, M.Pd.)



Researcher



(Devia Nikita Choriana)

Head master of MTs. Miftahul Khoirot



(Agus Pristiawan, M.Pd.)



SILABUS

Sekolah : MTS MIFTAHUL KHOIROT BRANJANG
 Kelas : VIII (Delapan)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : I (Satu)

Standar Kompetensi : **Mendengarkan**

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
1.1. Merespon makna yang terdapat dalam percakapan transaksional (<i>let me help you</i>) dan interpersonal (<i>be sociable</i>) sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindakan tutur meminta, menyetujui, menolak, menawarkan, memberi, menerima, dan mengingkarinya dan mendeskripsikan pendapat	Percakapan singkat dan panjang – A. <i>Let me help you</i> B. <i>Thank you so much</i> C. <i>Can I have a bit?</i> D. <i>Sure, Here you are</i> E. <i>Did you break the glass?</i> F. <i>Yes / No, it wasn't me</i> G. <i>What do you think of this?</i> H. <i>Not bad</i>	1. <i>Brainstorming</i> berlayar di berbagai tempat akan dibicarakan kosakata (<i>ship, phrase, water, babies</i>) dan sederhana mengenai penawaran per informasi dan pendapat berkaitan materi percakapan Mendeskripsikan materi yang terdapat dalam percakapan	• Merespon ungkapan meminta, menjawab, menolak, jassa • Merespon ungkapan meminta, memberi, menolak barang • Mengakui, mengingkarinya fakta • Merespon undangan, menerima pendapat	Tes lisan Tes lisan Pilihan ganda	• <i>Respond the following statement</i> Q: <i>Let me help you</i> A: Q: <i>Can I have a bit?</i> A: Q: <i>Can I have a glass?</i> A: Q: <i>Did you break the glass?</i> A: Q: <i>Did you break the glass?</i> A: Yes, I did B: I don't know C: I'm not sure D: All right Q: <i>What do you think of my new dress</i> A: B: C: D:	2 x 40 menit	1. <i>So you percakapan</i> 2. <i>Reaman Perakapan</i> 3. <i>Tag order</i> 4. <i>Get the yang</i>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1.2 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundangi, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<p>Percakapan singkat-an memuat ungkapan –ungkapan A. <i>Would you come to my party?</i> B. <i>I'd love to / I want to ...</i> C. <i>Let's agree ...</i> D. <i>Thanks for the support!</i> E. <i>No sorry</i> F. <i>It's OK / No problem</i> G. <i>You have beautiful hair</i> H. <i>Think you</i> I. <i>Happy birthday</i> J. <i>Thank you</i></p>	<ol style="list-style-type: none"> Memberi respons lisan utuh terdapat tentang hal-hal terkait topik/ungkapan yang akan dibahas Menjelas koswata dan tata bahasa terkait topik/ungkapan yang dibahas Menjelaskan perbedaan penggunaan terkait materi yang diajarkan Tanya jawab tentang isi percakapan Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan 	<p>Merespon ungkapan mengundangi, menerima dan menolak ajakan Merespon ungkapan menyetujui / tidak menyetujui Merespon ungkapan memuji Merespon ungkapan memberi selamat</p>					

Standar Kompetensi : Mendengarkan

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.</p>	<p>1. Materi Pokok/Pembelajaran Kategori : A. <i>Tea for two</i> B. <i>Go to the bank</i> C. <i>My lunch</i> D. <i>My hair</i> E. <i>My hair</i> F. <i>My hair</i> G. <i>My hair</i> H. <i>My hair</i> I. <i>My hair</i> J. <i>My hair</i></p>	<ol style="list-style-type: none"> Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas Memahami koswata yang terkait terhatopik/ungkapan (noun phrase, verb phrase) Memahami ungkapan 	<p>Mengidentifikasi koswata yang terdapat dalam teks lisan berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar</p>	<p>Tes tertulis</p>	<p>Melengkapi rumpang</p>	<p>Comprehension based text</p>	<p>2 x 40 menit</p>	<ol style="list-style-type: none"> Script/teks undangan Rekaman undangan cassette tape recorder CD Player TV

