

**USING U-DICTIONARY TO IMPROVE STUDENTS' ABILITY
IN SPELLING WORDS AT MTS NURUL IMAN**

LUWU TIMUR

A THESIS

*Submitted to the English Language Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



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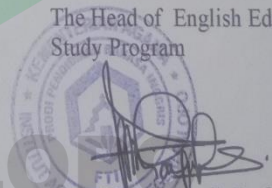
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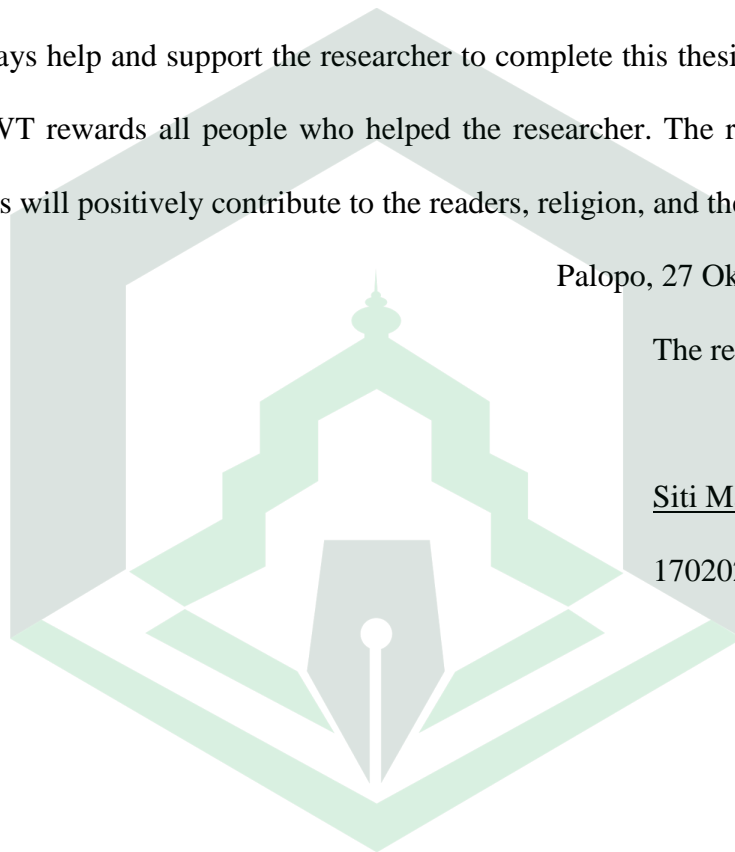
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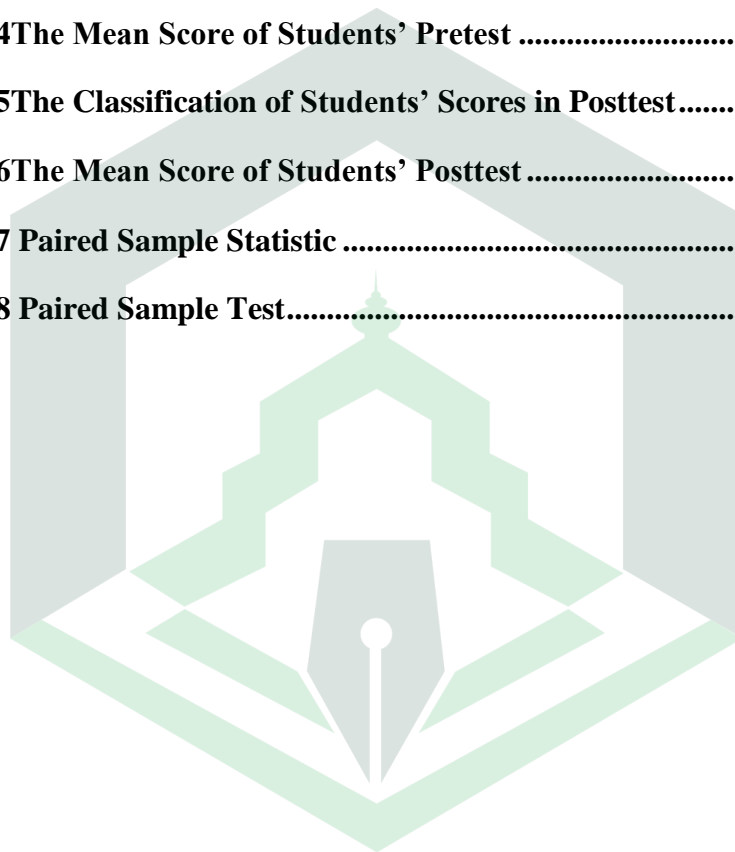
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ABSTRACT

Siti Maria Ulfa, 2021. *"Using U-Dictionary to Improve Students' Ability in Spelling Written Base at MTs Nurul Iman Luwu Timur."* A Thesis of English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by Amalia Yahya, and Magfirah Thayyib.

This research attempted to prove whether using U-Dictionary effectively improves students' ability in spelling written base at MTs Nurul Iman Luwu Timur. This research question was "Does U-Dictionary improve students' ability in spelling written Base effectively at MTs Nurul Iman Luwu Timur?". The researcher used a pre-experimental method and conducted six meetings. The instrument of the research is a pretest, and posttest. The population from this research was the students at the eighth grade at MTs Nurul Iman Luwu Timur. The researcher used the technique of total sampling. The sample is the students at the eighth grade, it consist of 8 students. The researcher used SPSS to collect some of the data from this research. The analysis showed that the students' mean score in the pretest was 14.75, and the students' mean score in the posttest was 45.50. The students' mean score in the posttest was higher than the students' mean score in the pretest ($45.50 > 14.75$). The researcher found that the significant value of this research was 0.000, and the alpha was 0.05 ($0.000 < 0.05$). The researcher concluded that using U-Dictionary can improve students' ability in spelling written base.

Keyword: U-Dictionary, Spelling, Written Base.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is one communication tool that links one individual to another or one group to another to engage in social interaction. As we know, each country has a different language, making communication between countries is difficult. Therefore, interacting with everyone worldwide requires an international language of uniformity. So, we have to learn the English language because it is an international language.

English as an international language plays an essential role in life-like economy or business, education, and international relationships. Some countries use English as a second language, but English is a foreign language in Indonesia. Related to the problems in teaching English, Indonesia introduced English in elementary school, although some elementary schools have many problems in teaching English. The purpose of the teaching is to give English to children as early as possible to prepare them in covering the globalization era. English becomes a compulsory subject in Junior High School, Senior High School, and University.

In English, we have to learn some skills: listening, speaking, writing, reading, and grammar. The students are expected to have those language skills, covering receptive and productive language use. Reading is one of the basic communication skills and a process in which the reader finds information given

by the researcher in written form. Reading ability is essential today, and no one can get success without having this ability. But before becoming a master of reading, the students must know one of the crucial things: Spelling. Spelling is necessary because it aids in reading. Learning to spell cement the connection between the letters and their sound, and learning high frequency "sight word" to mastery level improves reading and writing. According to Joshi, Treiman, Carreker, and Moats, "The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely they will recognize it, spell it, define it, and use it appropriately in speech and writing".¹

The researcher has interviewed Mts Nurul Iman Luwu Timur students and teachers about learning the English language. From the interview result, the research gets information that most students dislike English lessons for some reason. First, the students can not write the Spelling of English words correctly. They complained about different written English scripts from the way to pronunciation. It is difficult for them because they get the same word and pronunciation when writing and reading in Indonesian. Based on the matter, it is concluded that the most challenging part is spelling. The second problem is some students have no interest in learning English because they do not know the meaning of English word.²

¹Joshi, R., Treiman, R., Carreker, S., & Moats, L., *The Real Magic of Spelling: Improving Reading and Writing. American Educator*, 9. 2008-2009.
<http://www.aft.org/sites/default/files/periodicals/joshi>.

²Interview conducted on March 27th, 2021.

In addition to both of the problems, other problems also come from the current condition, as we know that during the Coronavirus pandemic, many schools conducted online learning. It made it difficult for teachers and students to carry out learning processes. In this case, students receive more significant effects than anyone else; they become attached to time. So that to interact and ask about a lesson is severely limited. It is not surprising that the student's interest in learning dropped even more in reading English, which craves even more practical guidance.

Based on those problems, the researcher uses the U-Dictionary as a learning tool that can help students deal with their problems. U-Dictionary is a learning tool of an electric dictionary that can help students raise their spelling ability.³ The students may also get a better understanding of English while using U-Dictionary. They are considering the function of U-Dictionary, especially in education and the junior high school curriculum that emphasizes reading in the teaching of English; the researcher experiments with improving reading ability by using U-Dictionary. The reason lead the researcher to conduct a research entitled **"Using U-Dictionary to Improve Students' Ability in Spelling Written Base at Mts Nurul Iman Luwu Timur."**

B. Research Question

Based on the explanation in the background above, the researcher formulate the research question as follow:

³ Juwita, Agus Riadi, Magpika Handayani, "The Students' Perception of Using U-Dictionary in Learning Pronunciation at STBA Pontianak." *Journal Ilmiah Spectral* 6, no. 1 (June 22, 2020): 041-051. <https://doi.org/1047255/spectral.v6i1.46>.

Does U-Dictionary improve students' ability in spelling written base effectively at Mts Nurul Iman Luwu Timur?

C. The objective of The Research

Concerning the problem statement above, the objective of this research is whether U-Dictionary improve students' ability in spelling written base at Mts Nurul Iman Luwu Timur.

D. Significance of The Research

1. Theoretically

The result of the research is expected to be helpful information that can help teachers and students in the learning process, especially online learning during the pandemic period.

2. Practically

a. For the teacher

If the results of this study reflect profound growth and change, the teachers could use this strategy in the class, especially in English learning to improve students' ability in spelling written base.

b. For the students

The students can use U-Dictionary as a learning media to improve many skills in English language.

c. For the next researcher

This research could be a reference for the next researcher that wish to know more about spelling and U-Dictionary application. The next

researcher can use U-Dictionary in learning process to improve many skills.

