



**IMPROVING STUDENTS' VOCABULARY THROUGH THE  
DICTATION METHOD; A CASE OF THE EIGHTH GRADE STUDENTS  
OF SMP NEGERI 2 BONANG OF DEMAK IN ACADEMIC YEAR  
2021/2022**

Final Project

submitted in partial fulfilment of the requirements

for the degree of *Sarjana Pendidikan* in English

by:

Fatkhul Afif

15420176

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
UNIVERSITY OF PGRI SEMARANG  
2022**

## **DECLARATION**

The researcher declares that this final project is definitely my own work. The researcher is fully responsible for the content of this final project. Other researcher's opinions or findings included in the final project are quoted or cited accordance with ethnical standards.

Semarang, 2022

Fatkhul Afif  
15420176

## APPROVAL

This final project entitled “**Improving Students' Vocabulary through the Dictation Method; A Case of the Eighth Grade Students of SMP Negeri 2 Bonang of Demak in Academic Year 2021/2022**”, written by:

Name : Fatkhul Afif  
NPM : 15420176  
Study Program : English Education  
Faculty : Faculty of Language and Art Education

Has been approved by the advisors of the English Education Study Program of the Faculty of Language and Art Education of University of PGRI Semarang on:

Day : ..... *Friday* .....  
Date : ..... *22 July 2022* .

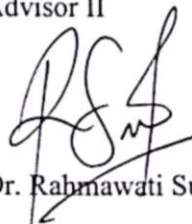
Advisor I



Dr. Wiyaka, M.Pd

NPP 196412261990310002

Advisor II




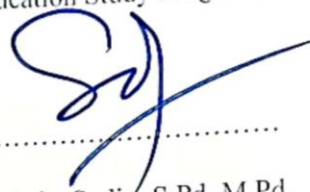
Dr. Rahmawati Sukma, S.Pd, M.Pd

NPP 117901340

## RATIFICATION

This final project has been ratified by the team of examiners of the Faculty of Language and Art Education of University of PGRI of Semarang:

Chair person/  
Dekan FPBS.  
  
.....  
Dr. Asropah, M.Pd.  
NPP. 936601104

Head of English  
Education Study Program.  
  
.....  
Dr. Jafar Sodik, S.Pd., M.Pd.  
NPP. 956701117


Examiner I/ Advisor I  
Dr. Wiyaka, M.Pd.  
NIP. 19641226990031002

  
.....

Examiner II/ Advisor II  
Rahmawati Sukmaningrum, S.Pd, M.Pd.  
NPP 117901340

  
.....

Examiner III/ Advisor III  
Dra. Maria Yosephin W.L., M.Pd

  
.....

## MOTTO

(إِنَّ مَعَ الْعُسْرِ يُسْرًا)

“Verily, with every difficulty, there is relief”

QS Al Insyirah - 6.

## **DEDICATION**

The final project is dedicated to:

1. My beloved parents
2. My beloved young brother
3. All my friends who always support me.

## ACKNOWLEDGEMENTS

First and foremost, the researcher thanks to Allah SWT for the blessing and all the giving, so that the researcher can finish this final project entitled “Improving Students' Vocabulary through the Dictation Method; A Case of the Eighth Grade Students of SMP Negeri 2 Bonang of Demak in Academic Year 2021/2022”.

In Composing this Final Project, the researcher would like to say much grateful appreciation for the valuable guidance and supporting given by some people. They are as follows :

1. Dr. Asropah, M.Pd, the Dean of Faculty of Language and Art Education University of PGRI Semarang.
2. Dr. Jafar sodiq, S.Pd, M.Pd, the Head of English Department, University of PGRI Semarang.
3. Dr. Wiyaka, M.Pd, the first advisor who has given me motivation, kindness, responsibility, and encouragement during writing this final project.
4. Dr. Rahmawati Sukmaningrum, S.Pd, M.Pd, the second advisor who has given me motivation, kindness, responsibility, and encouragement during writing this final project.
5. My beloved father, mother, and brother for their do'a and support in finishing this research.

6. All lecturers of English Education Study Program in the University of PGRI Semarang who had taught me.
7. Drs. Agus Sunaryo, the Headmaster of SMP Negeri 2 Bonang of Demak who permitted me to do the research on the school.
8. Ika Yulianti, S.Pd, the english teacher of SMP Negeri 2 Bonang of Demak who had guided and helped in doing this research.
9. All of my friends who always support me in finishing this final project.

Then, the researcher realizes that the final project may still be imperfect. Finally, the researcher hopes that this final project will be useful for the readers, especially in increasing the students learning competence.

Semarang, Juli 2022

Fatkhul Afif

15420176



## ABSTRACT

**Afif, Fatkhul.** 15420176. 2022. *“Improving Students' Vocabulary through the Dictation Method at the Eighth Grade Students of SMP Negeri 2 Bonang of Demak in Academic Year 2021/2022”*. Final Project. English Department, Faculty of Language and Art Education (FPBS). University of PGRI Semarang. The first advisor is Dr. Wiyaka, M.Pd, the second advisor is Rahmawati Sukma, S.Pd, M.Pd.

**Key words: TEFL, vocabulary mastery and dictation method**

The objectives of the research are: 1) to find out the vocabulary mastery of the eighth grade students of SMP Negeri 2 Bonang of Demak in academic 2021/2022 before taught by using dictation method. 2) to find out the vocabulary mastery of the eighth grade students of SMP Negeri 2 Bonang of Demak in academic 2021/2022 after taught with dictation method, and to find out whether or not there is significant difference of vocabulary mastery of the students before taught by using dictation method, and after taught with the dictation method.

This research used pre-experimental design. The population of the research was the eighth grade students of SMP Negeri 2 Bonang of Demak. The researcher took one class as the subject of the research. To collect data, the researcher used a test instrument. The test consists of an objective test to measure students' vocabulary mastery

The results of the research show 1) The mean score of pre-test is 25.08, and the mean score of post-test is 54.77 It can be concluded that students' vocabulary mastery increases after being taught using the dictation method. 2) There was a significant difference in the achievement. The difference of students' pre-test and post-test score was 29.69. In other words, the students had good improvement in vocabulary skill after they were taught by using dictation method

## LIST OF APPENDICES

- Appendix 1 : The List of Students' Name
- Appendix 2 : Instrument of the Research
- Appendix 3 : Key Answer of instrument
- Appendix 4 : The Result of Pre-Test and Post-test
- Appendix 5 : *Surat Ijin Penelitian*
- Appendix 6 : *Surat Keterangan Penelitian*
- Appendix 7 : Form *Pengajuan Ujian Skripsi*
- Appendix 8 : Form *Bimbingan Skripsi*
- Appendix 9 : Form *Pengajuan Sidang Skripsi*
- Appendix 10 : *Berita Acara*
- Appendix 11 : *Dokumentasi*

## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>DECLARATION</b> .....	ii
<b>APPROVAL</b> .....	iii
<b>RATIFICATION</b> .....	iv
<b>MOTTO</b> .....	v
<b>DEDICATION</b> .....	vi
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>ABSTRACT</b> .....	ix
<b>LIST OF APENDICES</b> .....	x
<b>TABLE OF CONTENTS</b> .....	xi
<b>CHAPTER 1 INTRODACTION</b>	
A. Background of the research .....	1
B. Reason for the Choosing the Topic .....	2
C. Statement of the problem .....	3
D. Objectives of the study .....	4
E. Significance of the Study .....	4
F. Definition of Key Term .....	5
G. Outline of the study .....	9
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Review of Previous Studies .....	11

B. Review of Theories .....	13
a. Definition of Dictation .....	13
b. Theoretical Basis for Dictation Method .....	14
c. Types of Dictation .....	17
d. Materials and Procedures of Giving Dictation Test .....	21
e. Advantages and Disadvantages of Dictation .....	23

### **CHAPTER III METHODOLOGY OF THE RESEARCH**

A. Research Design .....	25
B. Subjects of the Research .....	26
C. Instruments of the Research .....	27
D. Method of Collecting Data .....	29
E. Methods of Analysis Data .....	30

### **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. Research Finding .....	33
B. Discussion .....	44

### **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

A. Conclusion .....	47
B. Suggestions .....	49

### **BIBLIOGRAPHY**

### **APPENDICE**

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

Language is a means of communication. By using language people can express their feelings, thoughts, and minds. People use language to communicate with other in fulfilling their daily needs. In fact, language has played important role in human life.

