

TEACHING STUDENTS' VOCABULARY THROUGH DICTOGLOSS
TECHNIQUE AT THE EIGHTH YEAR OF MTsN PALOPO



A THESIS

Submitted to the English Study language of S1 Tarbiyah and Teacher Training
Faculty of State Institute for Islamic Studies of Palopo in Partian Fulfillment of
Requirement for S.Pd Degree in English Education

By
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FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO

2018

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ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING
FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO 2018

THESIS APPROVAL

This thesis entitled "Teaching Students' Vocabulary through Dictogloss Technique At The Eighth Year Of MTsN Palopo" which is written by Ismayanti, Reg. Num.13.16.3.0059, S1 English Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo (IAIN), and has been examined and defended in Munaqasyah session which is carried out on Thursday, 28th June 2018, coincided with 29 Rabiul Akhir 1439 H. It is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, 25th February 2019

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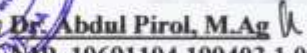
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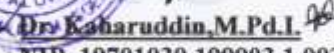
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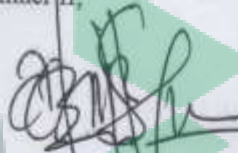
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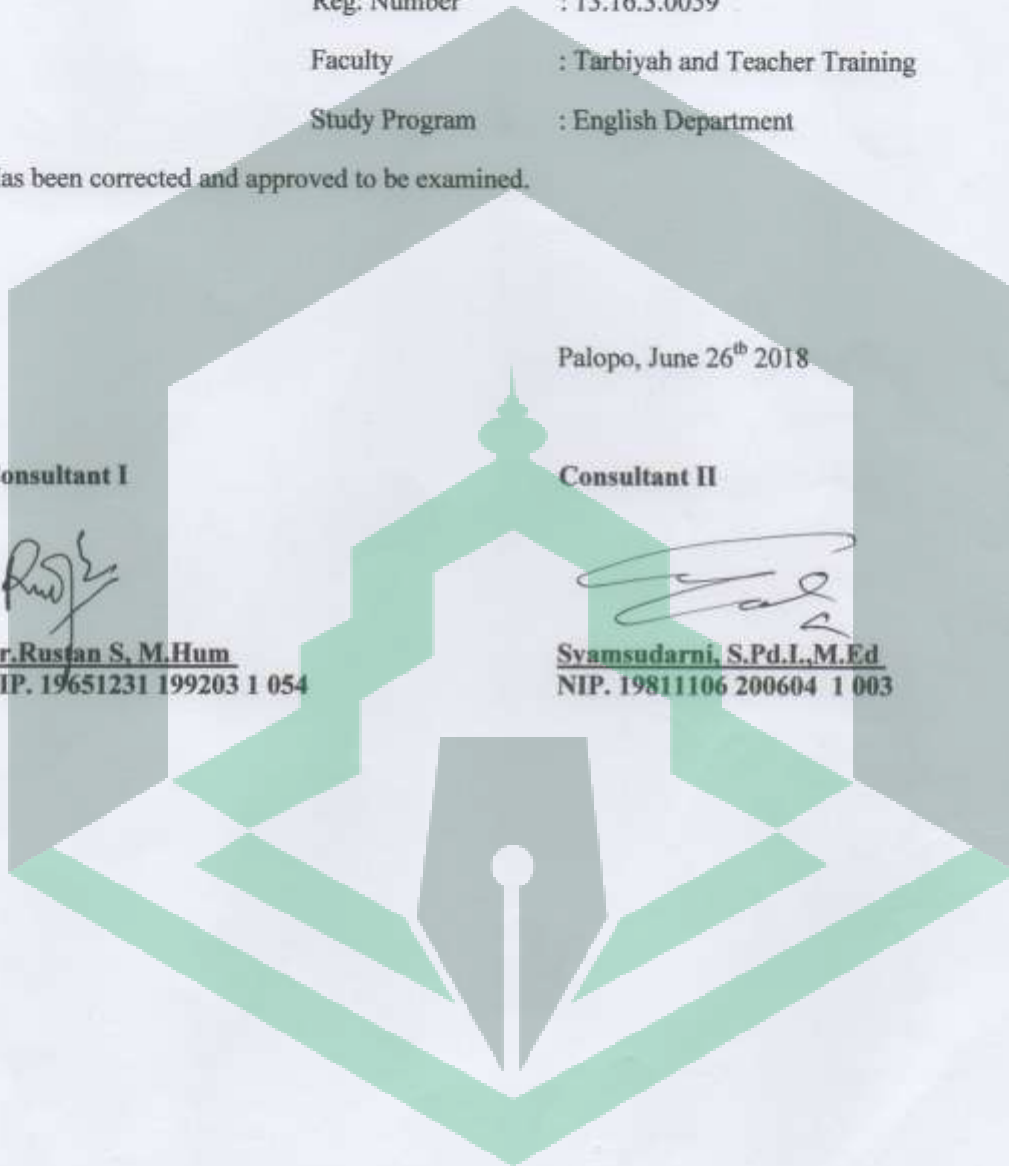