Kompetensi Dasar	Materi Pokok Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik Instrumen	Bentuk Instrumen		
2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .	<p>Teks lisan berbentuk <i>descriptive</i> dan <i>recount</i></p> <p>Langkah retorika ke-1 <i>descriptive</i> (<i>identification - descriptions</i>)</p> <p>Langkah retorika ke-2 <i>recount</i> (<i>orientation - event - reorientation</i>)</p>	<p>ungkapkan yang sering muncul dalam undangan</p> <p><i>I want you to come</i></p> <p><i>Please come to ...</i></p> <p><i>Don't forget to come to ...</i></p> <p>10.</p> <p>4. Mendengarkan teks lingsual pendek (undangan)</p> <p>5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks lingsual pendek</p> <p>6. Mendengarkan contoh lainnya dari teman</p> <p>7. Mengidentifikasi ciri kebahasaan teks lingsual pendek undangan</p> <p>- <i>invite</i></p> <p>- <i>occasion</i></p> <p>- <i>place</i></p> <p>- <i>holder</i></p>	<p>Mengidentifikasi ciri kebahasaan dalam teks lingsual pendek undangan.</p>	<p>Teknik lisan</p> <p>Portugyan lisan</p> <p>PG</p>	<p>Answer the questions only based on the text you listen to</p> <p>Choose the best option based on the text you have listened to</p>	<p>x 4/3 menit</p>	<p>1 Buku teks yang relevan</p> <p>2 Gambar terkait tema/topik</p> <p>3 Card/ teks <i>descriptive/ recount</i></p> <p>4 Rekaman teks</p> <p>5 Tape recorder</p> <p>6 OHP</p> <p>7 Lingkungan sekitar</p>

Standar Kompetensi : Berbicara

3. Mengungkap kan makna dalam percakapan transkripsi oral dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>Mengungkapkan makna dalam percakapan transkripsi oral (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta perhatian, menolak, memberi, menolak barang, menolak, menging sar, ajak, dan meminta dan/atau memberi pendapat</p> <p>Memahami dan merespe percakapan transkripsi oral (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: menging sar, ajak, dan meminta dan/atau memberi pendapat</p>	<p>Percakapan singkat-jenjemar ungkapan – ungkapan</p> <p>A. <i>Let me help you.</i> B. <i>Thank you so much</i></p> <p>A. <i>Can I have a bit...</i> B. <i>Sure. Here you are.</i></p> <p>A. <i>Did you break the akural, benda dan bertema untuk bertema: situasi yang melibatkan tindak tutur: meminta perhatian, menolak, memberi, menolak barang, menging sar, ajak, dan meminta dan/atau memberi pendapat</i></p> <p>A. <i>What do you think of this?</i> B. <i>Not bad.</i></p>	<p>1. <i>Teve & Kuskella</i> can ungkapan ungkapan terkait ngalir dan tema</p> <p>2. Tanya jawab menguraikan ungkapan ungkapan</p> <p>3. Bermain peran</p> <p>4. melakar percakapan yang didisiki guru bermain peran</p> <p>4. melakar percakapan berdiskusi in situasi gambar yang disajikan</p> <p>5. Menguraikan ungkapan yang telah dipelajari dalam <i>real life situation</i> in</p>	<p>Berhaya dan menjawab tentang meminta perhatian, menolak jasa</p> <p>Berhaya dan menjawab tentang meminta perhatian, menolak barang</p> <p>Berhaya dan menjawab tentang menging sar, ajak</p> <p>Berhaya dan menjawab tentang meminta dan memberi pendapat</p>	<p>Tes lisan</p> <p>B. <i>main peran</i></p>	<p>Bentuk Instrumen</p>	<p><i>Create a dialogue based on the role cards and perform it in front of the class.</i></p>	<p>2 x 40 menit</p>	<p>1. Buku teks yang relevan 2. Gambar gambar terkait tema 3. Realia Benda sekitar</p>

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menyertima dan memotivasi anak-anak untuk menjajal/menjelajah kembali, menjajal/menjelajah dan memberikan semangat		5. Melakukan percobaan yang diberikan 6. Melakukan tanya jawab menggunakan ungkapan	Berdaya dan mengajak tentang "menjadi seorang"					

Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek, sederhana yang berbentuk *descriptive* dan *account* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek, sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks lisan fungsional pendek <i>Undangan</i>	1. Mendengarkan teks lisan pendek dengan penuh perhatian 2. Tanya jawab tentang isi teks "undangan" 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to ...</i> - <i>Please come to ...</i> 5. Berlatih mengundang secara bergantian menggunakan gambar/gambar tertentu	Mengungkapkan secara lisan teks lisan fungsional pendek undangan dengan memperhatikan struktur <i>Dear Rio, I want you to come to my house for lunch on Sunday at 2 o'clock. Bye!</i> MOM	Tes lisan	<i>Performance</i> <i>Write your friend for x 40 menit</i> <i>Write to your friend about party analysis!</i>	<i>Write your friend for x 40 menit</i>	1. Buku teks yang relevan 2. Gambar terkait undangan 3. Rangka benda sekitar	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Instrumen		
2. Menunjukkan makna dalam monolog pendek menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> .	1. Teks pendek 2. Informasi faktual - gagasan ut - gagasan pendukung 3. Ciri kebahasaan teks <i>recount</i>	Contoh A. <i>Hi Guys, I want you all to come to my birthday party</i> B. <i>We have to</i> A. <i>Tomorrow at 4.00</i> 6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan kerestiasan dan kesantunan 7. mengungkapkan undangan lisan	1. Berdaye dan berdaye dalam situasi sosial tertentu. - <i>Recount</i> 2. Melakukan monolog pendek dalam bentuk <i>recount</i>	Teks lisan <i>Performance</i>	<i>Think of an activity or event that happened to you yesterday and tell us about it.</i>	4. 40 menit	1. Etku teks yang relevan 2. Koran/majalah 3. Gambar peristiwa

Standar Kompetensi : **Membaca**

5. Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Catatan Instrumen		
<p>Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk <i>descriptive</i> dan <i>recount</i> pendek dengan ucapan terakama dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar</p>	<p>Teks fungsional pendek berupa Undangan</p>	<ol style="list-style-type: none"> Brain storming tentang bagaimana hal tersebut berfungsi pendek berbentuk undangan Mengungkapkan pendapat yang dibarengi oleh gambar membaca yang teks yang berisi undangan membaca tentang isi teks fungsional pendek dengan komprehensif Mengungkapkan tujuan undangan pendek Mengaitkan arnayan ke isi teks fungsional pendek 	<ul style="list-style-type: none"> Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan Mengidentifikasi berbagai informasi dalam teks fungsional pendek Mengidentifikasi undangan fungsional pendek Mengidentifikasi fungsi sosial teks undangan pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek Mengidentifikasi tujuan 	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Membaca nyaring</p> <p>Urutan</p>	<p>Read the text aloud and clearly</p> <p>Answer the following questions based on the text</p> <p>Choose the best option based on the text</p>	<p>2 x 40 menit</p>	<ol style="list-style-type: none"> Buku teks yang relevan Gambar terkait tematik Revisi benda sekitar
		<ol style="list-style-type: none"> Tany jawab berkaitan tema upacara Revisi di kelas dan di luar kelas Membaca deskripsi recount Mengaitkan informasi tentang undangan 	<ul style="list-style-type: none"> Makna gagasan Makna gagasan dalam teks <i>descriptive</i> dan <i>recount</i> Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 	<p>Tes tulis</p> <p>PG</p>	<p>Membaca nyaring</p>	<p>Read the text aloud</p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> Buku teks yang relevan Keranjangjajaja Gambar tematik/waktu Langkah retorika

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian		Alokasi Waktu	Sumber Belajar	
				Teknik	Bentuk Instrumen			Contoh Instrumen
		5. Menjelaskan tentang tujuan komunikasi dan langkah rekayasa teks. <i>descriptive/ recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca. 7. Membaca nyaring dan bermakna teks <i>descriptive/recount</i>	Komunikasi teks <i>descriptive</i> dan <i>recount</i> . Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>					

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks fungsional dan esai pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa undangan, pengumuman, undangan, surat, dan undangan.	1. Tanpa jawab 2. Dengan jawab 3. Dengan jawab dan lala bahasa	Mengungkapkan teks tulis fungsional pendek yang akan dibahas. Mengungkapkan kembali kosakata dan lala bahasa terkait jenis teks fungsional pendek.	Tes tulis Essay	1. <i>Write simple sentences based on the situation given.</i> 2. <i>Write an invitation/ announcement / message based on the situation given.</i>	2 x 40 menit	1. Buku teks yang relevan, pengumuman, SMS 2. Gambar yang relevan
6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks rangkai pendek <i>descriptive</i> dan <i>recount</i>	1. Review uraian-uraian yang mendeckripsikan	Mengungkapkan esai pendek <i>descriptive</i> dan <i>recount</i>	Tes tulis Completion	1. <i>Complete the paragraph using suitable words.</i> 2. <i>Arrange the words.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tematik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>		<ol style="list-style-type: none"> 1. benda, orang atau tempat 2. Menulis kalimat yang berisikan benda, tempat, orang atau binatang 3. Mendeskripsikan gambar/realia 4. Mengungkapkan dengan kata yang tepat 5. Menyusun kalimat acak menjadi teks deskriptif yang terpadu 6. Menyusun kalimat deskriptif secara mandiri 6. Mengkspose teks deskriptif yang ditulis di kelas. 	<p>Menyusun kalimat menjadi teks yang berbentuk <i>descriptive</i></p> <p>Menulis teks esai berbentuk <i>descriptive</i></p>	<p>Tes tulis</p> <p>Essay</p>	<p>following sentences correctly.</p> <p>Write an essay describing something or a certain place.</p>		<p>skalar</p>