Teaching vocabulary plays a very important role in learning English. Vocabulary teaching is directed at developing language skills which include listening, speaking, reading, and writing so that students are able to communicate and speak in English well. In this case, there are students who have quite low vocabulary skills, as evidenced by the fact that there are still many students who have not been able to communicate well because of a lack of vocabulary. Vocabulary skills are very helpful for students in mastering English to the next level because English subjects are taught at the education level such as elementary school, junior high school, high school, and at university even in a group or organization.

In this research, a method is needed to support students' vocabulary mastery. The researcher tries to do research to improve vocabulary mastery through the dictation method.

According to Nation (2009) considers dictation a valuable language-focused teaching and learning technique.

The dictation method is the transcription of spoken text: one person who "dictates" speaks and the other "takes dictation" writes down the words as they are spoken. Among speakers of several languages, dictation is used as a test of language skills.

Vocabulary is a very important but difficult part of language, but the straits of English vocabulary study widely exists. So researches on vocabulary learning have attracted the author's attention. Vocabulary is of primary concern in any second language system and ways of vocabulary study are various, but achieving good learning effect is not easy. So the research to this field shows significant meanings.

Currently, there are some thesis and books about how to improve vocabulary study. And some suggestions have already made to tackle this problem. However, it is hard to find suitable methods. So as English college student, the researcher of this paper expects to give some advice to English teachers through the experiment and analysis.

Based on the above background, the researcher gave the title of this research is "Improving Students' Vocabulary through the Dictation Method: Case 8th Grade SMP N 2 Bonang of Demak in academic year 2021/2022"

## **B. Reasons for Choosing the Topics**

The reasons for choosing the topic are as follows:

1. In learning English students have difficulty in recognizing words, and their meanings: the researchers chose to help students to understand these.

2. Students have low motivation in the ability to master the vocabulary. Meanwhile, they are required to master vocabulary to support teaching and learning activities for Indonesian subjects. Therefore, the researcher used the dictation method to improve students' vocabulary skills.
3. When the researcher conducted learning in class, the researcher felt that dictation method was very good for improving vocabulary skills. This is a good experience for researchers. Because with this method, researchers are able to learn and improve their vocabulary skills where researchers can start from listening, writing, reading and remembering. Of course, this is a hope for students to emulate.

### **C. Statements of the Problem**

Base on the introduction described above, the researcher formulates the following statement of problems:

1. To what extent is the vocabulary mastery of the eighth grade students of SMP Negeri 2 Bonang of Demak in academic 2021/2022 before taught dictation method?
2. To what extent is the vocabulary mastery of the eighth grade students of SMP Negeri 2 Bonang of Demak in academic year 2021/2022 after taught with the dictation method?

3. Is there any significant difference of vocabulary mastery of the students before taught by using the dictation method, and after taught with the dictation method?

#### **D. Objectives of the Study**

Based on the statement of the problem above, the objectives of the research can be stated as follow:

1. To find out the vocabulary mastery of the eighth grade students of SMP Negeri 2 Bonang of Demak in academic 2021/2022 before taught dictation method.
2. To find out the vocabulary mastery of the eighth grade students of SMP Negeri 2 Bonang of Demak in academic 2021/2022 after taught with the dictation method.
3. To find out whether or not there is significant difference of vocabulary mastery of the students before taught by using the dictation method, and after taught with the dictation method.

#### **E. Significance of the Study**

This research has several benefits where the researcher hopes that this research is useful for developing English language teaching through the dictation method, especially in developing students' vocabulary skills at SMP Negeri 2 Bonang of Demak

These benefits are stated as follows:

1. Theoretically



It is expected that the result of this study can be useful and can provide the other researchers as the scientific resources in doing similar field of research.

## 2. Practically

### a. The students

For students, this study is expected to be a motivation to improve their ability in vocabulary.

### b. The Teacher

For the teacher, this study is expected to be an input to improve their teaching strategies.

### c. The researcher

For the researcher, this study is expected to be great experience to face the future when she becomes a real teacher.

### d. The other researchers

For other researchers, this study is expected to be one of the references for relevant research.

## **F. Definition of Key Terms**

### 1. Teaching English as a Foreign Language (TEFL)

Teaching English as a foreign language means that English is taught by the people because English is not their mother tongue or their native language. In teaching English or other languages actually people have to teach the four skills, they are listening, speaking, reading and

writing. In other word, in teaching English as a foreign language and teaching English as a second language is not different.

Indonesian people only learn English in the class or their school. Therefore, there are only some people who speak English. In Indonesia, English is taught as the first foreign language. As a foreign language, English is not used for daily communication.

Based on theories above, it means teaching English as foreign language is to facilitate students for communicate in spoken or written English. Students who learn English as a foreign language have to practice or use their English in real life situation. They will use their English for communication, for example when they study in an English department of university or situation, when they visit local tourist spots in their country where it is expected to see some foreigners, when they work in foreign firms in their countries and when they go abroad for practicing their English.

## 2. Dictation Method

Dictation method has been used in the field of language learning for several years. However, most of the language instructors and methodologists regard this method as useless and out-of-date. Indeed it is a teaching technique which enables teachers to focus on language proficiency of their students. It may both be used as a device for teaching a specific both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must

try to write down what they have heard as accurately as possible. Kazazoglu, Semin. (2012) refer to Davis and Rinvoluceri (2002) defines dictation as decoding the sounds of [English] and recoding them in writing.

### 3. Vocabulary

The role of vocabulary in learning a foreign language is inevitable. Rich vocabulary will totally help students mastering English and its four major skills which cover listening, speaking, reading, and writing. This importance is proven by Tnah Huyen & Thi Thu Nga (2003, in Rouhani & Purgharib 2013) who define vocabulary as a language element that links the four language skills including listening, speaking, reading, and writing in learning a foreign language.

### 4. The Importance of Vocabulary Study

With the tendency of globalization and the frequent exchanges of culture and politics among countries, English, as a worldwide accepted language, becomes more and more important. The fact that more foreigners are coming into and Indonesian are going abroad to study, to a large extent, enhances people's enthusiasm and eagerness to improve their English language abilities.

As we know vocabulary is of primary concern in any second language setting, so as the English. English study involves the study of speech sounds, grammar and vocabulary. Vocabulary has proved particularly important and certainly the most important. Qu Tan (2012)

Engels once said that vocabulary was basement of language. Linguist Stalin also pointed out that vocabulary is the building material of language and the basis of many communication abilities, such as reading, listening, writing and spoken language. One individual can only express little meaning with grammar. However, nothing can be expressed without vocabulary. Teaching Requirements of College English states that the teaching purpose of college English is to develop students' comprehensive ability to use English, especially their listening and speaking abilities, so as to enable them to effectively carry out oral or written communications in their future work and social interaction, and meanwhile enhance their ability of independent learning and students' comprehensive cultural accomplishment. Therefore, this purpose will never be realized unless the students can memorize certain vocabulary. According to the new requirements, students should master 5,500 words and 1200 phrases, which indicate that vocabulary teaching has been the key to learn English. However, most non-English major students in our university, Guilin University of Technology, (especially the students majoring in engineering) have not laid a solid basis for English learning and the biggest obstacle for them is the poor vocabulary, which has encumbered the improvement of interpersonal skills and their listening, speaking, reading and writing abilities. In other words, it has been a bottleneck for the students' English learning. With respect to words memory, although they have spent lots of time on it, little success has been made. What's

worse, few students have found an effective way to memorize English words. Therefore, how to help the students memorize the English words, the most boring but also the most basic and important things in English learning, and enrich their vocabulary in a short time has been a difficult problem in college English teaching.