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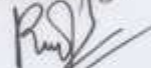
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and most merciful

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

Praise be to Allah, the Cherisher and Sustainer of the worlds

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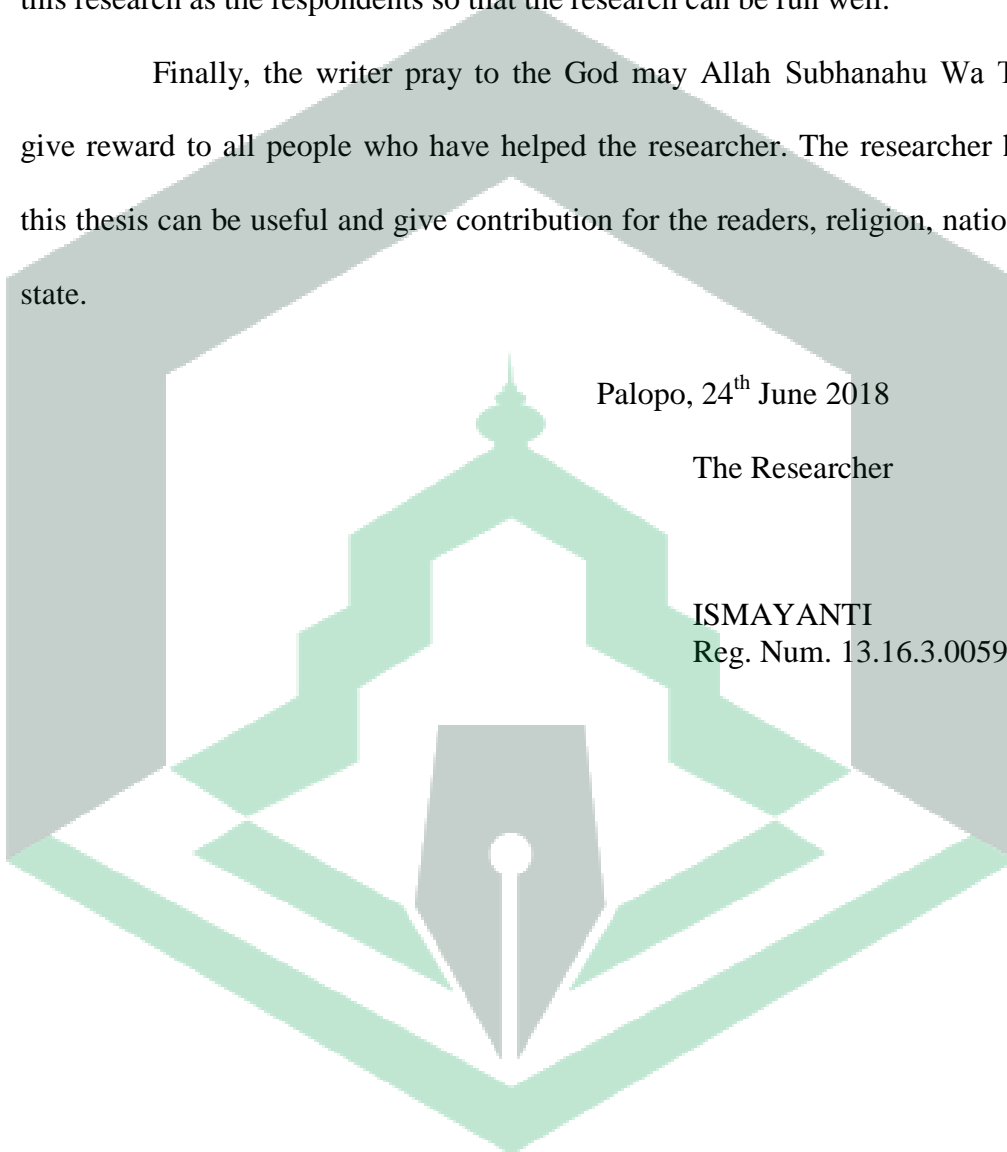
11. All of students of VIII 1 class that had been participate and join to this research as the respondents so that the research can be run well.