E. Scope of The Research

The research is restricted to using U-Dictionary to improve students' ability in spelling words at Mts Nurul Iman Luwu Timur. This research focuses on the students' spelling written base in familiar words such as classroom vocabulary, daily activity, colours , family tree, and animals.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Based on the topic of the research, the researcher found some previous studies that are closely related to this research, namely:

1. Dewi Wulandari and Cici Handayani conducted the research entitled "The Use U-Dictionary as a Learning Media to Increase The Students' Vocabulary in Teaching Speaking." This research describes the object's situation based on the fact that the field used the descriptive method. There are planning, action, observing, and reflecting. After researching SMA Negeri 1 Sei Kepayang from July 13 to August 24, 2019, the researcher found that the students' vocabulary has increased after using U-Dictionary as a learning medium in teaching English, particularly in teaching vocabulary.⁴
2. Amir Reza Nemat Tabrizi and Muhammad Bagheri Fard conducted research entitled "The Effect of Using Cell Phone Dictionary on Improving Male and Female Iranian EFL Learner's Spelling." This research investigates the effect of using cell phone dictionaries on improving male and female Iranian high school EFL learners' spelling. The researcher uses a quasi-experimental method; the data were collected via a pretest and posttest. The score analysis using a t-test revealed that the experimental group did statistically better in the test. The results revealed that using a cell phone dictionary had a positive

⁴Dewi w., & Cici H. " *The Use U-Dictionary as a Learning Media to Increase The Students' Vocabulary in Teaching Speaking* ". (Universitas Asahan, 2019).

effect on improving EFL learners' spelling. This result indicated that treatment improves both male and female EFL learners' spelling.⁵

3. M. Akmalun Nizam Zam Zam and Suciati conducted research entitled “Improving Student’s Pronunciation By Using U Dictionary Application In TBI-C’18 IAIN Kudus”. This research aims to improve the English pronunciation of English education students C’18 IAIN Kudus. The researcher uses experimental research and pre and posttests as a medium. The result of the research impacts the improvement of students in pronouncing words. And the difference is the improvement skill; the previous research improve the vocabulary⁶

The similarity between previous and present experimental research is using a cell phone dictionary as media, using experimental as the method, and the result of the research improved. The difference is the subject of the research and improvement skills. The sample of previous research was students of senior high school, Iranian EFL, and students of TBI C’18, while the subject of this research is the students in the eighth grade at MTs Nurul Iman Luwu Timur. The skills that improved were students’ vocabulary and pronunciation, while this research improved students’ spelling.

⁵Amir Reza Nemat Tabrizi, Mohammad Bagheri Fard. “*The Effect of Using Cell Phone Dictionary On Improving Male and Female Iranian EFL Learner’s Spelling*”, *International Journal of English Linguistics* 6, no 6 (November 23, 2016):175, <http://dx.doi.org/10.5539/ijel.v6n6p175>.

⁶M. Akmalun Ni’am Zam Zami Suciati, “Improving Student’s Pronunciation by Using U Dictionary Application In TBI-C’18 IAIN Kudus,” *English Education Department, Tarbiyah Faculty, Institut Agama Islam Negeri Kudus, Kudus, Indonesia* 4 (2020): 2.

B. Literature Review

1. English Spelling

a. The Nature of Spelling

Spelling is explained as forming letters in an accepted order orthography.⁷ An expert in literacy instruction, says that spelling is a visual record of a child's language processing⁸. Spelling is the art of correctly assembling words from their letters; besides, spelling is an essential component of successful writing⁹.

Based on several statements above, the researcher concludes that spelling forms words correctly by orthography. So, learning about spelling is essential in many aspects especially writing for English beginners.

b. English Spelling Rules

English, the international language, has many rules in its spelling; some letters will change their sound when it is in a particular position and thus affect the writing. English itself is known to have a phonetic that controls how the letter sounds. There are many irregularities in English spelling. For example, the phoneme 'ks' is represented variously in words: box, socks, picnics, forks,

⁷The American Heritage Dictionary, “*What The Meaning of Spelling-The American Heritage Dictionary Online*”, accessed March 5, 2021, <https://ahdictionary.com/word/search.html?q=spelling>

⁸Louisa Moats, “*A Guide to Teaching Reading and Writing*”. <https://www.readingrockets.org>

⁹Jackson Beat, “*The Importance of Spelling*”. February 23, 2017. <https://www.3plearning.com>

accidents, and exercise. One vowel sound also may be written in many ways, such as their, there, and they're.¹⁰

Most students find it challenging to face the diversity in a phoneme-grapheme relationship. However, if they have learned the fundamental regularities and understood the irregularities of English spelling, they may spell words correctly.

The most common spelling rules in English are elaborated as follows:¹¹

- 1). Spelling plural nouns
 - a) Most nouns add to the root forms without changes (books).
 - b) Nouns ending in s, z, ch, sh, and x usually add es to form the plural (bush- bushes).
 - c) Nouns s ending in a consonant and y, y is changed to I and add es (party parties).
 - d) One-syllable nouns ending in a single for fe, f is changed to v and add es (leaf- leaves)
 - e) Nouns ending in o, there are three possibilities:
 - add s (piano-pianos)
 - add es (potato-potatoes)
 - add s or es (cargo- cargos or cargoes)
 - f) Some singular nouns have different words for their plural form:

¹⁰Philip Carr, "English Phonetics and Phonology". 2013. <https://abru.ac.ir>.

¹¹Diniyati, Nurul., The Use of Crossword Puzzles To Improve Students' Spelling. (Universitas Negeri Semarang, 2009)

- En ending (ox-oxen, child-children)
- internal vowel change(toot-teeth, mouse-mice, man-men)
- no change(deer, sheep, series)

2) Suffixes

- a) A letter or syllable placed after a word to form a new word is called a suffix. Some suffixes are s, es, ed, ing, er, est, ly, ful, able, ment, ive, ance, ence, ion, tion, ition, ation, sion, ous, ious, less, and al. sometimes a word will have two suffixes. For example, respectfully has two suffixes ful and ly, added to the root word respect.
- b) Many words are formed by adding ed and ing without any change (furnish furnished-furnishing).
- c) Words ending in -y:
 - ing form: keep -y and add -ing
 - ed form change -y to -i, add -ed
- d) Words ending in -ie:
 - ing form: change -ie, to -y, add -ing
 - ed form: add -d

3) Prefixes

A syllable placed before a word to change its meaning is called a prefix. Some prefixes are En-, Be-, Ac-, I'm-, Un-, Dis-.

4) Doubling the final consonant

The final consonant of a word is often doubled when adding -ed, -ing, -er, -est as in the following cases:

- a. A double final "b, d, g, l, m, n, p, r and t" at the end of words:

rob - robbing

sad - sadder

big - bigger

travel - traveler

skim - skimming

win - winner

pop - popping

prefer - preferred

hit - hitting

- b. Double these final letters, there is the following pattern "consonant - vowel - consonant" at the end of a word. For example: travel - 'vel' v - consonant - e - vowel l - consonant.

- c. Words of more than one syllable have their consonants doubled when the final syllable is stressed.

begin - beginning, but open - opening

defer - deferring, but offer - offering

- d. When words have more than one syllable and end in 'l,' British English always doubles the 'l,' even in the case of

unstressed syllables. In American English, on the other hand, the 'l' is not doubled when the syllable is unstressed.

c. The Difficulties of Spelling

Spelling is essential for English language learners, but many students have difficulties spelling words. One of the main reasons for this is that the English language presents an inconsistent relationship between phonemes (speech sounds) and graphemes (written symbols). In other words, many English words are not spelled as they are spoken.¹²

There are some the reasons for spelling difficulties:¹³

1. Spelling must be attended to along with other cognitive tasks, such as writing and paragraphing. The amount of practice students spend on spelling is limited because they speak and listen three times as much as they write.
2. Young children receive positive reinforcement when learning an oral language but receive negative reinforcement or even punishment when learning written language.
3. The English language is a particularly thorny one to spell. Its 26 letters must combine in hundreds of different patterns to represent 44 to 46 sounds and more than 26 dialectical variations: for the 21 single

¹²Ibid

¹³Block, C. C., *Teaching the Language Arts: Expanding thinking through student-centred instruction*. Boston: Allyn and Bacon.2001.

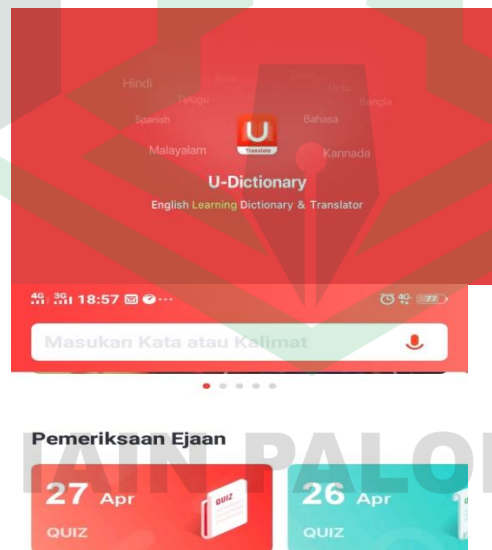
consonant sounds in English, there are 68 spellings. And for the five single short vowel sounds, there are 53 spellings.

This situation is complicated by the English language's high concentration of foreign words, which became part of the language with their irregular spelling intact.

Based on the explanation above, the researcher concluded that the students have many spelling difficulties because there are many different sounds in 26 vocal and consonant letters that combine in hundred words.

2. U-Dictionary

a. Nature of Dictionary



Picture 2.1. U-Dictionary Application Website <https://apkmody.io>

U-Dictionary is an application that translates English to 38 languages directly and can be downloaded from the play store. The unique Optical Character

Recognition (OCR) technology in this application allows one to just click a sentence or phrase from the smartphone and instantly translate the desired language. The user can copy any word or sentence while browsing, messaging, or reading news to get its meaning. Pronunciations are also available in English (US) and English (UK) accents.

U-Dictionary has a dedicated team of linguistic, design, and development experts working together to make the learner will get the learning experience the best. The team has been consistently developing different creative new features to address users' unmet needs and enhance the existing ones.¹⁴

Based on U-Dictionary, the researcher can find out how to improve students' ability to learn a language, especially students' ability to spell words. Thus, the U-Dictionary may be one of those online teaching media.

b. Types of Activities in Using U-Dictionary

There are some activities when we learn using U-Dictionary, namely¹⁵

1. Translate word by word or in a sentence
2. Learn from videos by U-Dictionary

In this application, some interesting videos can be used for learning. In a day, this application releases different and exciting videos to learn themed various things that make it enjoyable to watch; of course, this

¹⁴ANI, "With U-Dictionary App, You Can Now Tap To Translate in Whatsapp", April 29, 2017. <https://www.financialexpress.com>

¹⁵Authentic, Zenith ula., *Using U-Dictionary for E-Learning Vocabulary*. (Universitas Wijaya Kusuma 2020).

video contains an increase in learning English. In this method, the teacher is also expected to give direction to their students. (it can play with an internet connection).

3. Do Some Quizzes

We can learn vocab in quizzes that are available from U- Dictionary. The quiz method issued in this application is a question with a model answer on how to write the correct answer. In this method, the application gives the final score and correction when we finish the quiz. This application issues various questions; of course, we can use this with online mode.

4. Listening

In this listening method, audio and script are provided. We are encouraged to fill in a few blank words in the text by listening to the audio provided; the audio can be a conversation or song. Of course, this method also sharpens the pronunciation of English words.

5. Learn by games

In U-Dictionary, the available game features playing word synonyms that can improve vocabulary learning. Synonym games are beneficial for honing our ability to say that they have the same meaning in playing synonym games in this application. They take the time to answer it, and those who can complete the game can move to the next level.