There are several common problems in present English vocabulary teaching, such as (1) the students are unable to understand so many grammar knowledge and use them in English listening, speaking, reading and writing; (2) the repetition frequencies of the same words are so low that students can not memorize the words they have learned; (3) vocabulary teaching does not distinguish common words from uncommon words, which makes students bear more burden to memorize the vocabulary; (4) present vocabulary teaching lacks logics and does not reveal the regularity of english word. Qu Tan (2012)

## **G. Outline of the Study**

The final project divided into five chapters.

Chapter I presents about Introduction. This chapter concerns with the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, definition of the key terms, and outline of the final project.

Chapter II presents about review of previous studies. It presents previous studies that are related with the content, the object and the approach

used in this study. Then, it also presents review of related theories that are used to discuss the result of the analysis.

Chapter III consists of methodology of the study which presents research design, subjects of the research, instruments of the research, method of collecting data methods of analysis data.

Chapter IV presents the research findings and discussion.

Chapter V is the last chapter. This chapter consists of two subchapters. The first is conclusion. Then, the second subchapter is suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Previous Studies**

The researcher presents some previous studies that are relate to vocabulary mastery and dictation as method of teaching.

The first previous study is from Qu Tang wants to know the effectiveness of dictation method in teaching vocabulary. The method used by the author is experimental research and to get the data from students 2008 of Guilin University of Technology, China majoring gemology, 40 students of Class one as treatment class and majoring in telecom 45 students of Class two as comparison class. So, the total of his participants are 85 students. The result showed that the use of dictation method in teaching vocabulary, students can effectively develop students' memorizing words and properly use English vocabulary. This study focus on the effectiveness of dictation method in teaching vocabulary at Guilin University of Technology while the recent research focused to describe dictation activities in teaching English at State SMPN 2 Bonang of Demak

The second previous study from Melawanti (2007:153) conducted a research at the fifth grade of SD Negeri Wonorejo 01 Karanganyar Demak found that dictation as a testing technique can be used to measure listening mastery of the fifth grade students of elementary school.

The third previous study from Zakaria (2014) with the title "Use of Note-taking in Teaching Dictation to Improve Students' Listening Skills: Experimental Study at SMAN 2 JONGGAT Academic Year 2014/2015. Taken from the Journal of English Education Profession, University of Mataram. This study focuses on the dictation method (1) to find out whether the technique of using cloze dictation can improve students' listening skills. (2) to find out whether dictation has strengths and weaknesses in students' listening skills. (3) to find out what happens in a classroom situation if dictation is used to improve students' listening skills.

The next previous study from Kuo (2007:13) in his research entitled "Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners 'Listening Comprehension'" found that partial dictation effectively improved students' Listening Comprehension". She conducted a research to an intermediate-level class of 31 Taiwanese EFL university students. She further stated that a majority of students perceived that partial dictation effectively boosted their English listening comprehension.

The last previous study from Davis and Rinvolutri (1988: 122) found out that dictation can be very useful as a test by which to ascertain the pupil's progress in spelling, punctuation and pronunciation. They further stated that dictation is an activity which is suitable for a wide range of levels and ages, example texts for many activities, opportunities for students to create their own texts, and a variety of suggested correction techniques. Moreover, it normally turns out that in any average group of European teachers more than



half do use dictation either regularly or from time to time in their teaching. According to them, dictation is an exercise which draws on the personal experience, attitudes and opinions of both teachers and students.

Based on previous studies, it is certain that the dictation method can also improve students' vocabulary mastery. This is because through this method, students will get material ranging from listening, writing, reading, and remembering. Surely this can increase students' vocabulary.

## **B. Review of Theories**

### 1. Definition of Dictation

According to Nation and Newton (2009:65) "Dictation has listening input and written output".

Dictation can be used to check accurate perception and comprehension as well as spelling. Dictation will be useful when it integrated well with the learning activities. It is a teaching technique which has proved extremely effective at all levels of instruction. It ensures attentive listening, trains students to distinguish sounds, enables students to learn to transfer oral sounds to written symbols, helps to develop aural comprehension and assists in self-evaluation. Dictation in predicting overall ability has some advantages. It is easy to create and relative easy to administer, but it is difficult to score.

The main purpose of dictation is to evaluate the students' proficiency about the language being learned through their listening

ability. It means that when students do dictation, they do not only pay attention to the sound of the words that read by the teacher but also understand about the meaning and be able to understand the content. They are forced to pay a comprehensive attention to the passage dictated and write down what they perceived. Once they fail to concentrate on their listening, they will not be able to make quick guess what they actually have to write. The students must concentration when they listen.

According to Brown (2004:225) dictation was described as an assessment of the integration of listening and writing, but it was clear that the primary skill being assessed is listening. Because of its response mode, however, it deserves a second mention in this chapter. Dictation is simply the rendition in writing of what one hears aurally, so it could be classified as an imitative type of writing, especially since a proportion of the test taker's performance centers on correct spelling. Also, because the test - taker must listen to stretches of discourse and in the process insert punctuation, dictation of a paragraph or more can arguably be classified as a controlled or intensive form writing.

## 2. Theoretical Basis For Dictation Method

After 1960s, research into vocabulary learning strategies began to arouse the linguistics' interest in western countries. In recent years, considerable researches have been done in the area of language study, but vocabulary-learning strategies have attracted relatively less attention.

However, it does not follow that no achievement has been obtained. According to Qu tan (2012:1473-1474) there are some strategies that applied into vocabulary learning.

a. Social Strategies

Social strategies involves students enlisting teachers to check their work for accuracy, especially flash cards and word lists, since these are commonly used for independent learning outside class.

b. Memory Strategies

Most memory strategies involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping.

c. Picture/Imagery Strategies

New words can be learned by studying them with pictures of their meaning instead of definition. Imagery has been shown to be more effective than mere repetition for reading passages and sentences, suggesting it should well be more effective for vocabulary too.

d. Related Words and Unrelated Words

Likewise, new words can be linked to L2 words, which the students already know. Usually this involves some type of sense relationship, such as coordination synonymy, or antonym. Words association research has shown that coordinates in particular have very strong connective bonds these and other sense relationships can

be illustrated with semantic maps, which are often used to help consolidate vocabulary.

The learner can also link words together that have no sense relationships. One first memorizes a rhyme like “one is a bun, two is a shoe, three is a tree.” Then an image is created of the word to be remembered.

e. Grouping

Grouping is an important way to aid recall, and people seem to organize words into groups naturally without prompting. Grouping words can be done in the way of writing the synonyms or related words together, or words can be grouped together in a very natural way by using the target words in sentences. Similarly, words can be grouped together in a story. The narrative chain method has been shown to be more effective.

Vocabulary means the total number of words that make up a language and accordingly, vocabulary learning strategies in earlier researches refer to those techniques that help to commit those words into memory.

The brain of human is a treasure of memory. Memory is usually defined as retaining cognitive things in the brain for a long time, which is the key to learn and master English vocabulary. According to the forgetting curve proposed by the famous German psychologist Ebbinghaus, memory can be classified into short-term memory and

long-term memory. Input information becomes human beings short memory through the process of study. If human do not review the input information in time, they will easily forget these information. However, timely review can develop short-term memory into long-term memory which will retain in brain for a long time. In other words, forgetting is a regular but also unbalanced thing. At the initial stage of memory, human beings forget input information very quickly, and then the pace gradually slows down. After a certain period of time, almost nothing could be forgotten. If the students do not review what they have learned in time, they can only master 25% of the knowledge. Therefore, according to the forgetting curve, teachers should give timely dictation to the students so as to develop short-term memory into long-term memory. And finally, students' vocabulary will be enlarged gradually through dictation method.

From above description we know that many strategies can be used to help students enlarge their vocabulary, however, dictation method, as one of the most common and traditional ways for remembering words, it is rare to be mentioned. It is an unforgettable way that is worth making a research on it.

### 3. Types of Dictation

In determining the kinds of dictation as a testing device, the teacher should have a look at the material provided. To prepare which kind of

dictation used, the teacher, as the examiner should realized the specific point to be gained in using each test. As a testing technique, dictation may be given in various ways.