Finally, the writer pray to the God may Allah Subhanahu Wa Ta'ala give reward to all people who have helped the researcher. The researcher hopes this thesis can be useful and give contribution for the readers, religion, nation and state.

Palopo, 24th June 2018

The Researcher

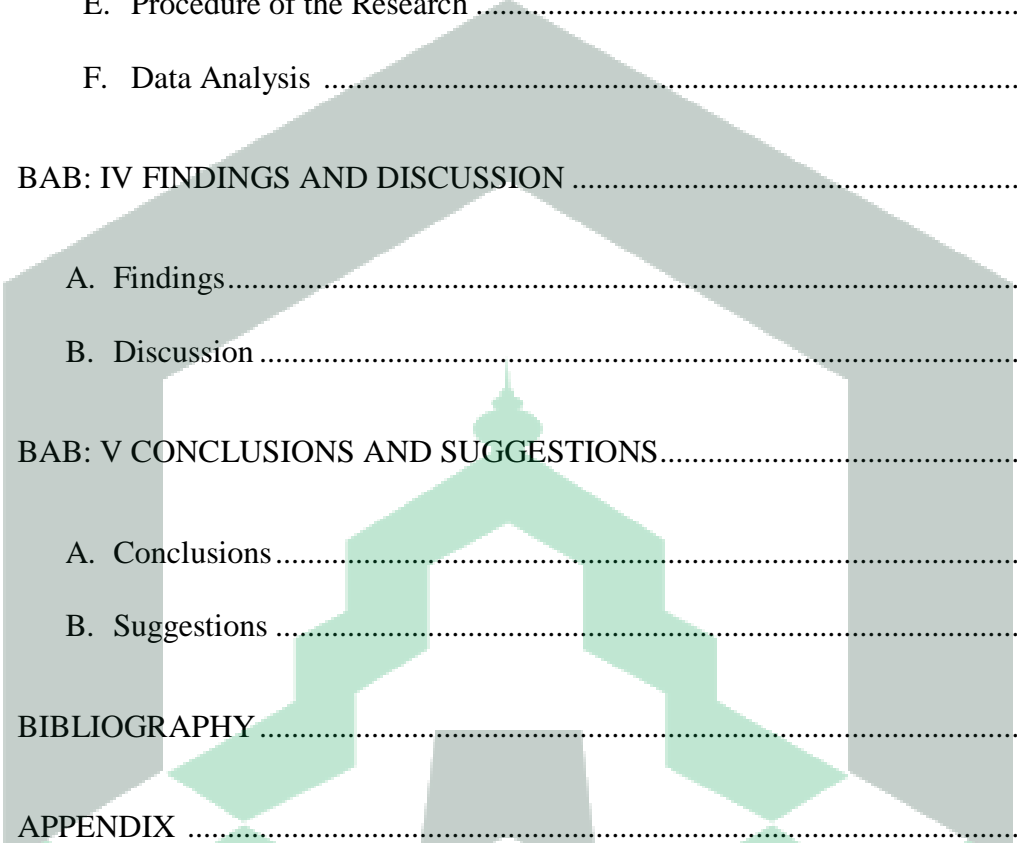
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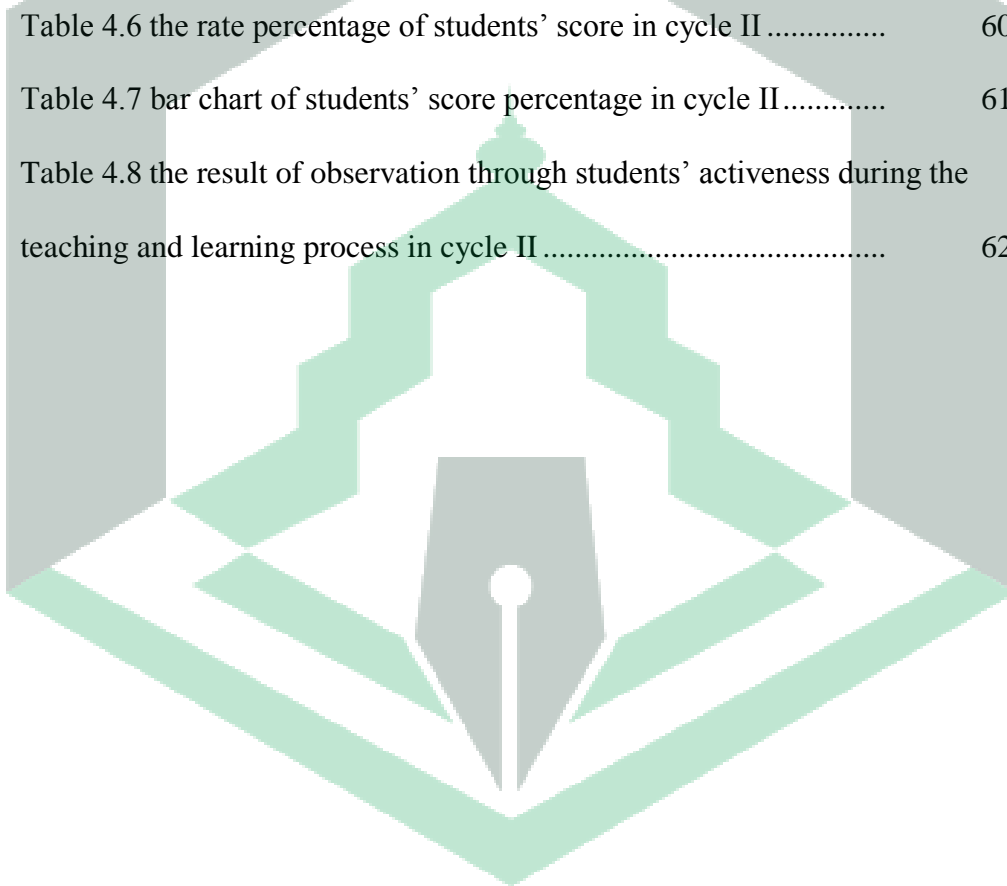
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ABSTRACT

Ismayanti, 2013 “Teaching Students’ Vocabulary Through Dictogloss Technique At The Eighth Year Of MTSN Palopo”. A Thesis of English Study Program Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies (IAIN) of Palopo. Under supervisor (1) Dr. Rustan S, M.Hum (2) Syamsudarni, S.Pd.I.,M.Ed

Key Word: Vocabulary, Dictogloss Technique, Recount Text

The objective of the research is to find out the way to teach the students’ vocabulary through dictogloss technique at the eight year of MTSN Palopo. This research used Classroom Action Research (CAR) with two cycles namely the first cycle and the second cycle. Each cycle consists of four step, namely planning, action, observation, and reflection. There were three meetings during the research cycle. The sample of this study was class VIIIc consists of 25 students. And collecting the data, the research used the observation, interview, and vocabulary test in evaluation (reflecting).