Based on the activities in using U-Dictionary, the researcher uses listening and translation activities to improve students' ability to spell words at Mts Nurul Iman Luwu Timur.

c. The Advantages of Using U-Dictionary

It is no surprise that learning a second language reaps (gains) numerous advantages. While we can communicate with more people, it boosts our mental ability. So using U-Dictionary, we gain benefits that cannot be obtained in any other dictionary. There are some advantages of using U-Dictionary:¹⁶

1. This application is easy to access and easy to use.
2. Give good detailed info.
3. Available in various languages in translation into English

Based on the advantages of using U-Dictionary above, the students will easily access and use U-Dictionary to enhance their spelling ability because U-Dictionary gives complete information about a word.

d. The Disadvantages of Using U-Dictionary

There are some disadvantages of using U-Dictionary:¹⁷

1. This application is accessed by using an internet connection
2. Translate by taking pictures. Not all words are read
3. In giving examples of sentences, not everything is there
4. Application sometimes error

¹⁶Ibid

¹⁷Ibid

e. Teaching Spelling By Using U-Dictionary

Teaching spelling is a challenge for a teacher because not all learners can be competent to write what they have heard. U-Dictionary can play a crucial thing in the spelling lesson to help the students deal with their spelling skill problems. The U-Dictionary application helps the students in typing course and spelling oral. The students can use U-Dictionary to check the correct spelling of what they have written.

A great way to practice spelling is through a typing course. Students type and spell a word repeatedly until they learn which letters keys represent and how to reach for them in sequence. Typing gives students a chance to revise words they have already learned and learn the spelling of new words. The students can use U-Dictionary to check the correct spelling and find out the new words.¹⁸

Commonly, there are some procedures of using U-Dictionary in teaching spelling

1. Teach and practice the spelling explicitly and use activities and repetition.
2. Dictate words with their spelling and make sure the students write the words.
3. If the students are not comfortable and confused about what they hear, read the meaning of the words to help the students.
4. The students open the U-Dictionary application to make sure they write the correct spelling.

¹⁸Meredith Cicerchia, "How to Teach Spelling Words". (2020), <https://www.readandspell.com>

5. Type the word in the search field and check the spelling.
6. Play the audio to make sure the sound and the word are the same.¹⁹

C. Conceptual Framework

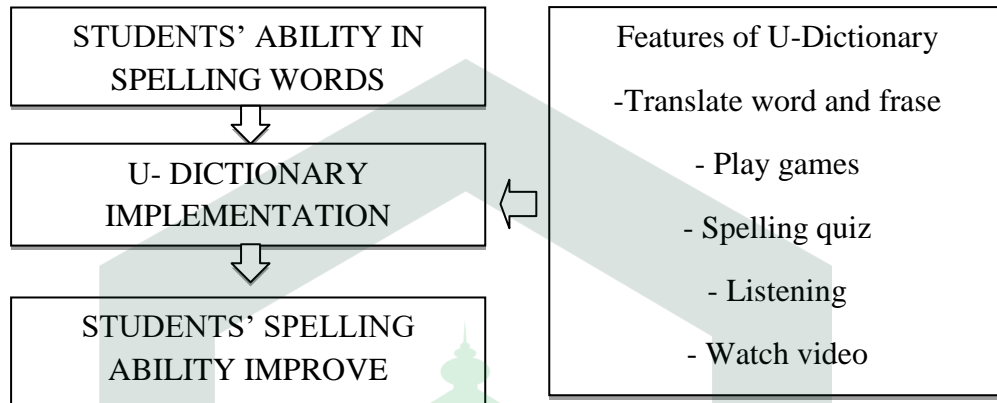


Figure 1. Conceptual Framework

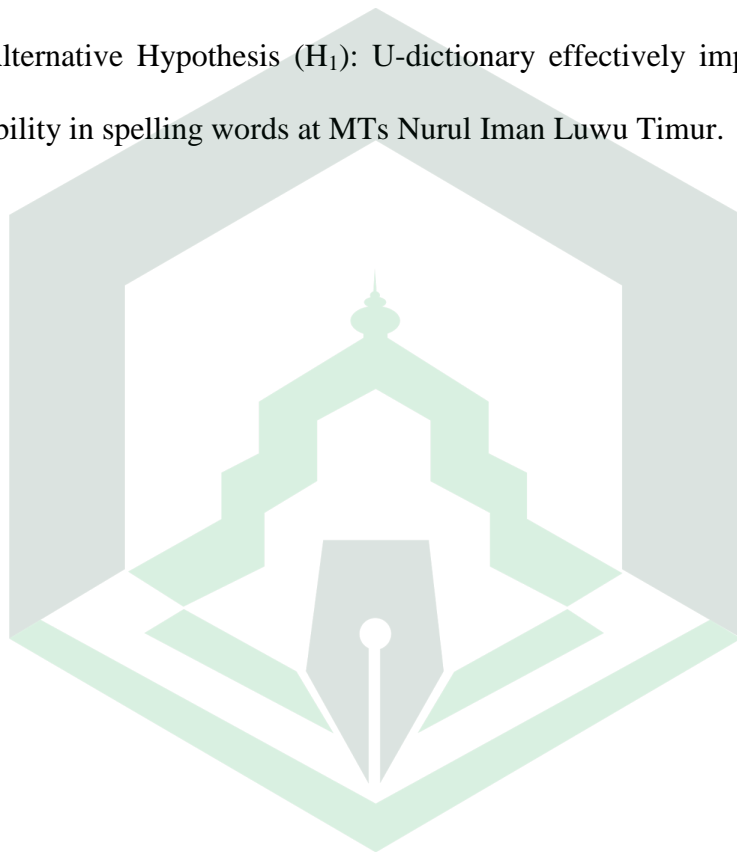
Spelling ability is one of the benchmarks of increasing students' English skills. But in reality, in some schools, there are still many students who have poor spelling. The problem of interpreting it is a major, and how to interpret it is a significant source of the problem that some students complain about. Especially if nowadays the process of learning is online. So, teachers do not have enough time and space to get closer to the students and teach English effectively. Thus, the researcher offers the U-Dictionary, an online dictionary with many features that increase students' spelling ability. The U-Dictionary is very easy to find at the play store, and it helps learn online because it can be installed on students' smartphones.

¹⁹ Karina Richland, "How to Teach Spelling Words", (2022), <https://pridereadingprogram.com/how-to-teach-spelling-word/>

D. Hypothesis

Based on some explanations above, the hypothesis can be formulated as follows:

7. Null Hypothesis (H_0): U-dictionary does not effectively improve students' ability to spell words at MTs Nurul Iman Luwu Timur.
8. Alternative Hypothesis (H_1): U-dictionary effectively improves students' ability in spelling words at MTs Nurul Iman Luwu Timur.



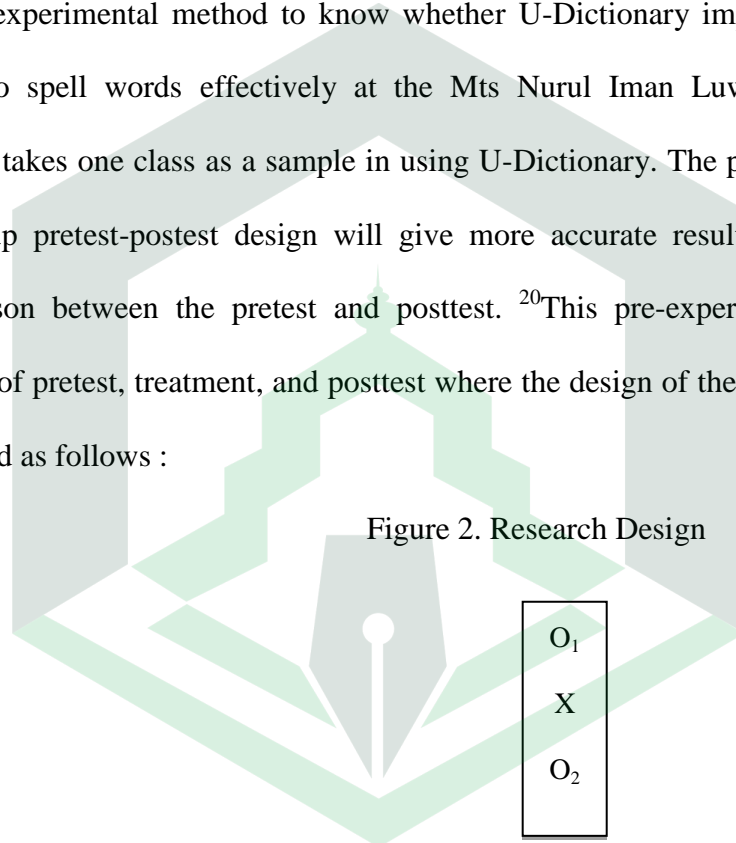
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied the pre-experimental method. The researcher applied the pre experimental method to know whether U-Dictionary improves students' ability to spell words effectively at the Mts Nurul Iman Luwu Timur. This research takes one class as a sample in using U-Dictionary. The pre-experimental one-group pretest-posttest design will give more accurate results because of a comparison between the pretest and posttest. ²⁰This pre-experimental method consists of pretest, treatment, and posttest where the design of the research can be descanted as follows :



Where :

O1: Pretest

X: Treatment

O2: Post-test

B. Time and Place of The Research

²⁰Sugiyono, Statistika Untuk Penelitian, Bandung : Alfabeta. 2010.

This research was conducted on Mts Nurul Iman Luwu Timur, at Pendidikan street, Kalaena. This research was conducted for six meetings. It started on July 28 until August 25, 2021.

Table 3.1 Time of Research

	Jan	Feb	March	April	May	June	July	Aug	Sept
Pre Observation		✓							
Proposal Seminar				✓					
Giving Pretest							✓		
Giving Treatment							✓	✓	
Giving Posttest								✓	
Result Seminar									
UT									

C. Variable Operational Definition of The Research

1. U-Dictionary

U-Dictionary is an application that translates English to 38 languages directly and can be downloaded from the play store.²¹

2. Spelling

Spelling is the art of correctly assembling words from their letters; besides, spelling is an essential component of successful writing²².

D. Population and Sample of The Research

The population of this research is the eighth-grade students at Mts Nurul Iman Luwu Timur, and it consists of one class. The sampling technique in this research used the total sampling technique. The researcher used the total sampling technique because of as many as eight students in the eighth grade, and it is so little. So the researcher chose all of the students in the eighth grade at MTs Nurul Iman Luwu Timur as a sample of this research. The researcher chose the eighth grade because the eighth grade is the class with the most students.

E. The Instrument of the Research

The research instrument is a test that aims to know about students' spelling ability levels. The test is a dictation test.²³ The students listen and write the spelling of the word. The dictation test consists of a pretest and a posttest. Both tests consist of 100 words, including nouns, verbs, adjectives, and adverbs. The pretest was intended to determine the extent of students' spelling ability, while the

²¹ANI, "With U-Dictionary App, You Can Now Tap To Translate in Whatsapp", April 29, 2017. <https://www.financialexpress.com>

²²Jackson Beat, "The Importance of Spelling". February 23, 2017. <https://www.3plearning.com>

²³English Club, 1997-2021 <https://www.englishclub.com>

posttest was intended to determine the achievement of students' spelling ability after the treatment was given.

F. The Procedure for Collecting Data

In collecting the data, there are some steps taken by the researcher, are:

1. Pretest

The researcher gave the pre-test to get information about students' ability to spell words. In this section, the researcher did dictation for as long as 1 hour; there are 100 familiar words consist of 57 nouns, 24 verbs, 3 adverbs, and 17 adjectives. The researcher read then spell 100 words and their meaning. Then, the researcher asked the students to write the spelling of its word. The researcher hoped that students could write down all the words with correct spelling by using familiar words.