Mengetahui
Kepala M/s Mitraju Khairat Brengayng

Agus Pishawan, M Pd
NIP. 197905092005011003

Brengayng, Juli 2015
Guru Mata Pelajaran

Agus Pishawan, M Pd
NIP. 197905092005011003

Appendix 6

Students' observation checklist of Cycle 1

No.	Criteria	Score	Total
1.	Students concern toward teachers' explanation	1 2 3 4 5	3
2.	Students are enthusiastic in teaching learning process	1 2 3 4 5	3
3.	Students asks questions to the teacher to clarify understanding	1 2 3 4 5	2
4.	Students are able to answer teacher's question	1 2 3 4 5	3
5.	The students are enthusiastic in participating the game	1 2 3 4 5	3
6.	The students are enthusiastic doing the test	1 2 3 4 5	3
	Total Score		17

Appendix 7

Students' observation checklist of Cycle 2

No.	Criteria	Score	Total
1.	Students concern toward teachers' explanation	1 2 3 4 5	4
2.	Students are enthusiastic in teaching learning process	1 2 3 4 5	4
3.	Students asks questions to the teacher to clarify understanding	1 2 3 4 5	3
4.	Students are able to answer teacher's question	1 2 3 4 5	4
5.	The students are enthusiastic in participating the game	1 2 3 4 5	5
6.	The students are enthusiastic doing the test	1 2 3 4 5	4
	Total Score		24

Appendix 8

Students' Test Score in pre-Cycle

No.	Students	Score
1.	S-1	60
2.	S-2	55
3.	S-3	50
4.	S-4	45
5.	S-5	45
6.	S-6	75
7.	S-7	55
8.	S-8	65
9.	S-9	Absent
10.	S-10	45
11.	S-11	55
12.	S-12	50
13.	S-13	45
14.	S-14	35
15.	S-15	50
16.	S-16	45
17.	S-17	60
18.	S-18	80
19.	S-19	65
20.	S-20	70
21.	S-21	50
22.	S-22	60
23.	S-23	45
24.	S-24	55
25.	S-25	60
26.	S-26	50
Total Score		1370

Appendix 9

Students' Test Score in Cycle 1

No.	Students	Score
1.	S-1	65
2.	S-2	70
3.	S-3	65
4.	S-4	70
5.	S-5	50
6.	S-6	80
7.	S-7	60
8.	S-8	75
9.	S-9	65
10.	S-10	50
11.	S-11	65
12.	S-12	70
13.	S-13	60
14.	S-14	65
15.	S-15	70
16.	S-16	Absent
17.	S-17	75
18.	S-18	Absent
19.	S-19	70
20.	S-20	75
21.	S-21	70
22.	S-22	75
23.	S-23	70
24.	S-24	75
25.	S-25	80
26.	S-26	65
Total Score		1635