According to Oller (1979: 264), and source from the final project by Melawanti, Ika Ratna (2007) there are five types of dictation procedures that have been used in a variety of ways as testing techniques. Those five ways are elaborated as follows:

a. Standard Dictation

Standard dictation is probably the best known. Students are required to write verbal sequences of material as spoken by a teacher or played back from a recording. The material should be presented at a normal conversation speed and is given in sequences that are long enough to challenge students' short term memory.

b. Partial Dictation

Partial dictation also called spot dictation. This type has a close relation with the standard dictation, but the students are given either a written version of the text or the spoken one. The written version has certain portions which are deleted. The students must listen to the spoken material and fill in the missing portion in the written version. It is easier to perform because more sensory information is given concerning the message; a partial written version and a complete spoken version.

c. Dictation with Competing Noise

This type of dictation is rather difficult because the material is presented with adding noise. This kind of dictation drills the students to be used to everyday communication context where language is used in less than ideal acoustic condition; for example, we are trying to have a conversation in someone's living room when the television and air conditioner are producing a high level of competing noise or trying to hear a message over a public address system in a busy air station, etc.

d. Dicto-Comp

This type of dictation is actually a combination of two forms, namely dictation and composition. Here, the teacher reads the whole passage three times and the students are only given chance to write their work after the teacher has finished the third reading. They should recall the whole story and write the story as a reproduction of what they heard.

e. Elicited imitation

In this case, the students listen to the material, but instead of writing down the material, the students are asked to repeat it or otherwise recount what was said.

According to Moody (2001: 137-144), there are some types of dictation as follows:

- a. Fast speed dictation. The teacher reads a passage at natural speed, with assimilation, etc. the students can ask for multiple repetitions of

any part of the passage, but the teacher will not slow down her articulation of the phrase being repeated. This activity focuses students' attention on features of fast speech.

- b. **Pause and paraphrase.** The teacher reads a passage and pauses periodically for the students to write paraphrase not the exact words used. This activity focuses students on vocabulary flexibility, saying things in different ways, and in focusing on meaning as they listen.
- c. **Listening cloze.** The teacher provides a partially completed passage that the listeners fill in as they listen or after they listen. This activity allows students focus on particular language features.
- d. **Error identification.** The teacher provides a fully transcribed passage, but with several errors. The students listen and identify the errors. This activity focuses attention on detail by grammatical or semantic.
- e. **Jigsaw dictation.** Student's works in pairs. Each person in the pair has part of the full dictation. The students read their parts to the other in order to complete the passage. This activity encourages negotiation of meaning. Additionally, dictation activities where students compare their versions of the text to the original can increase their ability to notice aspects of language which are sometimes overlooked, as well as mistakes which they commonly make. These might include common spelling errors, absence of articles or the third person's.



In the teaching and learning process, the teacher must know the condition of students. The teacher must consider the type of dictation that will be given to students well in the hope of getting the teaching and learning process to be successful. In this research, the researcher used standard dictation because the researcher thought that this type of dictation could be followed well by students.

#### 4. Materials and Procedures of Giving Dictation Test

It is important for the teachers to make some preparation when they are going to give a dictation test to their students. Oller (1979: 39) and source from the final project by Melawanti, Ika Ratna (2007) stated that, as an integrative test, dictation has to meet the naturalness requirements:

- a. The sequences of words or phrases to be dictated are selected from normal prose, or dialogue, or some other natural form of discourse (or perhaps the sequences are carefully contrived to mirror normal discourse, as in well written function).
- b. The material is presented orally in sequences that are long enough to challenge the short-term memory of the learners.

Base on those naturalness requirements, it is important for the teachers to make some preparation when they are going to give dictation test to their students. There are some requirements that must be followed, those are:

- 1) Teachers have to select suitable materials to be dictated.

- 2) The words dictated should have been taught to the students before.
- 3) The words dictated should be selected or chosen from simple words.
- 4) Teachers have to select suitable procedures which are appropriated in giving dictation test. There are two ways of giving dictation test; first is the teacher reads the words directly, and the second is the words dictated have been recorded before.

From the requirements above, it is clear that the materials of dictation are any single words, compound words, word phrases, and sentences which are going to be dictated. The teacher can choose the material from the book provided and used as reference and the teacher may use a tape recorder as an aid in presenting the test. For the junior high school, teacher should choose the material which can be easily done by students.

Besides preparing the materials, the teacher have to select suitable procedures which are appropriated in giving dictation test. The procedures of the presentation can be arranged in two ways; the teacher himself reads the material in front of the class or uses a tape recorder as an aid in presenting the test. The teacher is required to read the passage three times in all: first, at normal speed; then, with pauses between phrases or natural word groups so that the students may write down what they have just heard, and finally, at normal speed once more so they can check their work.

## 5. Advantages and Disadvantages of Dictation

Dictation is a good training to ear and as well as motor training to the students (Patel and Jain, 2008:131). There are some advantages of dictation according to Patel and Jain (2008:132):

- a. It trains students to reproduce in writing what they listen.
- b. It gives good aural practice to the students. It develops the habit of listening attentively in students.
- c. It enables students to understand the part of each sentence and word phrases.
- d. It enables student to write at good reasonably speed.
- e. It enables students to understand spelling and punctuation.
- f. It enables students to write-to use capital letters.
- g. It enables students to develop the habit of listening spoken language.

In other hand, dictation has a lot advantages in teaching English, but there are several disadvantages such as adapted from British Council (2006), which are the following.

- a. Dictation is boredom activity

The problem that usually occurs is that teachers and students have done dictation activities that cause feelings of boredom. Therefore teachers must have variations in dictation so students do not get bored easily in dictation activities in class

- b. Some students may find difficulties

In dictation activities teachers must pay attention to their students, especially teachers who teach in multi-level classes. Some students may be experts in dictation activities there are some students may also not be experts in dictation activities. The solution is that the teacher can provide an easy version of dictation activities for students; this is one example of the teacher's approach to introducing dictation in class

c. Accuracy when checking

This problem sometimes students are not careful in looking for what mistakes they write when comparing it with the original text. Often students find it easier to check mistakes of their own texts than their own.

Every teaching technique has advantages and disadvantages. Both of advantages and disadvantages are useful for teachers to choose which one the teaching technique that suitable with their students. Dictation method gives a lot of advantages for teacher and students. The advantages of dictation are greater than disadvantages of dictation. It means that dictation technique can be used in teaching learning process as a teaching technique.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Research Design**

Research design helps the researcher to conduct the study in reference to the objective, the method of data gathering and analysis is the strategy to present the findings and conclusion.

Quantitative research is a means for testing objective theories by examining the relationship among variable. These variables, in turn, can measure, typically on instrument, so that numbered data can be analyzed using statistical procedure (Creswell, 2009: 4). It means that quantitative research is one of type of research method based on numerical data analysis statistic. Therefore, the researcher chose a quantitative research because the result of quantitative data is in the form of statistical data. There are two types of quantitative research design, experimental design and non - experimental design. Experimental design is sometimes known as the scientific method due to the popularity in scientific research where they originated. Non experimental research is sometimes equated with survey research and is very common in the social sciences. An experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome also an experimental design follows a standard form: participants, materials, procedures, and measures Creswell (2009).

This research used descriptive quantitative research because the data from the method was show the score of students' vocabulary skill

## **B. Subjects of the Research**

### **1. Population**

According Timothy (2010: 1) states that population is an individual or group that represents all the member of a certain group or category of interest. Based on the Timothy's statement, it can be said that population us the sample which selected from a group. The population of this research were the eighth grade students of SMP Negeri 2 Bonang of Demak in Academic year 2021/2022 that consists of 5 classes. Those classes are VIII A, VIII B, VIII C, VIII D, and VIII E. Each class consists of 32 students. The total is 160 students.

### **2. Sample and Sampling**

Sample is a part of population. Timothy (2010:1) that sample is subset drawn from the large population.

The sample of this research was the student of class VIII B of SMP Negeri 2 Bonang of Demak in the academic year 2021/2022. It consists of 32 students. According to information from the teacher, the students in this class are good compared to other classes both in terms of attitude and knowledge.