2. Treatment

- a. The researcher greeted the learners in the first meeting and checked the attendance list in the classroom. The researcher asked the students to download the U-Dictionary application in the play store using mobile phones. The researcher explained spelling and U-Dictionary application and how to use U-Dictionary and the features. In this meeting, the researcher did dictation in front of students; the researcher spelled some familiar words and their meaning: there are 30 vocabulary consist of 3 verbs, 9 nouns, 13 adjectives, and 5 adverbs. Then the students wrote what they heard,

and the researcher asked the students to check the spelling of the words using U-Dictionary. Then, the researcher asked the students to play a quiz in the U-Dictionary application, and the students sent their scores to the researcher through Whatsapp.

b. The researcher greeted the learners in the second meeting and checked the attendance list in the classroom. The researcher explained spelling and U-Dictionary application and how to use U-Dictionary and the features. In this meeting, the researcher did dictation; the researcher spelled some familiar words and their meaning; there are 25 vocabulary consist of 8 verbs, 15 nouns, and 2 adjectives. Then the students wrote what they heard, and the researcher asked the students to check the spelling of the words using U-Dictionary. Then, the researcher asked the students to play a quiz in the U-Dictionary application, and the students sent their scores to the researcher through Whatsapp.

c. The researcher greeted the learners in the third meeting and checked the attendance list in the classroom. The researcher explained spelling and U-Dictionary application and how to use U-Dictionary and the features. In this meeting, the researcher did dictation; the researcher spelled 25 familiar words and their meaning; there are 6 verbs, 5 nouns, 10 adjectives, 4 and adverbs. Then the students wrote what they heard, and the researcher asked the students to check the spelling of the words using U-Dictionary.

Then, the researcher asked the students to play a quiz in the U-Dictionary application, and the students sent their scores to the researcher through Whatsapp.

d. The researcher greeted the learners in the fourth meeting and checked the attendance list in the classroom. The researcher explained spelling and U-Dictionary application and how to use U-Dictionary and the features. In this meeting, the researcher did dictation; the researcher spelled 25 familiar words and their meaning; there are 8 verbs, 8 nouns, 7 adjectives, and 2 adverbs. Then the students wrote what they heard, and the researcher asked the students to check the spelling of the words using U-Dictionary. Then, the researcher asked the students to play a quiz in the U-Dictionary application, and the students sent their scores to the researcher through Whatsapp.

e. The researcher greeted the learners in the fifth meeting and checked the attendance list in the classroom. The researcher explained spelling and U-Dictionary application and how to use U-Dictionary and the features. In this meeting, the researcher did dictation; the researcher spelled 25 familiar words and their meaning; there are 7 verbs, 6 nouns, 8 adjectives, and 4 adverbs. Then the students wrote what they heard, and the researcher asked the students to check the spelling of the words using U-Dictionary. Then, the researcher asked the students to play a quiz in the U-

Dictionary application, and the students sent their scores to the researcher through Whatsapp.

- f. The researcher greeted the learners in the sixth meeting and checked the attendance list in the classroom. The researcher explained spelling and U-Dictionary application; the researcher explained how to use U-Dictionary and the features. In this meeting, the researcher did dictation; the researcher spelled 25 familiar words and their meaning; there are 10 verbs, 5 nouns, 5 adjectives, and 5 adverbs. Then the students wrote what they heard, and the researcher asked the students to check the spelling of the words using U-Dictionary. Then, the researcher asked the students to play a quiz in the U-Dictionary application, and the students sent their scores to the researcher through Whatsapp.

3. Post-Test

The researcher gave the post test on the last day. In this section, the researcher did dictation for as long as 1 hour; the researcher read and spelled 100 words and their meaning, there are 40 nouns, 27 verbs, 17 adjectives, 16 adverbs then the researcher asked the students to write the spelling of the word.

G. Techniques of Analysis Data

The researcher collected the data and analyzed it by using the procedure as follows:

1. Scoring of the spelling test using U-Dictionary. This test's scoring just counts the amount of the point in the correct answer. There are 100 words in a spelling test, and every word has 1 point for the correct answer and 0 points for the false answer.

2. Converting the score of students into values

Counting the amount of the score and the total of the score into the values

2. Classifying the score of the students into this classification score ²⁴:

Table 3.1 The Classification Score for Test

A	81-100	Very Good
B	61-80	Good
C	41-60	Fair
D	21-40	Poor
E	0-20	Very Poor

3. Calculating the mean score, standard deviation, frequency table, and test between students' achievement of the pre-experimental research using SPSS 20.

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²⁴ Piet A. Sahartian, *Konsep Dasar Dan Teknik Supervisi Pendidikan* (Jakarta: Rineka Cipta, 2000), p. 60.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This part shows the result of the analysis data statistically, calculates and compares pretest before treatment and posttest after treatment, classification score in pretest and posttest, presents the mean score and standard deviation of the students' pretest, and posttest.

1. Students' Score in Pre-test and Post-test

a. Students' scores in pretest

This part shows the pretest result before treatment and the scoring based on the U-Dictionary.

Table 4.1. Students' Score in Pretest

Respondent	The correct answer	Score
THU	5	5
NAR	18	18
EA	21	21
M	19	19
FM	19	19
NA	24	24
SR	8	8
R	4	4

Table 4.1 shows the students' scores in the pretest. Based on the table above, it can be seen that the highest score was 24, and the lowest score was 4.

b. Students' scores in posttest

This part shows the posttest result after doing several treatments using u-dictionary.

Table 4.2. Students' Score in Posttest

Respondent	The correct answer	Score
THU	36	36
NAR	41	41
EA	52	52
M	45	45
FM	54	54
NA	77	77
SR	35	35
R	24	24

Table 4.2 shows the students' scores in the posttest. Based on the table above, it can be seen that the highest score was 77, and the lowest score was 24.

2. The Analysis Pre Test of Students' Ability in Spelling Words

This part shows the students' classification score in the pretest, the mean score of the pretest, and the standard deviation of students. The data were calculated by using SPSS, and the data can be seen in the following table:

Table 4.4. The Classification Students' Score in Pretest

No	Classification	Score	Frequency	Percentage
1	Very Good	81-100	-	0%
2	Good	61-80	-	0%
3	Fair	41-60	-	0%
4	Poor	21-40	2	25.0 %
5	Very Poor	0-20	6	75.0 %
	Total		8	100.0 %

Table 4.4 shows the frequency of pretest score classification.

The table above indicates that no students (0%) are very good, good, and fair. At the same time, two students (25 %) obtained poor

classification, and seven students (75%) obtained very poor classification. It indicated that students' ability in spelling words is still low.

After classifying the score of students' pretest, the researcher presents the mean score of the pretest. The mean score of students' pretest can be seen in table 4.5.

Table 4.5. The Mean Score of Students' Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	8	4.00	24.00	14.7500	7.81482
Valid N (listwise)	8				

From table 4.5, it can be seen that the highest score is 24.00, and the lowest score is 4.00. The table above shows that the mean score of students' pretest before using the u-dictionary is 14.75, and the standard deviation error is 7.81482.

2. The Analysis Post Test of Students' Ability in Spelling Words

This part shows the result of students' classification score in the posttest, the mean score of the posttest and the standard deviation of the students after following several treatments, and the posttest data calculated by SPSS 20. The classification of students' scores can be seen in table 4.6.

Table 4.6. The Classification of Students' Scores in Post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	81-100	-	0%
2	Good	61-80	1	12.5 %

3	Fair	41-60	4	50.0 %
4	Poor	21-40	3	37.5 %
5	Very Poor	0-20	-	0 %
Total			8	100.0 %

Table 4.6 shows the frequency of students' score classification. No students (0%) indicated very good and very poor classification based on the table. Still, there is one student (12.5%) indicated good classification, four students (50.0%) indicated fair classification, and there are three students (37.5%) indicated poor classification.

After showing the table of students' score classification, the researcher presents the mean score of the correct answer of students' posttest and the standard deviation of the posttest. The data can be seen in the following table.

Table 4.7. The Mean Score of Students' Posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Valid N (listwise)	8 8	24.00	77.00	45.5000	15.99107

From table 4.7., It can be found that the lowest score is 24.00, and the highest score is 77.00. The mean score of the posttest is 45.50, and the standard deviation error is 15.99107.

3. The Comparison Between Pre Test and Post Test

The researcher presents the total mean score and standard deviation in pretest and posttest and then compares them. The result is presented in table 4.8. paired-samples statistic.

Table 4.8. Paired Sample Statistics of Pretest and Post-test
Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	14.7500	8	7.81482	2.76296
	Posttest	45.5000	8	15.99107	5.65370

Table 4.8. shows the mean score of the pretest was 14.75, the mean score of the posttest was 45.50, the standard deviation from the pretest was 7.81482, and the standard deviation from the posttest was 15.99107. It meant that there were improvements after using u-dictionary in the treatment.

Table 4.9. The Paired Sample Test of Pre-test and Post-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-30.7500	10.18051	3.59936	-39.26112	-22.23888	-8.543	7	.000

The hypothesis was tested by using SPSS 20. In this research, the researcher used a t-test (testing of significance) for paired sample t-

test; the t-test aims to know the significant difference between students' mean scores in the pretest and posttest.

From the table above the significant value was 0.00 and the degree of freedom was $N - 1$, where $N = 8$ and $df = 7$. The probability value was smaller than alpha (α) $0.00 < 0.05$. It means that the alternative hypothesis (H_1) was accepted because after using U-Dictionary, students' ability in spelling written base at MTs, Nurul Iman can be improved, and the null hypothesis (H_0) was rejected. So the conclusion is the use of U-Dictionary can effectively improve students' ability in spelling words.

B. Discussion

The researcher got some information about the student's problems in learning English, especially spelling. Some students complained that the script and the way to pronounce the word are not the same, while it is the same in Indonesia. So, based on that problem, the researcher uses the U-Dictionary Application to help the students deal with their problems. The researcher expected that U-Dictionary could improve the students' ability in spelling words.

Based on the research method, there are three steps to the teaching and learning process. The first step is for the researcher to give the students a pretest. The purpose of giving a pretest is to know the level of the students' ability in spelling words. And the result of the pretest showed that the student's ability in spelling words was still low.

The second step was the researcher gave treatment to the students for six meetings. The treatment in this research uses u-dictionary as a medium for learning English. During the learning process, the students were enthusiastic and enjoyed the learning process, although sometimes the students were noisy.

The last step was the researcher giving the post-test. The post-test aimed to get information about the students' ability to spell words after the treatment; as many as six meetings were given. The result of post test showed an improvement in the students' ability in spelling words. The students' post-test score was higher than the students' pre-test score.

Based on the result of this research, the researcher found that using u-dictionary could improve students' Spelling written base at Mts Nurul Iman Luwu Timur. It can be seen that the mean score of the pretest was 14.75 (very poor), and the posttest was 45.50 (fair), whereas the mean score of the posttest was higher than the mean score of the pretest. Besides that, this research got a significant result. The significant value is 0.000, which smaller than 0.05 ($0.000 < 0.05$). it means that the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected.