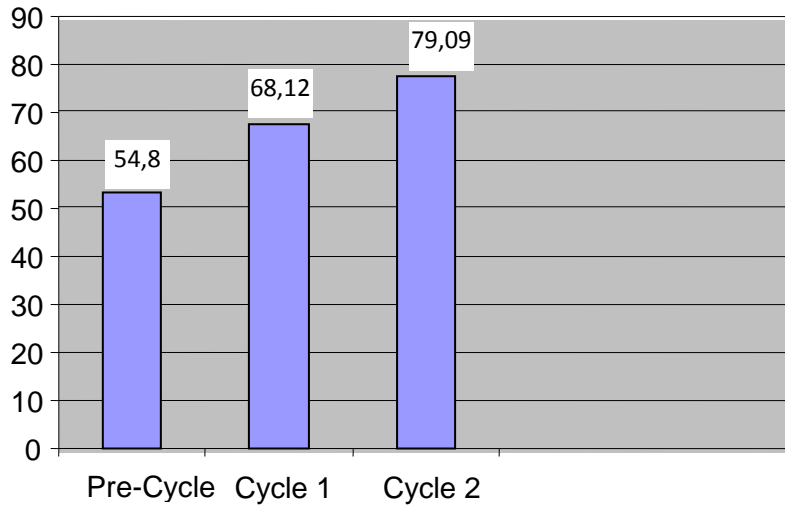
Appendix 10

Students' Test Score in Cycle 2

No.	Students	Score
1.	S-1	75
2.	S-2	80
3.	S-3	80
4.	S-4	75
5.	S-5	75
6.	S-6	100
7.	S-7	75
8.	S-8	Absent
9.	S-9	75
10.	S-10	75
11.	S-11	75
12.	S-12	75
13.	S-13	65
14.	S-14	Absent
15.	S-15	Absent
16.	S-16	60
17.	S-17	80
18.	S-18	100
19.	S-19	80
20.	S-20	95
21.	S-21	85
22.	S-22	Absent
23.	S-23	75
24.	S-24	80
25.	S-25	85
26.	S-26	75
Total Score		1740

Appendix 11

The Improvement of Students' Achievement Diagram



Appendix 12

The improvement of students' engagement in joining the class

No.	Cycle	Score	Percentage
1.	Pre-Cycle	11	36%
2.	Cycle 1	17	56%
3.	Cycle 2	24	80%

Appendix 13

Name :

Student's Number :

Soal Post Test Cycle 1

A. Choose the correct answer by crossing (X) a, b, c or d!

- Deny and AndiTennis last day.
 - play
 - playing
 - played
 - plays
- My mother A cake for my birthday last year.
 - make
 - making
 - makes
 - made
- Bella....a new Shoes yesterday.
 - Buy
 - Bought
 - Bring
 - Borrow
- Mr. Agus me simple past tense yesterday.
 - Teach
 - Teacher
 - Taught
 - Think
- Delia's sisiter ... from London last month.
 - came
 - come
 - coming
 - comes
- Shego to school yesterday.
 - Don't
 - Didn't
 - Will
 - Does
- Selikahis friend in Semarang last holiday
 - Visited
 - Visit
 - Visiting
 - Visits
- I....teach English here two years ago.
 - Are
 - Was
 - Were
 - Is
- Kelly....pizza last night
 - eat
 - eaten
 - ate
 - eating
- Melia... study hard last night.
 - Is
 - Are
 - Didn't
 - Does

B. Answer the question bellow with the correct answer!

- Complete with the correct verb forms.
 - He.....(drink) ice tea yesterday.
 - They.....(walk) together to the class last morning.
- Make the the sentence of simple past tense in the positive, negative and interrogative form!
(+).....
(-).....
(?).....
- Underline the verb in the sentences below!
 - My father worked in Jakarta 4 years ago.
 - My friend gave me a bar of chocolate yesterday
- What is the past form of the following verb below?

No.	Verb-1	Verb-2
1.	Find
2.	Sit
3.	Walk

Appendix 14

Name :
Student's Number :

Soal Post Test Cycle 2

A. Choose the correct answer by crossing (X) a, b, c or d!

- Father Some cake last night.
 - Bring
 - Brought
 - Bringed**
 - Brings
 - Shift the whiteboard last morning.
 - Cleamed
 - Cleans
 - Cleaning
 - Clean
 - Alisya her car last week.
 - Drived**
 - Drove
 - Drive
 - Driving
- For number 4-8.

Dear, Sarah

Sarah, I'm writing to you just for memorize about our holiday in your city last year.

I (4)... so happy being there with you. We(5) ...many tourism objects like **Bacang** Beach, **Brambanan** Temple, and **Maliboro**. I **Realy** enjoyed the **pieces**. We(6).....many food and souvenirs there. We **glad**(7).....the picture scenery. We(8) ... happy.

I hope we can visit there again.

Lucas.