### **C. Instruments of the Research**

Instrument is the main important part to collect the data. In this research, the researcher used test as the instrument to collect the data. According to Brown (2004: 3) test is a method of measuring a person's ability, knowledge, or performance in given domain. Hence, this research is to know the students' ability in descriptive text. It is divided into 2 sessions. They were pre-test and post-test.

#### **1. Pre-Test**

Pre-test is a test that given before the treatment session. The purpose of this test is to diagnose students' initial abilities. In this case, students were given a worksheet. In the worksheet, students were assigned to write down the vocabulary read by the researcher. The words were only read once and in a normal tempo.

#### **2. Giving Treatment**

In giving the dictation test, the researcher read the words three times. In the first reading, the researcher read the entire text with normal conversational speed. The goal was for students to get an idea of the words or sentences that are dictated to them. Next, the researcher read once or twice with a pause on a phrase or group of words. Pauses should be long enough to give students the opportunity to write down what they just heard. Then, the researcher read the passage a third time at a normal speed so that students can check their work and correct it.

### 3. Post-Test

Post-test is a test that given after the pre-test. The purpose of this test was to measure students' abilities after being given treatment. In this case, students were given a worksheet. In the worksheet, students are assigned to write down the vocabulary read by the researcher. The words were read three times and at a slow tempo.

In this research, the researcher used a dictation test as the instrument. The researcher gave a test to measure students' ability to memorize vocabulary. Students expected to understand the meaning and recognizing all the words and phrases that are dictated so that they can master the vocabulary well.

The researcher gave them standard dictation where the researcher read the word or phrase three times along with its meaning and students write it down on their answer sheets. Then the students came forward one by one with their answer sheets to test their vocabulary memory skills. There were 40 items that prepared to collect data. The dictation test items were specially prepared which contain:

#### a. Words

- 1) The test items referring to noun
- 2) The test items referring to verb
- 3) The test items referring to adjective
- 4) The test items referring to adverb



b. Compound words:

- 1) The test items referring to compound noun
- 2) The test items referring to compound verb

c. Phrases

- 1) The test items referring to noun phrase
- 2) The test items referring to adjective phrase
- 3) The test items referring to adverb phrase

The research used the test to get the data of the students' vocabulary mastery skill score. The score for each item was 1 for the right answer and score 0 for the wrong answer. The formula as follows:

$$\text{Students score} = \frac{\textit{RightAnswer}}{\textit{TotalItem}} \times 100$$

#### **D. Method of Collecting Data**

Method of Collecting Data In this research, the researcher used technique as collect the data in the class, the step of data collection that will use in this study are as follow:

1. The researcher came to SMP Negeri 2 Bonang of Demak and asked permission to the headmaster of SMP Negeri 2 Bonang of Demak to do researcher about collecting data of the eighth grade students.
2. After getting permission from the headmaster, the researcher met the English teacher to ask for help and guidance during the research.

3. The researcher met the students.
4. The researcher gave pre-test to the students.
5. The researcher gave the form of treatment of the dictation method.
6. The last, the researcher gave post to the students.

### **E. Methods of Analysis Data**

After collecting data by using test, the researcher analyzed the result of the test. The researcher conducted some steps in analysis data, to find out the vocabulary mastery using dictation method.

1. Categorizing the students' score

After getting pre-test and post-test score, the researcher presented the scores into the table as follows:

Table 3.1

#### Criteria of Mastery

<b>Score</b>	<b>Letter Score</b>	<b>Category</b>
90-100	A	Excellent
80-89	B	Good
70-79	C	Adequate
60-69	D	Inadequate/unsatisfactory
<60	E	fail/unacceptable

Brown (2004: 287)

## 2. Finding the mean

The researcher uses some step in finding the mean as folloe:

### a. Finding the mean of the pre-test

$$Xo^1 = \frac{\sum X1}{N}$$

In Which:

$Xo^1$  = the mean of the pre-test

$\sum x^1$  = the sum of the pre-test score

N = the total of the students

(Urdan, 2010:14)

### b. Finding the mean of the post-test

$$Xo^2 = \frac{\sum X2}{N}$$

In Which:

$Xo^2$  = the mean of the post-test

$\sum x^2$  = the sum of the post-test score

N = the total of the students

(Urdan, 2010:14)

## 3. The percentage of achievement before and after given the dictation method.

After the researcher got the mean score, the researcher used the following formula to know percentage the mean score.

$$P = \frac{F}{N} \times 100\%$$

In Which:

P = the percentage

F = the frequency of the students

N = the total number of students

4. Collecting the difference

The researcher calculated the difference (d) between post-test and pre-test by using formula below:

$$d = X_2 - X_1$$

In which:

d = gain

$X_2$  = post-test score

$X_1$  = pre-test score

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Finding**

This chapter presents the result pre-test and post-test of students. The pre-test was given before the treatment session. The purpose of this test was diagnosed students' initial abilities. In this research, the students were given a worksheet. In the worksheet, students were assigned to write down the vocabulary read by the researcher. The words were only read once and in a normal tempo. Then, the post-test was given after the pre-test. The purpose of this test was measured students' abilities after being given treatment. In this research, the students were given a worksheet. In the worksheet, students were assigned to write down the vocabulary read by the researcher. The words were read three times and at a slow tempo.

The test result was transferred into the percentage to find out the difference between pre-test and post-test in the ability to mastery students' vocabulary as follows:

#### **1. Vocabulary skills of students before taught by using dictation method.**

The researcher gave a pre-test to the students before the treatment was conducted. The purpose of this test was diagnosed students' initial vocabulary ability. In giving score, the researcher used

40 items of words. There were 32 students in class who followed the pre-test. The total score for the pre-test can be seen in table 4.1 below:

**Table 4.1**  
**The Pre-Test Score**

<b>No</b>	<b>Students' Code</b>	<b>Score Pre-Test</b> $\Sigma X^1$	<b>Category</b>
1	C-01	15	Fail
2	C-02	50	Fail
3	C-03	25	Fail
4	C-04	12.5	Fail
5	C-05	17.5	Fail
6	C-06	47.5	Fail
7	C-07	10	Fail
8	C-08	25	Fail
9	C-09	15	Fail
10	C-10	5	Fail
11	C-11	10	Fail
12	C-12	22.5	Fail
13	C-13	17.5	Fail
14	C-14	17.5	Fail
15	C-15	10	Fail

No	Students' Code	Score Pre-Test	Category
16	C-16	12,5	Fail
17	C-17	25	Fail
18	C-18	62.5	inadequate
19	C-19	12.5	Fail
20	C-20	72.5	Adequate
21	C-21	25	Fail
22	C-22	22.5	Fail
23	C-23	75	Adequate
24	C-24	45	Fail
25	C-25	22.5	Fail
26	C-26	25	Fail
27	C-27	12.5	Fail
28	C-28	45	Fail
29	C-29	5	Fail
30	C-30	12.5	Fail
31	C-31	5	Fail
32	C-32	10	Fail
$\Sigma X^1$		<b>777.5</b>	

After getting the sum of pre-test score, the researcher found the mean of pre-test as follow:

$$\begin{aligned}
 X_{o'} &= \frac{\sum X_1}{N} \\
 &= \frac{777.5}{32} \\
 &= 25.08
 \end{aligned}$$

The researcher consulted the mean of the pre-test to the table criteria of students' skill as follows:

**Table 4.2**  
**Criteria of Mastery**

<b>Score</b>	<b>Letter Score</b>	<b>Category</b>
90-100	A	Excellent
80-89	B	good
70-79	C	Adequate
60-69	D	Inadequate/unsatisfactory
<60	E	fail/unacceptable

Brown (2004: 287)

After getting the result of pre-test, then the score was transferred in percentage. The percentage formula was used to find the result of the students' vocabulary mastery, as follows:



$$P = \frac{F}{N} \times 100\%$$

Base on the criterion, the students who are categorized  
“excellent” in the pre-test:

$$P = \frac{0}{32} \times 100\%$$

$$= 0\%$$

The students who are categorized “good”:

$$P = \frac{0}{32} \times 100\%$$

$$= 0\%$$

The students who are categorized “adequate”:

$$P = \frac{2}{32} \times 100\%$$

$$= 6.25\%$$

The students who are categorized “inadequate”:

$$P = \frac{1}{32} \times 100\%$$

$$= 3.125\%$$

The students who are categorized “fail”:

$$P = \frac{29}{32} \times 100\%$$

$$= 90.625\%$$

**Table 4.3**  
**The Result of Pre-Test**

<b>The Score Level</b>	<b>Criterion</b>	<b>F</b>	<b><i>f</i> (%)</b>
90-100	Excellent	-	-
80-89	Good	-	-
70-79	Adequate	2	6.25%
60-69	Inadequate/Unsatisfactory	1	3.125%
<60	Fail/Unacceptable	29	90.625%

The table shows that there were 0 student (0%) getting excellent, 2 student (0%) getting good, 2 students (6.25%) getting adequate, 1 student (3,125%) getting inadequate, and 29 student (90.625%) getting fail. And the mean score was 25.08. It means that there was no a half of total number of the students that mastered vocabulary well before being taught by dictation method.