The result indicated that using u-dictionary can improve students' ability in spelling written base. This research has proved that the u-dictionary can help students improve their English learning skills. This research was supported by research conducted by Dewi and Cici (2019) that using the u-dictionary can improve many skills in English learning. One of them is that u-dictionary can

improve students' vocabulary.²⁵ Besides that, the research by Shinta Fenanda Putri (2021) said that the u-dictionary application is practical and beneficial for the users to overcome difficulties in studying English.²⁶

This study aims to improve the students' spelling ability in eighth grade at MTs Nurul Iman Luwu Timur use u-dictionary. The learning process was in offline class, but the students brought handphones because the learning process was not like full-day school, some classes in that school still doing the online class. However, the researcher still found the problems in this class, such as:

1. The students had difficulties answering the pretest because the students' ability in spelling words was still low. So, the researcher did three-time dictation.
2. The students have difficulties knowing the meaning of the word, and the students always ask the researcher what the meaning of the word is after dictation. Still, after using the u-dictionary, the student quickly knew the word's meaning.
3. The offline class has limited time; the students had no breaks after dictation. And sometimes, the students were doing the quiz hurriedly.
4. There was a problem with the class management; some students were noisy. Their voice disturbed other students, and sometimes some students did not hear the researcher when giving instruction.

²⁵Dewi w., & Cici H. " *The Use U-Dictionary as a Learning Media to Increase The Students' Vocabulary in Teaching Speaking* ". (Universitas Asahan, 2019).

²⁶Fernanda Putri, S. " *The Use of U-Dictionary as a Media to Increase Students' Listening Skill* ". (Universita Bosowa 2021).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in chapter four, the researcher concludes that using u-dictionary can improve the students' ability in spelling words. It can be seen from the result of this research that the students' score in the posttest was higher than the students' score in the pretest. The student's score on the pretest was 14.75 (very poor), and the students' posttest score was 45.50 (fair). It also can be seen by the t-test that the students' spelling achievement was smaller than α ($0.00 < 0.05$). It means that the hypothesis of this research was accepted that using u-dictionary can effectively improve the students' ability in spelling words.

B. Suggestion

Based on the result of this research, the researcher would give some suggestion as follow:

1. For the teacher, a u-dictionary can be used in every study condition. The teacher can use u-dictionary in offline and online classes as long as the students have mobile phones. The teacher will know the students' ability, especially in spelling, by giving the quiz to the students. To give the same quiz, the teacher has to copy the link of the quiz and then share it with the students on WhatsApp. The teacher has to guide the students on using the U-Dictionary effectively.

2. For the students, u-dictionary can improve some skills in English study. If the student wants to be a master of English, u-dictionary is a good idea. From this application, the students can do exercises such as listening to the native speaker, translating words or phrases, and correcting the spelling of a word using u-dictionary.
3. For the following research, they can use it to direct them on how to explore the following research about the u-dictionary application in a different case.



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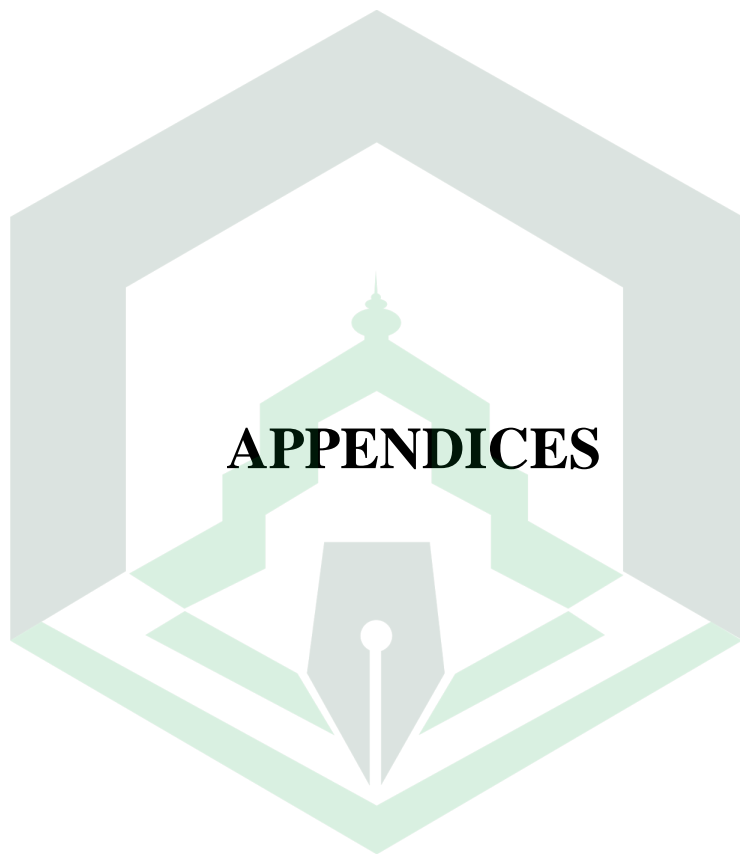
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APPENDICES

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Surat Keterangan Penelitian


KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KABUPATEN LUWU TIMUR
MTS NURUL IMAN
Alamat JL. Pendidikan Desa Mekar Sari, Kec. Kalaena, Kab. Luwu Timur

SURAT KETERANGAN PENELITIAN
Nomor : 024.034/Yapend-NI/MTs/MS/IX/2021

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Nurul Iman

Nama : ACHMAD KHARIS, S.Pd
Nip :-
Pangkat/ gol :-
Jabatan : Kepala Madrasah Tsanawiyah Nurul Iman

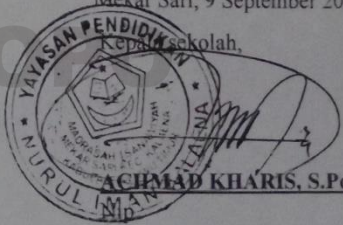
Menerangkan bahwa

Nama : SITI MARIA ULFA
Nim : 1702020090
Pekerjaan : Mahasiswa

Telah melakukan penelitian di madrasah MTS Nurul Iman dalam rangka penyusunan karya tulis ilmiah (skripsi) dengan judul **"USING U-DICTIONARY TO IMPROVE STUDENTS' ABILITY IN SPELLING WORDS AT MTS NURUL IMAN LUWU TIMUR"** Tanggal 28 Juli s/d 25 Agustus 2021.

Demikian surat keterangan ini dibuat untuk digunaka seperlunya.

Mekar Sari, 9 September 2021
Kepala Sekolah,


ACHMAD KHARIS, S.Pd.

Instrument

Pretest

The instruction pretest

- a. The researcher will read some words and their meaning**
- b. The teacher asks the students to write the spelling of those words**
- c. The teacher repeated the word three times**
- d. Every one word has 1 point for the correct answer, and there is no point for the false answer**

Dictation :

Book, pen, here, door, you, when, school, go, love, life, teacher, friend, classmate, home, house, dog, write, listen, look, walk, traveling, tour, mother, father, brother, sister, bag, chair, table, stop, dress, window, earth, sugar, coffee, water, milk, chicken, duck, dear, god, good, bad, death, eraser, back, hot, cool, sun, light, fire, welcome, come, flower, miss, need, name, from, life, long, short, red, blue, black, sweet, cute, study, student, money, honey, son, daughter, old, new, now, send, receive, snack, food, flag, sea, sky, know. Phone, tree, send, cute, table, eye, egg, face, hand, wash, dry, green, honey, see, umbrella, walk, road.

Source: Oxford Dictionary the fourth edition, 2018

Post-test

The instruction pretest

- e. The researcher will read some words and their meaning
- f. The teacher asks the students to write the spelling of those words
- g. The teacher repeated the word three times
- h. Every one word has 1 point for the correct answer, and there is no point for the false answer

Dictation:

Life, Knife, Wife, Shine, Sun, Book, Box, Diamond, Hours, Horse, These, Desk, This, Lie, Bring, Drink, Sing, Rice, Rise, Break, Good, Bring, Drawing, Stand, stay, with, white, worry, slow, hard, high, uniform, color, sister, brother, boy, girl, man, woman, right, left, skin, story, care, handsome, beautiful, something, soft, try, done, sick, heart, hurt, snow, rain, winter, wind, fish, learn, about, last, first, double, alone, many, much, think, marry, before, after, sad, happy, sorrow, wonderful, princess, queen, blood, run, breathe, war, god, noisy, seek, door, introduce, house, hard, stick, lamp, slipper, rest, glow, tell, spirit, damn, neck, free, pay, rude, calm.

Source: Oxford Dictionary the fourth edition, 2018

RPP

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Nurul Iman Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/(1)

Materi Pokok : Pre-test

Pertemuan : Ke-1

Alokasi Waktu : 2 Jam pelajaran (25 menit)

A. Tujuan Pembelajaran

Mengetahui level spelling siswa dengan melakukan pre-test.

B. Langkah-langkah Pembelajaran

- opening
 1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam
 2. Guru menanyakan kabar dan mengecek kehadiran siswa
 3. Menyampaikan tujuan pembelajaran yang ingin dicapai
 4. Guru memberikan motivasi terkait ruang lingkup pembelajaran
- Kegiatan inti
 2. Guru membaca kan beberapa kata dan artinya, kemudian meminta siswa untuk mendengarkannya dengan seksama.
 3. Guru meminta siswa menulis ejaan kata dari apa yang telah didengar
 4. Guru meminta siswa untuk mengecek hasil test menggunakan u-dictionary

5. Guru meminta siswa untuk memperbaiki spelling yang salah
6. Guru mengirim link quis dari u-dictionary ke group whtasapp
7. Guru meminta siswa mengerjakan quis tersebut kemudian mengirim hasil quis nya.