- a. is
 - b. were
 - c. are
 - d. was
 - a. buy
 - b. buying
 - c. bought
 - d. **buyed**
 - a. visited
 - b. visiting
 - c. visits
 - d. visit
 - a. Uses
 - b. use
 - c. Used
 - d. is
 - a. Write
 - b. Wrote
 - c. Writing
 - d. Write
 - a. took
 - b. was
 - c. Uses
 - d. use
9. she pen to write yesterday.
- Used
 - Using
 - Write
 - Wrote
10. My mother a letter to me last week.
- Write
 - Wrote
 - Writing
 - Write

B. Answer the questions below with the correct answer!

- Change the verb in the braces into the correct form!
 - Andia** ... (speak) English with Mr. Agus last Friday.
 - I (see) you last night.
- Underline the verb in the sentences below!
 - The company gave training on technology to the children.
 - My mother cooked fried rice yesterday.
- What is the past form of the following verb below?

No.	Verb-1	Verb-2
1.	Sleep
2.	Rise
3.	Keep

- Make the sentence of simple past tense in the positive, negative and interrogative form!

(+).....

(-).....

(?).....

Appendix 15

Name : IBNU FITRIANTO

Student's Number : 13

60

Soal Post Test Cycle 1

A. Choose the correct answer by crossing (X) a, b, c or d!

1. Deny and AndiTennis last day.
 - a. play
 - b. playing
 - c. played
 - d. plays
2. My mother A cake for my birthday last year.
 - a. make
 - b. making
 - c. makes
 - d. made
3. Bella....a new Shoes yesterday.
 - a. Buy
 - b. Bought
 - c. Bring
 - d. Borrow
4. Mr. Agus me simple past tense yesterday.
 - a. Teach
 - b. Teacher
 - c. Taught
 - d. Think
5. Delia's sisiter ... from London last month.
 - a. came
 - b. come
 - c. coming
- d. comes
6. She ...go to school yesterday.
 - a. Don't
 - b. Didn't
 - c. Will
 - d. Does
7. Selikahis friend in Semarang last holiday
 - a. Visited
 - b. Visit
 - c. Visiting
 - d. Visits
8. I....teach English here two years ago.
 - a. Are
 - b. Was
 - c. Were
 - d. Is
9. Kelly...pizza last night
 - a. eat
 - b. eaten
 - c. ate
 - d. eating
10. Melia... study hard last night.
 - a. Is
 - b. Are
 - c. Didn't
 - d. Does

12 x 5 = 6

B. Answer the question bellow with the correct answer!

1. Complete with the correct verb forms.
 - a. He.....(drink) ice tea yesterday. drinked
 - b. They.....(walk) together to the class last morning. walked
2. Make the the sentence of simple past tense in the positive, negative and interrogative form!
 - (+) I. played. Volley ball yesterday
 - (-) I. didn't play. Volley ball yesterday
 - (?) I. played. Volley ball yesterday?
3. Underline the verb in the sentences below!
 - a. My father worked in Jakarta 4 years ago. worked
 - b. My friend gave me a bar of chocolate yesterday gave
4. What is the past form of the following verb below?

No.	Verb-1	Verb-2
1.	Find	<u>finded</u>
2.	Sit	<u>sited.</u>
3.	Walk	<u>walked</u>

Name

: Catur Prasetyo Utomo

80

Student's Number

: 6

Soal Post Test Cycle 1

A. Choose the correct answer by crossing (X) a, b, c or d!

- Deny and AndiTennis last day.
 - play
 - playing
 - played
 - plays
- My mother A cake for my birthday last year.
 - make
 - making
 - makes
 - made
- Bella....a new Shoes yesterday.
 - Buy
 - Bought
 - Bring
 - Borrow
- Mr. Agus me simple past tense yesterday.
 - Teach
 - Teacher
 - Taught
 - Think
- Delia's sister ... from London last month.
 - came
 - come
 - coming
- Shego to school yesterday.
 - Don't
 - Didn't
 - Will
 - Does
- Selikahis friend in Semarang last holiday
 - Visited
 - Visit
 - Visiting
 - Visits
- I....teach English here two years ago.
 - Are
 - Was
 - Were
 - Is
- Kelly....pizza last night
 - eat
 - eaten
 - ate
 - eating
- Melia... study hard last night.
 - Is
 - Are
 - Didn't
 - Does

B. Answer the question below with the correct answer!

- Complete with the correct verb forms.
 - He ~~drank~~ drank (drink) ice tea yesterday.
 - They ~~walked~~ walked (walk) together to the class last morning.
- Make the the sentence of simple past tense in the positive, negative and interrogative form!
(+) She walked to the school
(-) She didn't walk to the school
(?) did she walk to school? 16 x 5 = 80
- Underline the verb in the sentences below!
 - My father worked in Jakarta 4 years ago.
 - My friend gave me a bar of chocolate yesterday
- What is the past form of the following verb below?