**2. Vocabulary skills of students after taught with the dictation method.**

The researcher gave a post-test to the students after the pre-test. The purpose of this test was measured students' skill after being given treatment. In giving score, the researcher used 40 items of word. There

were 32 students in class who followed the post-test. The total score for the post-test can be seen in table 4.4 below:

**Table 4.4**  
**The Post-Test Score**

<b>No</b>	<b>Students' Code</b>	<b>Score Post-Test <math>\sum X^2</math></b>	<b>Category</b>
1	C-01	30	Fail
2	C-02	75	Adequate
3	C-03	45	Fail
4	C-04	30	Fail
5	C-05	60	Inadequate
6	C-06	60	Inadequate
7	C-07	50	Fail
8	C-08	65	Inadequate
9	C-09	57.5	Fail
10	C-10	50	Fail
11	C-11	62.5	Inadequate
12	C-12	47.5	Fail
13	C-13	55	Fail
14	C-14	65	Inadequate
15	C-15	32.5	Fail

No	Students'	Score Post-Test	Category
16	C-16	57.5	Fail
17	C-17	52.2	Fail
18	C-18	55	Fail
19	C-19	57.5	Fail
20	C-20	85	Good
21	C-21	52.5	Fail
22	C-22	22.5	fail
23	C-23	95	Excellent
24	C-24	72.5	Adequate
25	C-25	62.5	Inadequate
26	C-26	70	Adequate
27	C-27	52.5	fail
28	C-28	80	Good
29	C-29	30	fail
30	C-30	50	fail
31	C-31	30	fail
32	C-32	42.5	fail
$\Sigma X^2$		<b>1752.5</b>	

After getting the sum of post-test score, the researcher found the mean of post-test as follow:

$$\begin{aligned} X_o^2 &= \frac{\sum X^2}{N} \\ &= \frac{1752.5}{32} \\ &= 54.77 \end{aligned}$$

And the percentage of post-test score as follows:

Base on the criterion, the students who are categorized “excellent” in the post-test:

$$\begin{aligned} P &= \frac{1}{32} \times 100\% \\ &= 3.125\% \end{aligned}$$

The students who are categorized “good”:

$$\begin{aligned} P &= \frac{2}{32} \times 100\% \\ &= 6.25\% \end{aligned}$$

The students who are categorized “adequate”:

$$\begin{aligned} P &= \frac{3}{32} \times 100\% \\ &= 9.375\% \end{aligned}$$

The students who are categorized “inadequate”:

$$\begin{aligned} P &= \frac{6}{32} \times 100\% \\ &= 18.75\% \end{aligned}$$

The students who are categorized “fail”:

$$P = \frac{20}{32} \times 100\%$$

= 62.5%

**Table 4.5**  
**The Result of Post-Test**

The score level	Criterion	F	f(%)
90-100	Excellent	1	3%
80-89	Good	2	6.25%
70-79	Adequate	3	9.38%
60-69	Inadequate/unsatisfactory	6	18.75%
<60	fail/unacceptable	20	62.50%

The table shows that there was 1 student (3.125%) getting excellent, 2 student (6.25%) getting good, 3 students (9.375%) getting adequate, 6 students (18.75%) getting inadequate, and 20 student (62.5%) getting fail. And the mean score was 54.76.

### 3. The Result of Test

There was the difference significant between pre-test and post-test.

The table can be seen in table 4.3, below:

**Table 4.3**  
**The Result of Test**

NO	STUDENTS' CODE	PRE-TEST	POST-TEST	GAIN
----	----------------	----------	-----------	------

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>GAIN</b>
1	C-01	15	30	15
2	C-02	50	75	25
3	C-03	25	45	20
4	C-04	12.5	30	17.5
5	C-05	17.5	60	42.5
6	C-06	47.5	60	12.5
7	C-07	10	50	40
8	C-08	25	65	40
9	C-09	15	57.5	42.5
10	C-10	5	50	45
11	C-11	10	62.5	52.5
12	C-12	22.5	47.5	25
13	C-13	17.5	55	37.5
14	C-14	17.5	65	47.5
15	C-15	10	32.5	22.5
16	C-16	12,5	57.5	45
17	C-17	25	52.2	27.2
18	C-18	62.5	55	-7.5
19	C-19	12.5	57.5	45
20	C-20	72.5	85	12.5
21	C-21	25	52.5	27.5
22	C-22	22.5	22.5	0
23	C-23	75	95	20
24	C-24	45	72.5	27.5
25	C-25	22.5	62.5	40
26	C-26	25	70	45
27	C-27	12.5	52.5	40
28	C-28	45	80	35
29	C-29	5	30	25

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>GAIN</b>
30	C-30	12.5	50	37.5
31	C-31	5	30	25
32	C-32	10	42.5	32.5
<b>The mean score</b>		<b>25.08</b>	<b>54.77</b>	<b>29.69</b>

From the table above, it can be seen that the mean score of students in post-test was higher than that of the score in pre-test. In post-test the students' mean score was 54.77 and the students' mean score in pre-test was 25.08. The difference of students' pre-test and post-test score was 29.69. In other words, the students had good improvement in vocabulary skill after they were taught by using dictation method

## **B. Discussion**

This section discusses the interpretation of the findings obtained from the statistical analysis results and also the description of the data obtained from the questionnaire based on the students' motivation towards dictation in improving students' vocabulary skills. Regarding the data collected by using the pre-test and post-test, it shows that improving students' vocabulary skills through dictation as a learning tool was very good. This was supported by the mean of students' pre-test and post-test



scores. After being treated with the dictation method, the mean score obtained by the students increased from 25.08 to 54.77.

These data indicate that the result of the mean score of the post-test level of students was higher than the pre-test before being given treatment. Because at the time before the treatment, the researcher provided motivation and training for students in the form of a pre-test and there were still students who did not know the dictation, some only listened and did not write answers, and left the paper. However, after being given treatment by using explaining listening comprehension and giving some examples of word pronunciation and asking students to listen carefully and pay attention to the characteristics of slow speech, so that when the researcher gave the post test the students experienced an increase, the students had understood the listening comprehension material.

Based on the finding, the researcher found that there was a significant difference between the results of the pre-test and post-test. This means that there was a significant difference in the results of the pre-test before and after the teaching and learning process using dictation as a learning tool.

From the discussion above, it can be concluded that the eighth grade students of SMP Negeri 2 Bonang of Demak have a very good listening comprehension so that students' vocabulary skills increase by using dictation.

In this research, the researcher concluded that the dictation method can improve students' vocabulary skills.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. CONCLUSIONS**

Based on the data analysis on the previous chapter, the researcher took some conclusions as the following:

After calculating and analyzing the data, the researcher found that the average pre-test score of the eighth grade students of SMP Negeri 2 Bonang of Demak was 25.08, and the post-test score of the students was 54.77. It means that the dictation method is able to improve students' vocabulary skills as evidenced by an increase in the mean score of pre-test and post-test.

Dictation is very useful as a test instrument to check and measure students' vocabulary skills, so that teachers can be aware of students' weaknesses in understanding students' language skills, especially students' vocabulary mastery abilities.