- Closing

5. Guru menyampaikan kesimpulan dari tujuan belajar dan mengajar
6. Guru memberikan pesan moral
7. Guru memberikan tugas kepada siswa
8. Guru menutup kegiatan dengan do'a dan salam

C. Penilaian

1. Test

D. Media dan Alat Pembelajaran

1. Media : whatsapp, u-dictionary
2. Alat : spidol, papan tulis, handphone

Mengetahui,
Guru mata pelajaran

IAIN PALOPO

Siti Amrah S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Nurul Iman Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/(1)

Materi Pokok : introduction and Spelling

Pertemuan : Ke-2

Alokasi Waktu : 2 jam pelajaran (25 menit)

A. Tujuan Pembelajaran

- C. Untuk memberikan pengetahuan kepada siswa bagaimana cara perkenalan diri yang baik
- D. Meningkatkan spelling siswa

B. Langkah-langkah Pembelajaran

- opening
1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a
 2. Guru menanyakan kabar dan mengecek kehadiran siswa
 3. Menyampaikan tujuan pembelajaran yang ingin dicapai
 4. Guru memberikan motivasi terkait ruang lingkup pembelajaran
 - Kegiatan inti
1. Guru membacakan beberapa kata dan artinya
 2. Guru meminta siswa untuk mendengarkan kemudian menulis spelling dari kata yang di dengar

3. Guru meminta siswa untuk mengirim hasil test
4. Guru meminta siswa untuk mengecek spelling masing-masing dengan menggunakan aplikasi U-Dictionary
5. Guru meminta siswa untuk memperbaiki jika ada spelling yang salah
6. Guru mengirim link spelling quis dari U-dictionary ke Whatsapp group kemudian meminta siswa mengerjakan quis tersebut
7. Guru meminta siswa mengirim score dari quis yang dikerjakannya

- Closing

1. Guru menyampaikan kesimpulan dari tujuan belajar dan mengajar
2. Guru memberikan pesan moral
3. Guru memberikan tugas kepada siswa
4. Guru menutup kegiatan dengan do'a dan salam

C. Penilaian

1. Keaktifan
2. Tugas

D. Alat dan Media

1. Alat : whatsapp, U-Dictionary
2. Media : papan tulis, spidol, handphone

Mengetahui,
Guru mata pelajaran

Siti Amrah S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Nurul Iman Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/(1)

Materi Pokok : spelling

Pertemuan : Ke-3

Alokasi Waktu : 2 jam pelajaran (25 menit)

A. Tujuan Pembelajaran

E. Untuk meningkatkan kemampuan siswa dalam berinteraksi kepada sesama

F. Meningkatkan spelling siswa

B. Langkah-langkah Pembelajaran

- opening

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a

2. Guru menanyakan kabar dan mengecek kehadiran siswa

3. Menyampaikan tujuan pembelajaran yang ingin dicapai

4. Guru memberikan motivasi terkait ruang lingkup pembelajaran

- Kegiatan inti

1. Guru membacakan beberapa kata dan artinya

2. Guru meminta siswa untuk mendengarkan kemudian menulis spelling dari kata yang di dengar

3. Guru meminta siswa untuk mengirim hasil test
4. Guru meminta siswa untuk mengecek spelling masing-masing dengan menggunakan aplikasi U-Dictionary
5. Guru meminta siswa untuk memperbaiki jika ada spelling yang salah
8. Guru mengirim link spelling quiz dari U-dictionary ke Whatsapp group kemudian meminta siswa mengerjakan quiz tersebut
6. Guru meminta siswa mengirim score dari spelling quiz

- Closing

1. Guru menyampaikan kesimpulan dari tujuan belajar dan mengajar
2. Guru memberikan pesan moral
3. Guru memberikan tugas kepada siswa
4. Guru menutup kegiatan dengan do'a dan salam

C. Penilaian

1. Keaktifan
2. Test
3. Tugas

D. Alat dan Media

1. Alat : whatsapp, U-Dictionary
2. Media : papan tulis, spidol dan handphone

Mengetahui,
Guru mata pelajaran

Siti Amrah S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Nurul Iman Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/(1)

Materi Pokok : spelling words

Pertemuan : Ke-4

Alokasi Waktu : 2 jam pelajaran (25 menit)

A. Tujuan Pembelajaran

G. Untuk meningkatkan kemampuan spelling siswa

B. Langkah-langkah Pembelajaran

- opening
1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a
 2. Guru menanyakan kabar dan mengecek kehadiran siswa
 3. Menyampaikan tujuan pembelajaran yang ingin dicapai
 4. Guru memberikan motivasi terkait ruang lingkup pembelajaran
 - Kegiatan inti
1. Guru membacakan beberapa kata dan artinya
 2. Guru meminta siswa untuk mendengarkan kemudian menulis spelling dari kata yang di dengar
 3. Guru meminta siswa untuk mengirim hasil test

4. Guru meminta siswa untuk mengecek spelling masing-masing dengan menggunakan aplikasi U-Dictionary
5. Guru meminta siswa untuk memperbaiki jika ada spelling yang salah
6. Guru mengirim link spelling quis dari U-dictionary ke Whatsapp group kemudian meminta siswa mengerjakan quis tersebut
7. Guru meminta siswa mengirimkan score spelling quis

- Closing

1. Guru menyampaikan kesimpulan dari tujuan belajar dan mengajar
2. Guru memberikan pesan moral
3. Guru memberikan tugas kepada siswa
4. Guru menutup kegiatan dengan do'a dan salam

C. Penilaian

1. Keaktifan
2. Tugas

D. Alat dan Media

1. Alat : whatsapp, U-Dictionary
2. Media : papan tulis, spidol, handphone

IAIN PALOPO

Mengetahui,
Guru mata pelajaran

Siti Amrah S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Nurul Iman Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/(1)

Materi Pokok : spelling

Pertemuan : Ke-5

Alokasi Waktu : 2 Jam Pelajaran (25 menit)

A. Tujuan Pembelajaran

H. Untuk meningkatkan kemampuan siswa dalam memahami text

I. Meningkatkan kemampuan siswa dalam reading

J. Meningkatkan spelling siswa

B. Langkah-langkah Pembelajaran

- opening

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a

2. Guru menanyakan kabar dan mengecek kehadiran siswa

3. Menyampaikan tujuan pembelajaran yang ingin dicapai

4. Guru memberikan motivasi terkait ruang lingkup pembelajaran

- Kegiatan inti

1. Guru membacakan beberapa kata dan artinya

2. Guru meminta siswa untuk mendengarkan kemudian menulis spelling dari kata yang di dengar
3. Guru meminta siswa untuk mengirim hasil test
4. Guru meminta siswa untuk mengecek spelling masing-masing dengan menggunakan aplikasi U-Dictionary
5. Guru meminta siswa untuk memperbaiki jika ada spelling yang salah
6. Guru mengirim link spelling quis dari U-dictionary ke Whatsapp group kemudian meminta siswa mengerjakan quis tersebut
7. Guru meminta siswa mengirim score spelling quis
 - Closing
1. Guru menyampaikan kesimpulan dari tujuan belajar dan mengajar
2. Guru memberikan pesan moral
3. Guru memberikan tugas kepada siswa
4. Guru menutup kegiatan dengan do'a dan salam

C. Penilaian

1. Keaktifan
2. Tugas

D. Alat dan Media

1. Alat : whatsapp, U-Dictionary
2. Media : papan tulis, spidol, handphone

Mengetahui,

Guru mata pelajaran

Siti Amrah S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : Mts Nurul Iman Luwu Timur

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/(1)

Materi Pokok : spelling

Pertemuan : Ke-6

Alokasi Waktu : 2 jam pelajaran (25 menit)

A. Tujuan Pembelajaran

Untuk meningkatkan kemampuan spelling siswa

B. Langkah-langkah Pembelajaran

- opening
1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a
 2. Guru menanyakan kabar dan mengecek kehadiran siswa
 3. Menyampaikan tujuan pembelajaran yang ingin dicapai
 4. Guru memberikan motivasi terkait ruang lingkup pembelajaran
 - Kegiatan inti
1. Guru membacakan beberapa kata dan artinya
 2. Guru meminta siswa untuk mendengarkan kemudian menulis spelling dari kata yang di dengar
 3. Guru meminta siswa untuk mengirim hasil test

4. Guru meminta siswa untuk mengecek spelling masing-masing dengan menggunakan aplikasi U-Dictionary
5. Guru meminta siswa untuk memperbaiki jika ada spelling yang salah
6. Guru mengirim link spelling quis dari U-dictionary ke Whatsapp group kemudian meminta siswa mengerjakan quis tersebut
7. Guru meminta siswa mengirimkan hasil score spelling test

- Closing

1. Guru menyampaikan kesimpulan dari tujuan belajar dan mengajar
2. Guru memberikan pesan moral
3. Guru menutup kegiatan dengan do'a dan salam

C. Penilaian

1. Keaktifan
2. Hasil test

D. Media dan Alat

1. Media : Whatsapp, u-dictionary
2. Alat : papan tulis, spidol, handphone

IAIN PALOPO

Mengetahui,
Guru mata pelajaran

Siti Amrah S.Pd.

Lembar Validasi Pakar

LEMBAR VALIDASI PAKAR
TENTANG KEVALIDATAN DAN KEPRAKTISAN BAHAN AJAR
BERUPA RPP

NO	ASPEK	KOMPONEN/INDIKATOR	SKOR			
			1	2	3	4
1.	Isi (Content)	A. Meliputi satuan pendidikan, kelas, semester, program, masa pelajaran dan diskusi waktu			✓	
		B. Kompetensi isi sesuai dengan yang telah di tetapkan				✓
		C. Kompetensi dasar sesuai dengan standar kompetensi			✓	
		D. Indikator sesuai dengan kompetensi dasar			✓	
		E. Tujuan pembelajaran sesuai dengan indikator pembelajaran				✓
		F. Materi pembelajaran yang di gunakan relevan			✓	
		G. Menggunakan pendekatan metode pembelajaran yang sesuai			✓	
		H. Menggunakan alat dan bahan, media berupa sumber pelajaran yang sesuai			✓	
		I. Kegiatan pembelajaran terdiri atas pendahuluan, kegiatan inti 5M (mengamati, menanya, mengumpulkan data,				✓

		mengasosiasi dan mengkomunikasikan) dan menutup				
		J. Kegiatan inti sesuai dengan penerapan pembelajaran kontekstual				✓
		K. Menggunakan penilaian yang sesuai yaitu aktivitas siswa, beserta ranah, sikap dan keterampilan				✓
2.	Struktur dan Navigasi (construct)	A. Identifikasi RPP jelas				✓
		B. Komponen RPP sesuai dengan K13				✓
		C. Setiap komponen di uraikan dengan jelas				✓
		D. Setiap komponen terurut dan terstruktur				✓
		E. Langkah-langkah pembelajaran di urutkan secara sistematis				✓
		F. Uraian kegiatan setiap pertemuan jelas				✓
		G. Format penulisan sesuai dengan kaidah				✓
3.	Teks Bahasa	A. Bahasa yang di gunakan sesuai dengan EYD				✓
		B. Menggunakan bahasa sederhana dan mudah di mengerti				✓
		C. Rumusan kalimat tidak menimbulkan penafsiran ganda				✓

		atau salah penafsiran				
4.	Sumber Belajar	A. Penentuan sumber belajar di dasarkan pada standar kompetensi, kompetensi dasar, materi ajar, kegiatan pembelajaran dan indikator pencapaian kompetensi			✓	

Keterangan :

Skor 4 : Sangat setuju

Skor 3 : Setuju

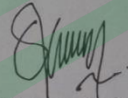
Skor 2 : Kurang setuju

Skor 1 : Tidak setuju

Saran :

Kalaena Kiri, 27 mei 2021

Validator



Siti Amrah, S.Pd.