No.	Verb-1	Verb-2
1.	Find	<u>finded</u>
2.	Sit	<u>sited</u>
3.	Walk	<u>walked</u>

: M. Faiz Zainal . M

er : 14

60

Soal Post Test Cycle 2

correct answer by crossing (X) a, b, c or d!

...Some cake last night.

- g 5. ~~X~~ visited
- ight b. visiting
- ged c. visits
- gs ~~X~~ visit

...the whiteboard last morning.

- med 6. a. buy
- ms ~~X~~ buying
- ming c. bought
- in ~~X~~ buyed

... her car last week.

- ved 7. a. Take
- ve ~~X~~ Took
- re c. Taken
- ing d. Taked

12 x 5 = 60

iber 4-8.

arah

Sarah, I'm writing to you just for memorize about our holiday in your city last

I (4)... so happy being there with you. We(5)many tourism objects like
Critis Beach, Prambanan Tample, and Malioboro. I Really enjoyed the pleaces.
...many food and souvenirs there. We also(7).....the picture scenery. We(8)...

I hope we can visit there again.

Laras

d. took

- ~~X~~ a. were
- ~~X~~ was

- c. are
- d. is

- c. Uses
- d. use

10. My mother a letter to me last week.

- Write
- b. Wrote
- c. Writing
- d. Write

9. shepen to write yesterday

- Used
- b. Using

B. Answer the questions below with the correct answer!

1. Change the verb in the braces into the correct form!
 - a. Andia....(speak) English with Mr. Agus last Friday. Spook
 - b. I.....(see) you last night. Saw
2. Underline the verb in the sentences below!
 - a. The company gave training on technology to the children.
 - b. My mother cooked fried rice yesterday.
3. What is the past form of the following verb below?

No.	Verb-1	Verb-2
1.	Sleep	<u>Slepped</u>
2.	Rise	<u>Rised</u>
3.	Keep	<u>Keeped</u>

4. Make the sentence of simple past tense in the positive, negative and interrogative form!

- (+) My mother cooked rice yesterday
- (-) My mother didn't cook rice yesterday
- (?) did...my...mother... cook rice yesterday

Appendix 16

Name : Catur Prasetyo Utomo

Student's Number : 6

Soal Post Test Cycle 2

100

A. Choose the correct answer by crossing (X) a, b, c or d!

- Father.....Some cake last night.
 - Bring
 - Brought
 - Bringed
 - Brings
 - Shifa.....the whiteboard last morning.
 - Cleaned
 - Cleans
 - Cleaning
 - Clean
 - Alisya her car last week.
 - Drived
 - Drove
 - Drive
 - Driving
 - visited
 - visiting
 - visits
 - visit
- a. buy
 - buying
 - bought
 - buyed
- a. Take
 - Took
 - Taken
 - Taked

For number 4-8.

Dear : Sarah

Sarah, I'm writing to you just for memorize about our holiday in your city last year.

I (4)... so happy being there with you. We(5) ...many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I Really enjoyed the pleaces. We(6)....many food and souvenirs there. We also(7)....the picture scenery. We(8)... happy.

I hope we can visit there again.

Laras

- a. is
 - were
 - are
 - was
- d. took
 - were
 - was

- c. are
- d. is

- c. Uses
- d. use

10. My mother a letter to me last week.

9. she pen to write yesterday

- Used
- b. Using

- a. Write
- Wrote
- c. Writing
- d. Write

B. Answer the questions below with the correct answer!

1. Change the verb in the braces into the correct form!

- a. Andia (speak) English with Mr. Agus last Friday.
- b. I (see) you last night.

2. Underline the verb in the sentences below!

- a. The company gave training on technology to the children.
- b. My mother cooked fried rice yesterday.

20 x 100

3. What is the past form of the following verb below?

No.	Verb-1	Verb-2
1.	Sleep	Slept
2.	Rise	Rised
3.	Keep	Kept

4. Make the sentence of simple past tense in the positive, negative and interrogative form!

- (+) ... I walked to the school
- (-) ... I did not walk to the school
- (?) ... Did I walk to the school?