Dictation as a testing technique in improving students' vocabulary skills through listening. However, some of them still had difficulty in performing the dictation test. This is due to the difference between pronunciation and spelling system.

Dictation has always been a rather controversial activity in the language classroom. In spite of its limitations, dictation is still in favor as a teaching device at some stages of language teaching. Some language

practitioners view dictation negatively, believing that it hardly teaches anything, but it may have some value as a testing device, although there are other testing devices that are more effective. Despite its benefits, currently dictation is not widely used in teaching English mainly because some language practitioners consider it teacher-centered and old-fashioned.

After conducting this research, the researcher found out that this testing technique has weaknesses as follows:

- a. Dictation is a time-consuming testing device since it will take much time to do a dictation but it will not become a problem if the teacher can properly use the technique and reasonably arrange the time in class. For example, if time permits, the teacher can choose the kind of dictation which takes up more time while if the time is limited, she can pick the one which needs less time.
- b. The teacher will have a problem with the students' noise in class if she/he cannot manage the class well. Furthermore, not all of the students like the dictation method in testing their skill.

## **B. SUGGESTIONS**

In this section based on the result of the research, the researcher gives some suggestion as follows:

1. To the teacher

Teachers can use the others types of dictation activities to teaching English, because there are many types of dictation activities can use in teaching English. If the teachers use other variation of dictation activities the students will be more excited in learning English, and make maximum use of the existing language laboratory.

2. To the student

- a. The students must study harder in order to become students who are able to master learning materials well, especially in mastering vocabulary to support understanding other materials in English.
- b. Students must follow the lesson well, follow the directions and advice of the teacher, and do what is ordered by his teacher.

3. To The Further Researcher

This research focused on dictation activities used by teacher in teaching English at SMP Negeri 2 Bonang of Demak and teachers' reason use particular dictation activities in teaching English at State Islamic Junior High School. So, for the further researcher can exploring the student's responses toward the use of dictation activities in teaching English. This research focused on State Islamic Junior High School

Surabaya. For further research may be able to explore in other school such as public school, boarding school, and etc.

## BIBLIOGRAPHY

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian; Suatu pendekatan Praktek*. Jakarta: Rineka Cipta
- British Council, 2006. *Using Dictation. Teaching English* (www.teachingenglish.org.uk/article/using-dictation). Accesed on 22 April 2022
- Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practice*. New York: Pearson Education.
- Creswell, John w. 2009. *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. California: SAGE Publication, Inc.
- Davis, Paul and Rinvolucri, Mario. 1993. *Dictation-New Methods New Possibilities*. New York: Cambridge University Press. Retrieved April 15<sup>th</sup>, 2022 from <https://www.teachingenglish.org.uk/article/using-dictation>
- Kazazoglu, Semin. (2012). *Dictation as a Language Learning Tool*. Ankara : Turkey. Minstry of Education. Retrieved September 1<sup>st</sup>, 2021 from [https://www.academia.edu/37429802/Dictation as a language learning tool](https://www.academia.edu/37429802/Dictation_as_a_language_learning_tool)
- Kuo, Yihsiang. 2007. *Using Partial Dictation of an English Teaching Radio Program to Enhance EFL Learners' Listening Comprehension*. Retrieved Mei 20, 2022 from <http://asian-efl-journal.com/PTA/October-2010-Kuo.pdf>
- Melawanti, Ika Ratna. (2007). *Dictation As a Testing Technique In Measuring Student Listening Master (Case Study Class Five Students of SD Negeri Wonorejo 01 Karanganyar, Demak In Academic Affairs Year 2006/2007*. Semarang : Semarang State University Accessed in September 1st, 2021. From <http://lib.unnes.ac.id/1152/1/2046.pdf>.
- Nation, I. S. O. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge Publisher) Retrieved September 1st, 2021 from [https://www.academia.edu/19945478/Teaching\\_ESL\\_EFL\\_Listening\\_and\\_Speaking](https://www.academia.edu/19945478/Teaching_ESL_EFL_Listening_and_Speaking)
- Oller, J.W. 1979. *Language Test at School*. London: Longman
- Patel, M. F and Praveen M. Jain. 2008. *ENGLISH LANGUAGE TEACHING (METHODS, TOOLS & TECHNIQUES)*. Jaipur: SUNRISE Retrieved Februari 2nd, 2021 from [https://www.academia.edu/34287801/M\\_F\\_Patel\\_Praveen\\_M\\_Jain\\_English\\_language\\_teaching\\_methods\\_tools\\_and\\_techniques\\_pdf](https://www.academia.edu/34287801/M_F_Patel_Praveen_M_Jain_English_language_teaching_methods_tools_and_techniques_pdf)

- Rouhani, Maryam and Behzad Pourgharib. (2013). *The Effect of Games on Learning Vocabulary*. International Research Journal of Applied and Basic Sciences Vol, 4 (11):3540-3543 Science Explorer Publications. Retrieved September 2nd, 2021 from [https://www.academia.edu/36108329/Quantitative\\_Research\\_Methods\\_DEFINITION\\_OF\\_QUANTITATIVE\\_METHODS](https://www.academia.edu/36108329/Quantitative_Research_Methods_DEFINITION_OF_QUANTITATIVE_METHODS)
- Tang, Qu. 2012. *The Effectiveness of Dictation Method in College English Vocabulary Teaching*. China : Guilin University of Technology. (<https://www.academypublication.com/issues/past/tpls/vol02/07/19.pdf>)  
Accessed on 22 April 2022
- Tinambunan, Wilmar. 1998. *Evaluation of Students's Achievement*. Jakarta: Depdikbud.
- Urdan, Timothy C. 2010. *Statistics in Plain English*. London: Routledge
- Zakaria. (2014). *The Use of Note-Taking in Teaching Dictation to Improve Student Listening Skill: An Experimental Study at SMAN 2 JONGGAT Academic Years 2014/2015*. Skripsi. Mataram : Universitas Mataram. Retrieved September 2nd, 2021 from [https://www.academia.edu/7596697/dictation\\_method\\_to\\_improve\\_student\\_listening\\_skill](https://www.academia.edu/7596697/dictation_method_to_improve_student_listening_skill)



Appendix I : The List of Students' Name

<b>NO</b>	<b>NAMA SISWA</b>	<b>CODE</b>
1	Abdullah Kamalul Yaqin	C-01
2	Ahmad Indra Kurniawan	C-02
3	Anang Khilmi Maulana	C-03
4	Angga Rifky Ahmad	C-04
5	Annisa Duwi Azzahra	C-05
6	Aulia Azzahra Rahmawati	C-06
7	Chika Safitri Puspita Sari	C-07
8	Dafa Hepy Arya	C-08
9	Eka Sari	C-09
10	Fahrudin	C-10
11	Heny Rahmawati Safita	C-11
12	Ihda Ulfatul Arifah	C-12
13	Isna Ayu Rohmaniyah	C-13
14	Laifatul Azizah	C-14
15	M. Azizi	C-15
16	Maulidyah Tri Hapsari	C-16
17	Misbachul Anam	C-17
18	Muhammad Adi Susilo	C-18
19	Muhammad Akbar Al Barokah	C-19
20	Muhammad Khilmi Nur	C-20
21	Muhammad Lana Syafiul Umam	C-21
22	Muhammad Rafi Khafidur Rohman	C-22
23	Nailuz Zakiyyah	C-23
24	Nila Suryani	C-24
25	Nor Amalia Rahmatus Sani	C-25
26	Olivia Nabila Aisah	C-26
27	Prasetyo Jati Kusumo	C-27
28	Ria Safitri Agesa Refikasari	C-28
29	Rofik	C-29
30	Umi Niazah	C-30
31	Wahyu Eric Irawan	C-31
32	Zalfa Mutiara Hikmah	C-32