IAIN PALOPO


Answer Sheet

Pretest

No. Nur anisa
Date : _____

B = 29

<input type="checkbox"/>	Book ✓	Brader
<input type="checkbox"/>	Paan	Sistar ✓
<input type="checkbox"/>	Haar Hair	Bed
<input type="checkbox"/>	Dor	cair
<input type="checkbox"/>	You ✓	Thabat Tabat
<input type="checkbox"/>	when ✓	stop ✓
<input type="checkbox"/>	Scs school school Schol	dras
<input type="checkbox"/>	Go ✓	winda
<input type="checkbox"/>	Love ✓	ar
<input type="checkbox"/>	Liva	Sugar ✓
<input type="checkbox"/>	lib Piber	khapi
<input type="checkbox"/>	Fraan	water ✓
<input type="checkbox"/>	clasmat	milk ✓
<input type="checkbox"/>	Mom	Chikan
<input type="checkbox"/>	hause	Dag
<input type="checkbox"/>	Dog ✓	Dir
<input type="checkbox"/>	Frait	Goat
<input type="checkbox"/>	Lizen	Good ✓
<input type="checkbox"/>	Luck	Bear
<input type="checkbox"/>	work	Dan
<input type="checkbox"/>	Crablen Traveling ✓	irerser
<input type="checkbox"/>	Crablen	Back •
<input type="checkbox"/>	Thout	kord
<input type="checkbox"/>	Madhar	cat Cool ✓
<input type="checkbox"/>	Phador	Sad



Posttest

Date Nur anisa
Nisa

B = ~~74~~ 77

Life ✓	Stand ✓	beautiful ✓
knife ✓	stay ✓	Something Something ✓
wife ✓	with ✓	Sart
Shine ✓	white ✓	try ✓
Sun ✓	worry	done ✓
Book ✓	slow ✓	Sick
Box ✓	hard ✓	heard
Diamond ✓	high ✓	hart
Hours ✓	uniform ✓	snow ✓
Horse ✓	colour ✓	Rain ✓
These ✓	Sister ✓	winter ✓
Desk ✓	brother	wind ✓
This ✓	boy ✓	Fish ✓
Lie ✓	girl ✓	learn ✓
Bring ✓	Man ✓	about
Drink ✓	woman ✓	Last ✓
Sing ✓	right ✓	First ✓
Rice ✓	left	double ✓
Rise ✓	Skin ✓	Alone ✓
Break ✓	Story ✓	many ✓
Good ✓	Care ✓	much
Drawing ✓	handsome ✓	Thing

*enlivo

LEARNING MATERIALS

- **The first meeting**

1. Spelling

In English learning, we call "ejaan" as spelling. Spelling is the depiction of language sounds in writing and the use of punctuation. Whereas the spelling word matches the written word according to the word heard. There are two kinds of the letter :

- a. Vowel
- b. Consonant

Alphabet Pronunciation				
A [eɪ]	B [bi:]	C [si:]	D [di:]	E [i:]
F [ef]	G [dʒi:]	H [eɪtʃ]	I [aɪ]	J [dʒeɪ]
K [keɪ]	L [el]	M [em]	N [en]	O [əʊ]
P [pi:]	Q [kju:]	R [ɑ:]	S [es]	T [ti:]
U [ju:]	V [vi:]	W [ˈdʌbəlju:]		
X [eks]	Y [waɪ]	Z [zed / zi:]		

2. Picture

-U-Dictionary



3. Spelling test

GLORY	CARE	HANDSOME
DIAMOND	SICK	BEAUTIFUL
GAMES	HURT	HEART
FOOD	DRINK	HEAR
ABOUT	WITH	HERE
SWIMMING	WHITE	COLOUR
SHINE	SOMETHING	THINK
NEXT	LAST	FIRST
WIND	COOL	HOT
LONG	SHORT	SIMPLE

- **The second meeting**

Spelling test

GREAT	SEND	KNIFE
JOB	RECEIVE	WIFE
LAND	BRING	LIFE
SKY	FORGET	DESK
FLOWER	ROSE	LIE
FLOUR	CAKE	
CALCULATE	SNACK	
COUNT	NUMBER	
KANGAROO	DUMB	
BALL	SOCER	

- **The third meeting**

QUOTE	TRY	LARGE
BLIND	SMART	SMALL
GET	CLEVER	WET
SPRING	NEVER	DUCK
SNOW	THERE	SURPRISE
LOSE	UNIVERSITY	
BAD	PART	
HARMFULL	CLIMB	
CUTE	FINE	
LOVELY	COVER	

- **The fourth meeting**

NICE	DRIVE	VIEW
STORM	LORD	SCREEN
BANANA	HEAVY	STRONG
SAUCE	DIFFICULT	FRONT
FOOD	STAR	BEHIND
VEGETABLE	FINISH	
DARK	BRUSH	
CHARMING	TAKE	
CHOCOLATE	UNDERSTAND	
CANDY	STAY	

- **The fifth meeting**

SWEET	SLEEP	BRIGHT
SOUR	BLOW	SHOW
DIZZY	CLEAN	FAR
BUSY	CLEAR	NEAR
BITTER	ABOVE	LEFT
BETTER	BIG	
BUTTERFLY	FRUIT	
AIR	SALT	
HURRY	WIND	
KNOW	COOL	

- **The sixth meeting**

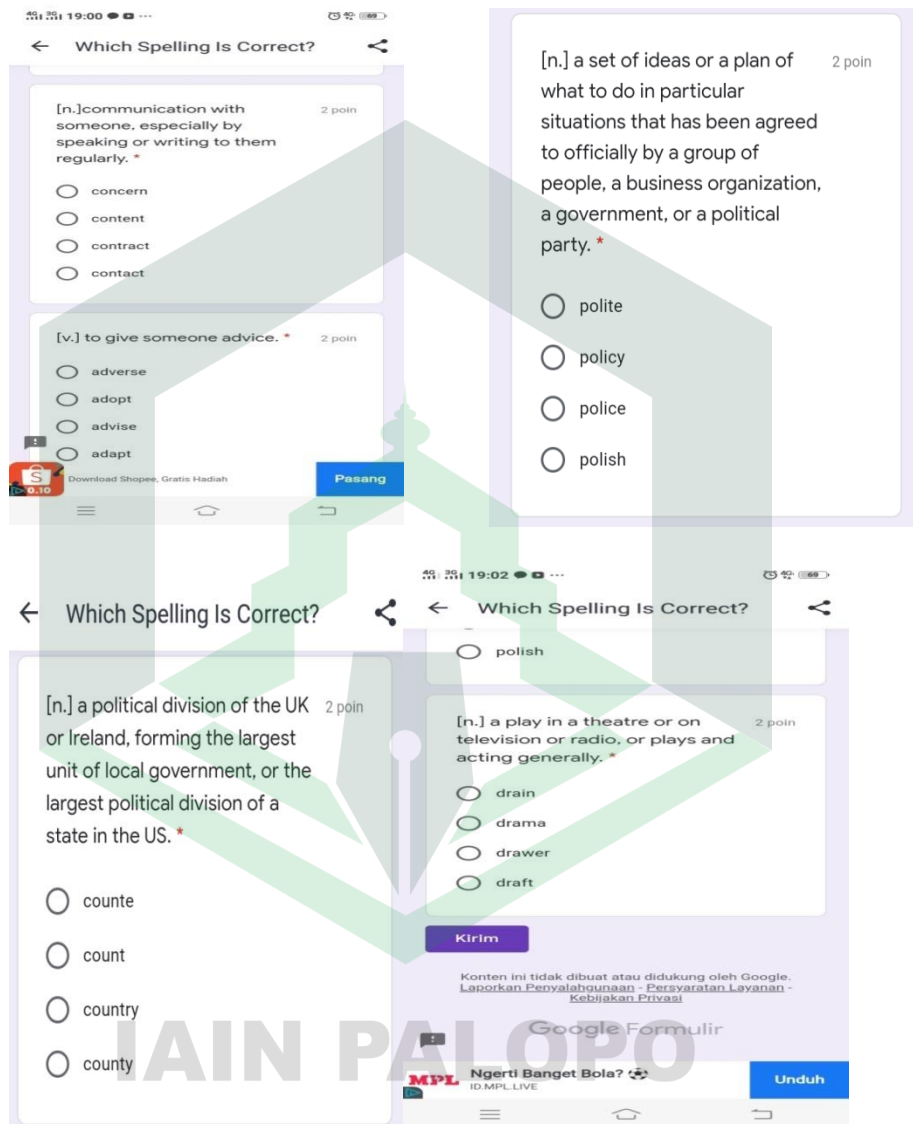
NONE	MUSIC	REMIND
DAY	MARRY	READ
WEEK	WORD	ROAD
MONTH	WORLD	VICTIM
YEAR	YOUNG	AUNTY
BREAK	OLD	
SPACE	FEVER	
PUT	SMILE	
POUR	LAUGH	
PURE	OUT	