Appendix 17

PICTURE OF ACTIVITIES



Students do the task
in preliminary
research



Students play
spelling bee game in
cycle 1



Students play
spelling bee game in
cycle 2



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
LEMBAGA PENELITIAN DAN PENGABDIAN
KEPADA MASYARAKAT (LP2M)

Jl. Walisongo No. 3-5 Semarang 50185 telp/fax. (024) 7615923 email: lppm.walisongo@yahoo.com

PIAGAM

Nomor : In.06.0/L.1/PP.06/480/2015

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa:

Nama : **DEVIA NIKITA CHORIANA**

NIM : **113411055**

Fakultas : **Ilmu Tarbiyah dan Keguruan**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-64 tahun 2015 di Kabupaten Temanggung, dengan nilai :

..... **85** (..... **4,0** / A)


 12 Juni 2015
 Dr. H. Sholihan, M. Ag.
 NIP. 19600604 199403-1 004



LEMBAGA PENDIDIKAN MA'ARIF NU
KABUPATEN SEMARANG
MTs. MIFTAHUL KHOIROT
STATUS : TERAKREDITASI B



LP MA'ARIF

Alamat : Branjang, Ungaran Barat, Kab. Semarang 50551 Telp. 024 70853773

SURAT KETERANGAN
NOMOR : 033 /MTs.MKh / IX / 2015

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Miftahul Khoirot Branjang, Ungaran Barat, Kab. Semarang menerangkan dengan sesungguhnya :

Nama : Devia Nikita Choriana
NIM : 113411055
Fak./ Program Studi : FITK (Fakultas Ilmu Tarbiyah dan Keguruan) Pendidikan Bahasa Inggris
Asal Universitas : Universitas Islam Negeri Walisongo Semarang
Keterangan : Menerangkan bahwa yang bersangkutan telah melakukan Penelitian Skripsi dengan Judul : "The Use of Spelling Bee Game to Improve Students' Understanding of Simple Past Tense (A Classroom Action Research at Eighth grade of MTs. Miftahul Khoirot in academic year of 2015/2016"

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan dengan sebenar - benarnya.

Ungaran Barat, 12 September 2015

Kepala Madrasah


Agus Pristiawan, M.Pd
NIP: 19790509 2005 01 1 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Alamat: Jl. Prof. Dr. Hamka Telp/Fax (024) 7601295, 7615387

Nomor : In.06.3/I4/PP.00.9/6680/2014
Lamp : -
Hal : Penunjukan Pembimbing Skripsi

Semarang, 8 Desember 2014

Kepada Yth:

1. Nadiyah Makmun, M. Pd
2. Yulia Romadiasti, S.Si., M.Sc

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Tadris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa,

Nama : Devia Nikita Choriana

NIM : 113411055

Judul : THE USE OF SPELLING BEE GAME TO IMPROVE STUDENTS' UNDERSTANDING OF SIMPLE PAST TENSE

dan menunjuk saudara:

1. Nadiyah Makmun, M. Pd sebagai pembimbing I
2. Yulia Romadiasti, S.Si., M.Sc sebagai pembimbing II

Demikian atas kerja sama yang diberikan kami ucapkan terima kasih.

 Prodi Bahasa Inggris
Siti Tarwiyah, M. Hum
NIP. 19721108 199903 2 001

Tembusan:

1. Dekan Fakultas Tarbiyah IAIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3/DI/TL.00./3854/2015

Semarang, 31 Agustus 2015

Lamp : -

Hal : Mohon Izin Riset

a.n. : Devia Nikita Choriana

NIM : 113411055

Kepada Yth:
Kepala MTs. Miftahul Khoirot
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Devia Nikita Choriana

NIM : 113411055

Judul Skripsi : The Use of Spelling Bee Game to Improve Students'
Understanding of Simple Past Tense (A Classroom Action
Research at Eighth grade of MTs. Miftahul Khoirot in academic
year of 2015/2016).

Alamat : Mrunten Kulon RT/RW 03/02

Pembimbing : 1. Nadiyah Makmun, M. Pd

2. Yulia Romadiastri, S.Si., M.Sc

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun,oleh karena itu mohon Mahasiswa tersebut di ijinakan melaksanakan riset mulai tanggal 4 September 2015 s.d 11 September 2015.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

CURRICULUM VITAE

Personal Identity

Name : Devia Nikita Choriana

Birth : 05 July 1990

Address: Mrunten Kulon RT 03/RW 02, Kalisidi, Ungaran Barat,
Semarang

Phone : 08982550041

Email : devianikita.c@gmail.com

Educational Background

SD : SD Negri Kalisidi 02 (2002)

SMP : MTs. Miftahul Khoirot Branjang (2005)

SMA : Pondok Modern Darussalam Gontor Putri 1 (2009)