Appendix 2 : Instrument of the Research

**The Question Sheet of Test**

1. Teacher
2. Student
3. Table
4. Window
5. Whiteboard
6. Fun
7. Book
8. Read
9. Write
10. Play
11. Listen
12. Study
13. Sleep
14. Beautiful
15. Bad
16. Good
17. Angry
18. Handsome
19. Easy
20. Afternoon
21. Always
22. Sometimes
23. Quick
24. Night
25. Enough
26. Homework
27. Bedroom
28. Keyboard
29. Take a bad
30. Breakfast
31. Get up
32. A cup of tea
33. The Secretary
34. Too small
35. Very happy
36. Very Large
37. Rather hot
38. At school
39. In the Evening
40. At that time

Appendix 3 : Key Answer of instrument

**The Answer Sheet of Test**

1. Teacher
2. Student
3. Table
4. Window
5. Whiteboard
6. Fun
7. Book
8. Read
9. Write
10. Play
11. Listen
12. Study
13. Sleep
14. Beautiful
15. Bad
16. Good
17. Angry
18. Handsome
19. Easy
20. Afternoon
21. Always
22. Sometimes
23. Quick
24. Night
25. Enough
26. Homework
27. Bedroom
28. Keyboard
29. Take a bad
30. Breakfast
31. Get up
32. A cup of tea
33. The Secretary
34. Too small
35. Very happy
36. Very Large
37. Rather hot
38. At school
39. In the Evening
40. At that time

Appendix 4 : The Result of Pre-Test and Post-test

**Table 4.3**

**The Result of Test**

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>GAIN</b>
1	C-01	15	30	15
2	C-02	50	75	25
3	C-03	25	45	20
4	C-04	12.5	30	17.5
5	C-05	17.5	60	42.5
6	C-06	47.5	60	12.5
7	C-07	10	50	40
8	C-08	25	65	40
9	C-09	15	57.5	42.5
10	C-10	5	50	45
11	C-11	10	62.5	52.5
12	C-12	22.5	47.5	25
13	C-13	17.5	55	37.5
14	C-14	17.5	65	47.5
15	C-15	10	32.5	22.5
16	C-16	12,5	57.5	45
17	C-17	25	52.2	27.2
18	C-18	62.5	55	-7.5
19	C-19	12.5	57.5	45
20	C-20	72.5	85	12.5
21	C-21	25	52.5	27.5
22	C-22	22.5	22.5	0
23	C-23	75	95	20

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>GAIN</b>
24	C-24	45	72.5	27.5
25	C-25	22.5	62.5	40
26	C-26	25	70	45
27	C-27	12.5	52.5	40
28	C-28	45	80	35
29	C-29	5	30	25
30	C-30	12.5	50	37.5
31	C-31	5	30	25
32	C-32	10	42.5	32.5
<b>The mean score</b>		<b>25.08</b>	<b>54.77</b>	<b>29.69</b>

Appendix 5 : Surat Ijin Penelitian



UNIVERSITAS PGRI SEMARANG

**FAKULTAS PENDIDIKAN BAHASA DAN SENI**

Program Studi :

- > Pendidikan Bahasa dan Sastra Indonesia
- > Pendidikan Bahasa Inggris
- > Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40  
Telepon (024) 8316377 – Faksimile (024) 8448217  
Semarang - 50125

Nomor : 38/IP/FPBS/IV/2022

Semarang, 20 April 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMP N 2 Bonang Demak  
di Demak

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Fatkhul Afif

N P M : 15420176

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

Improving Students' Vocabulary Trough The Dictation Method: Case Of The  
8<sup>th</sup> Grade Student In SMP N 2 Bonang Demak

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan  
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.



Dekan,

**Dr. Asropah, M.Pd.**  
NPP 936601104

Appendix 6 : Surat Keterangan Penelitian



PEMERINTAH KABUPATEN DEMAK  
DINAS PENDIDIKAN DAN KEBUDAYAAN

**SMP NEGERI 2 BONANG**

Alamat : Jalan Raya Jali-Weding Bonang Demak ☎ 59552 📞 0811274010

SURAT KETERANGAN KELUAR

Nomor : 422 / 153 / 2022

Yang bertanda tangan di bawah ini :

Nama : Drs. Agus Sunaryo  
NIP : 196602121991031009  
Pangkat/ Gol : Pembina Tk.I / IVb  
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Fatkhul Afif  
NPM : 15420176  
Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris  
Universitas : Universitas PGRI Semarang

Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMP Negeri Bonang Pada tanggal 12 Mei dan 14 Mei 2022. Dengan judul "Improving Students`Vocabulary Trough The Dictation Method : Case Of The 8<sup>th</sup> Grade Student In SMP N 2 Bonang Demak.

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Bonang, 3 Juni 2022  
Kepala Sekolah  
  
Drs. Agus Sunaryo  
Pembina Tk. I  
NIP. 19660212 199103 1 009

Appendix 7 : *Form Pengajuan Ujian Skripsi*



Appendix 8 : Form *Bimbingan Skripsi*



KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Fatkhul Alif  
 NPM : 15420176  
 FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
 DOSEN PEMBIMBING I : Dr. Wiyaka M.Pd  
 DOSEN PEMBIMBING II : Dr. Rahmawati Sukma, S.Pd, M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	29 / 4 / 2022	Proposal = Revisi	
2	13 / 5 / 2022	Proposal = ACC	
3	27 / 5 / 2022	Ch 1-3 = Revisi	
4	8 / 6 / 2022	ch 1-3 = Revisi	
5	10 / 6 / 2022	ch 1-3 = ACC	
6	24 / 6 / 2022	ch 4-5 = Revisi	
7	1 / 7 / 2022	ch 4-5 = Revisi	
8	8 / 7 / 2022	ch 4-5 = OK	
9	15 / 7 / 2022	ch 1-5 = Revisi	
10	22 / 7 / 2022	Melengkapan = OK	



KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG

NAMA : Fatkhul Afif  
NPM : 15420176  
FAKULTAS/PRODI : FPBS/Pendidikan Bahasa Inggris  
DOSEN PEMBIMBING I : Dr. Wiyaka M.Pd  
DOSEN PEMBIMBING II : Dr. Rahmawati Sukma, S.Pd, M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING II
1	29 /4/ 2022	Proposal = Revisi	R
2	12 /5/ 2022	Proposal = Ace	R
3	27 /5/ 2022	Ch 1-3 = Revisi	R
4	8 /6/ 2022	Ch 1-3 = Revisi	R
5	10 /6/ 2022	Ch 1-3 = OK	R
6	24 /6/ 2022	Ch 4-5 = Revisi	R
7	1 /7/ 2022	Ch 4-5 = Revisi	R
8	8 /7/ 2022	Ch 4-5 = OK.	R
9	20 /7- 2022	Ch 1-5 = Revisi	R
10	22 /7- 2022.	Kelengkapan OK	R



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG  
FAKULTAS PENDIDIKAN BAHASA DAN SENI  
**UNIVERSITAS PGRI SEMARANG**  
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377  
Faks. (024)8448217 Website: www.upgris.ac.id

### BERITA ACARA UJIAN SKRIPSI

pada hari ini Rabu 10 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.  
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.  
Jabatan : Sekretaris
3. Nama : Dr. Wiyaka, M.Pd.  
Jabatan : Anggota (Penguji I)
4. Nama : Rahmawati Sukmaningrum, S.Pd.,M.Pd  
Jabatan : Anggota (Penguji II)
5. Nama : Dra. Maria Yosephin, M.Pd  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Fatkhul Afif Fakultas : FPBS  
N.P.M : 15420176 Program Studi : Pendidikan Bahasa Inggris  
Program Pendidikan : Strata 1

Judul Skripsi :

IMPROVING STUDENTS' VOCABULARY THROUGH THE DICTATION METHOD; A CASE OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 2 BONANG OF DEMAK IN ACADEMIC YEAR 2021/2022

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,  
  
Dr. Asropah, M.Pd.

Sekretaris,  
  
Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,  
  
Dr. Wiyaka, M.Pd.

Penguji II,  
  
Rahmawati Sukmaningrum, S.Pd.,M.Pd

Penguji III,  
  
Dra. Maria Yosephin, M.Pd

Mengetahui,  
Dekan,  
  
Dr. Asropah, M.Pd.  
NPP/NIP 936601104

Appendix 10 : Dokumentasi