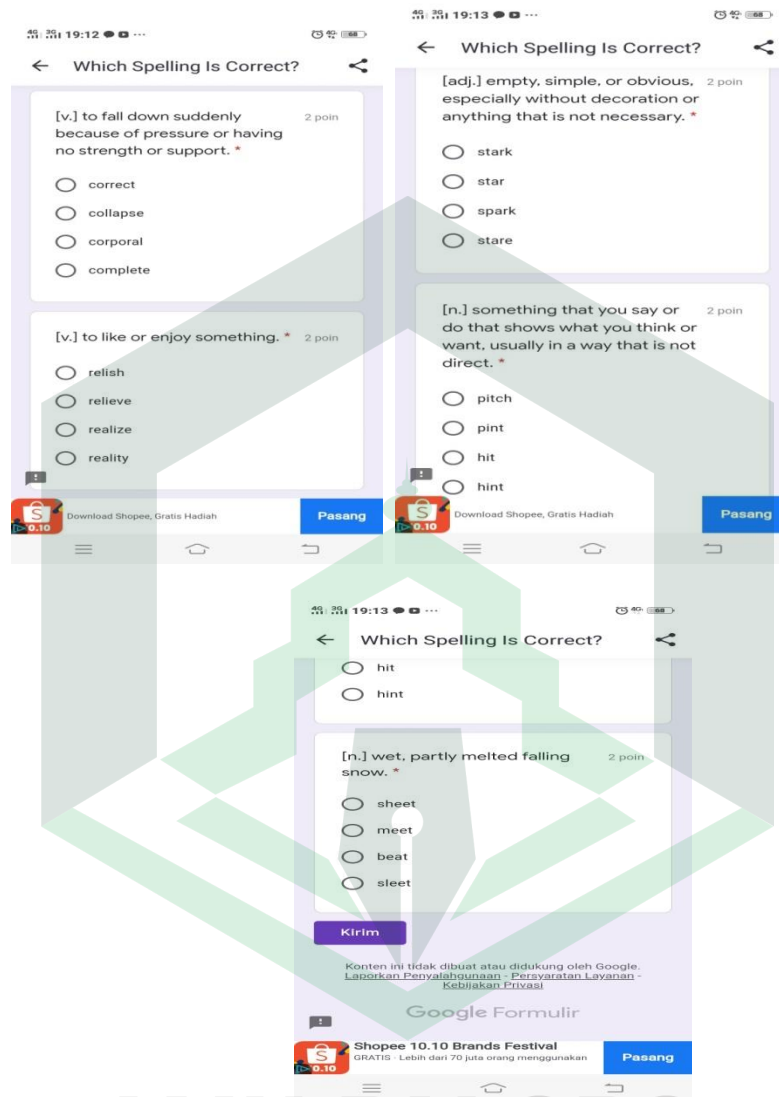
IAIN PALOPO

- **SPELLING QUIZZES**

- **The second meeting**

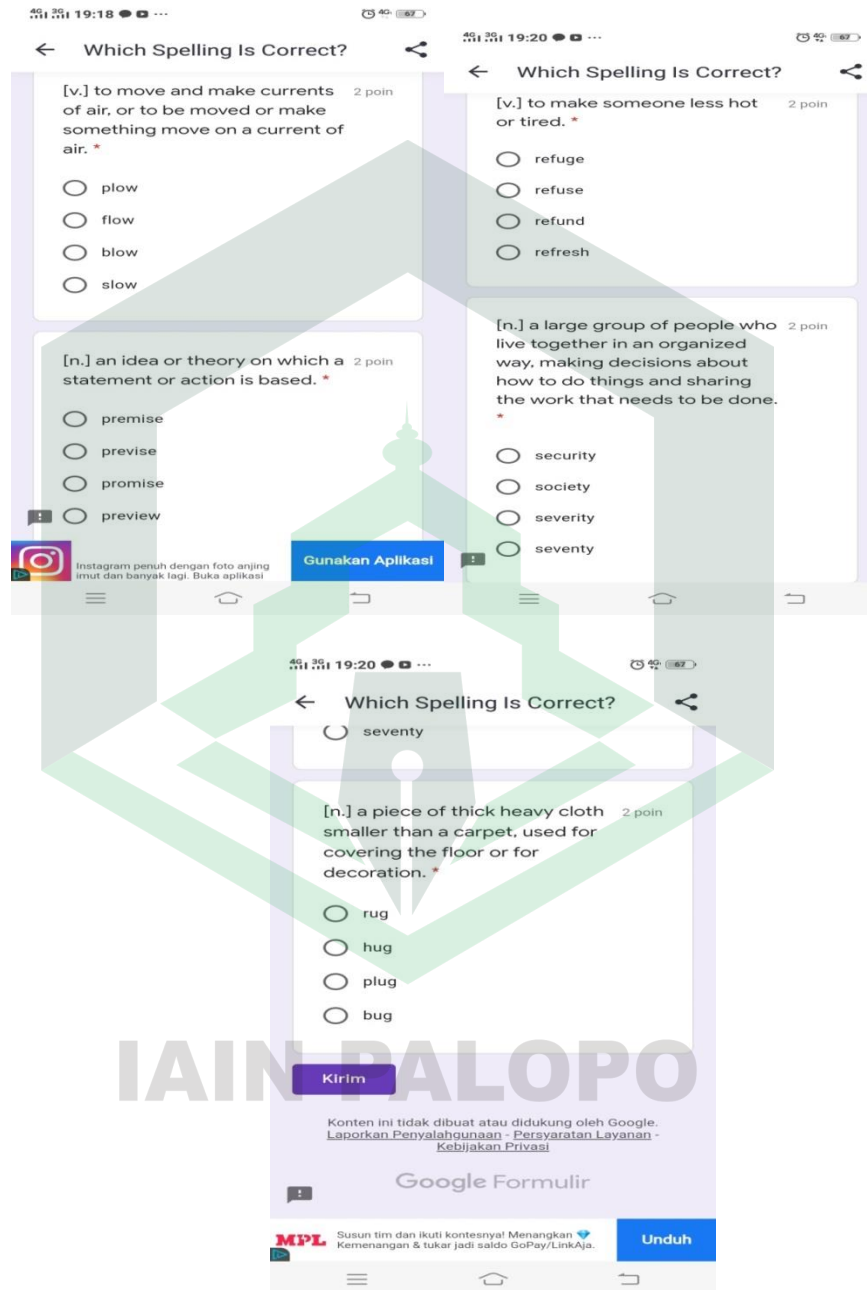


The third meeting



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The fourth meeting



The fifth meeting

The collage consists of four screenshots of a Google Form titled "Which Spelling Is Correct?".

- Top-left screenshot:** Shows a coffee cup on a saucer next to a notebook and pen. Below it is a question: "[n.] something kept hidden or unexplained *". The options are: sacred, scared, secret, secrete. A red warning icon and text "Pertanyaan ini wajib diisi" are at the bottom.
- Top-right screenshot:** Shows a question: "[n.] the part of the earth's atmosphere that begins at about 50 miles (80 kilometers) above the earth's surface, extends to outer space, and is characterized by steadily increasing temperature with height *". The options are: troposphere, atmosphere, thermosphere, lithosphere. A red warning icon and text "Pertanyaan ini wajib diisi" are at the bottom.
- Bottom-left screenshot:** Shows a question: "[n.] the act of passing from one proposition, statement, or judgment considered as true to another whose truth is believed to follow from that of the former *". The options are: inference, infection, inferior, infector.
- Bottom-right screenshot:** Shows a question: "[n.] a person responsible for the feeding, exercising, and stabling of horses *". The options are: doom, boom, groom, loom. Below the options is a blue "Kirim" button, a disclaimer: "Konten ini tidak dibuat atau didukung oleh Google. Laporkan Penyalahgunaan - Pautan Layanan - Kebijakan Privasi", and the "Google Formulir" logo.

The Sixth Meeting

05:39

Which Spelling Is Correct? 2 poin

[n.] the act of passing from one proposition, statement, or judgment considered as true to another whose truth is believed to follow from that of the former *

- inference
- infection
- inferior
- infector

05:38

Which Spelling Is Correct? 2 poin

[v.] to choose not to do or have something : to refrain deliberately and often with an effort of self-denial from an action or practice *

- abstain
- adstraction
- abstention
- abstinence

05:39

Which Spelling Is Correct? 2 poin

[n.] a straight line related to a point *

- solar
- polar
- boyar
- sector

05:38

Which Spelling Is Correct? 2 poin

[n.] an act of irreverence or desecration *

- vibration
- violation
- vibratory
- vitreous

05:39

Which Spelling Is Correct? 2 poin

- polar
- boyar
- sector

[n.] a person responsible for the feeding, exercising, and stabling of horses *

- doom
- boom
- groom
- loom

Kirim

Konten ini tidak dibuat atau didukung oleh Google. Laporkan Penyalahgunaan - Persyaratan Layanan - Kebijakan Privasi

Google Formulir

DOCUMENTATION

- The teacher is doing a Pretest
- The teacher is doing dictation while walking around



The Treatment

- Opening and greetings
- The students are listening to directions from the teacher to do a spelling test in the form of dictation and the spelling quiz in the U-Dictionary application
- The teacher is writing and explains the material about spelling
- The teacher explains the way to use U-Dictionary



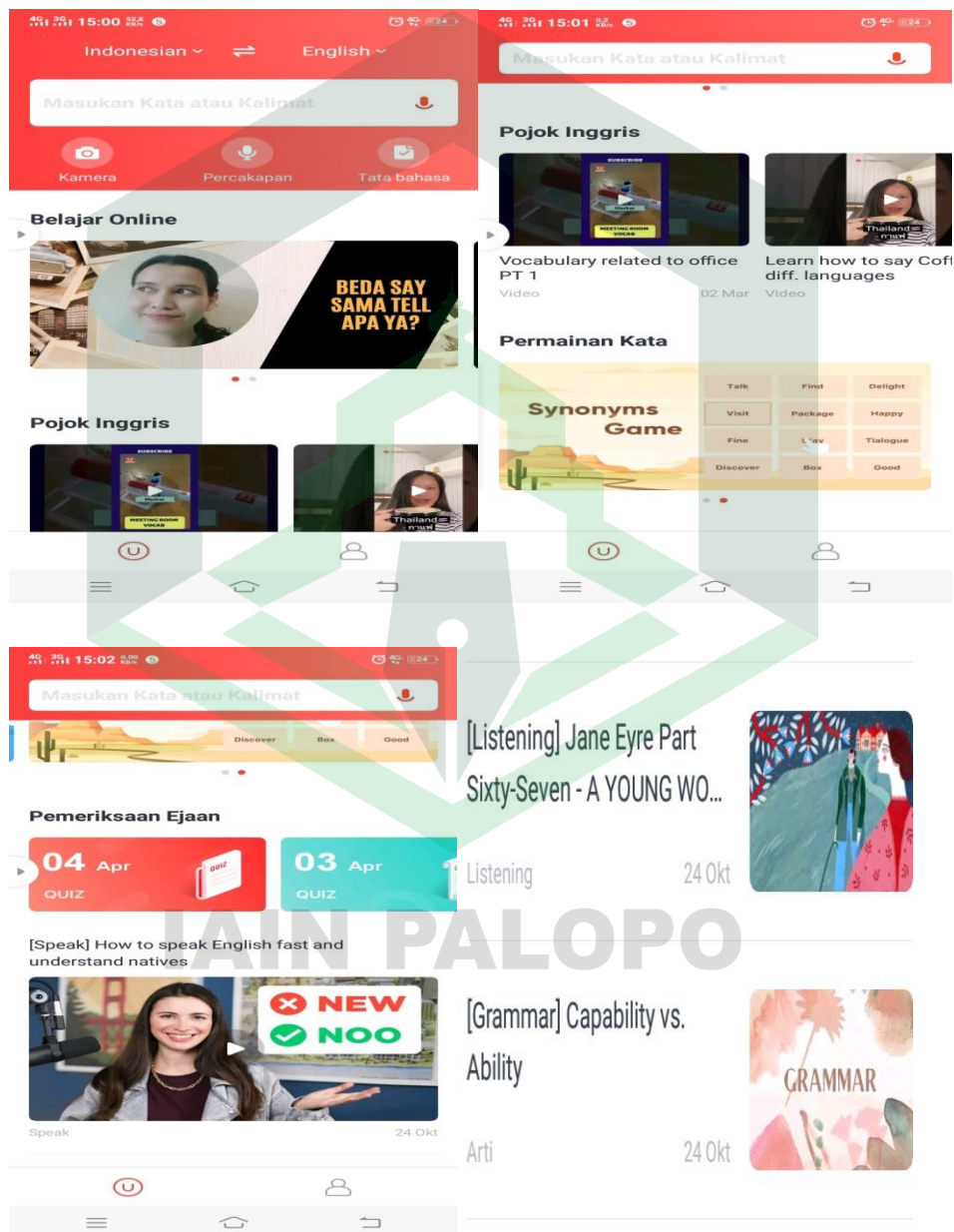
- The teacher is doing a pretest
- The teacher is doing dictation



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Features of U-Dictionary

- Translate word or sentence
- Watch the video and play game
- Spelling quiz
- Listening



Grammarly Result

The screenshot displays the Microsoft Word interface with the Grammarly extension. The document title is "USING U-DICTIONARY TO IMPROVE STUDENTS' ABILITY IN SPELLING WORDS AT MTS NURUL IMAN LUWU TIMUR". The document is identified as a thesis submitted for an S.Pd. Degree in English Language Education. The Grammarly sidebar on the right indicates "Correctness: 23 alerts". The Windows taskbar at the bottom shows the system time as 3:45 AM on 3/8/2022.

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Page 1

USING U-DICTIONARY TO IMPROVE STUDENTS' ABILITY IN SPELLING WORDS AT MTS NURUL IMAN LUWU TIMUR

A THESIS

Submitted as a part of the Requirements for S.Pd. Degree
in English Language Education Study Program

Correctness: 23 alerts

23 Correctness issues

3:45 AM
3/8/2022



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SURAT KETERANGAN

No.1191/In.19/FTIK/PBI/PP.00.9/04/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Siti Maria Ulfa
NIM : 17 0202 0090
Semester : X (sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 20 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 13 April 2022

Mengetahui,
Ketua Prodi,

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