The result of the study shows that the appropriate way in teaching students’ vocabulary through dictogloss technique at the eighth year of MTSN Palopo could be described as follows: (1) Give motivation to the students in order to be active in learnig process. (2) Explain materials about recount text used dictogloss. (3) The studetns make into five group. (4) Each group give one dictogloss for: (a) student hear text paragraph about dictogloss technique (b) Students find the word to fill the blank text. (c) Students every group reports their discussion result in front of the class and write it down on the board. (5) The teacher give explanation and affirmatin to the students. (6) closing.

CHAPTER I

INTRODUCTION

A. Background

Vocabulary is collection of words that we demand it in listening, talking, reading and composition. Without vocabulary we do not recognize what we hear, we pronounce, we read and we will write. The vocabulary is very significant because we can interact with the other people with language. And language be composed words.

The lack of vocabulary can be influenced by the student influenced by several factors that is less reading because there is no interesting in reading. The lack of motivation in the study to improve vocabulary teacher' and students should use so that students can be motivated in facilitate learning.

English vocabulary sometimes difficult for students, especially for junior high school because it is a foreign linguistic communication. There are many people said that "English is difficult because the tenses, pronunciation and the meaning are different". There are not many facilities such as books, dictionary, etc. The students are uninterested to learn, less of vocabulary coach technique of writing, and do not like English vocabulary. While, according to the Allen say, that vocabulary is very important in a language, when we learn a language like English; we learn the words of language. Students must continue to learn words as they learn structure as they practice the target language. And david wilkins, cited thornbury, conclude about it is important to learn vocabulary with say “ without

grammar very little can be conveyed, without vocabulary nothing can be conveyed. Although we have the ability to grammar very well, but the ability to be futile if we don't have enough mastery about vocabulary.

Based on the result observations and interviews with teachers and students at MTSN Palopo, researcher concluded that students' knowledge of vocabulary very a little because it is difficult to know because different meaning depending also how to read the writing, and students are also difficult to memorize vocabulary. And teachers feel constrained in teaching because the students' vocabulary knowledge is too little. Based on the existing problems in students, I offer dictogloss technique for use in the process because the use dictogloss in learning can effective in teaching students' vocabulary.

Dictogloss technique is combination of classic teaching technique where listeners are required to reconstruct a text by listening and note down keywords and according to Vasiljevic describes that dictogloss is classroom dictation activity where students listen to a passage, note down key words and then work together to create a version of text. in the classroom dictogloss is often regarded as a multiple skill and system activity, learners practise listening, writing, and speaking (by working in groups) and use vocabulary, grammar and discourse systems in order to complete the task.

Teaching vocabulary by using dictogloss method, in this case the researcher explains vocabulary about verb with detail. And then researcher starts explain what purpose in the learning vocabulary. And then the researchers explain about recount text used dictogloss method and step dictogloss to do in learning.

Based on the backgrounds above, the researcher will conduct a study in the form of Classroom Action Research under the titled “Teaching Students’ Vocabulary Through Dictogloss At The Eight Year Of Mtsn Palopo”

B. Problem Statement

Based on the background above, the researcher formulated as follows. How to teach student’s vocabulary through dictogloss technique at the eighth years of MTsN Palopo.

C. Objective of the Research

Based on the fact stated in the background above, the objective of this research is to find out How to teach student’s vocabulary by using dictogloss technique at the eighth years of MTsN Palopo.

D. Significance of the Research

The result of the research will be useful:

1. In this case, the researcher expects to be a piece of useful information for the teacher of English.
2. It is also expected that the students can be motivated to learn English so that they are be able to master vocabulary well and help the students to get the interesting method/media in teaching vocabulary it will be useful to be a feedback for the students about their ability in vocabulary.

E. Scope of the Research

This research is under language elements. This research limited on recount text by activity, this researchs applied dictogloss (dictation, analysis and correction).

F. Operational Definition

Based on the title is teaching students' vocabulary through dictogloss technique at the eighth year of Mtsn Palopo. The researcher gives definition as follow:

1. Teaching is to give lesson to students in a school, college, university, etc; to help somebody learn something by giving information about it
2. Vocabulary is fundamental requirement and through vocabulary we can communicate our ideas, emotion and the desires.
3. Dictogloss is a classroom dictation activity where learners listen to a passage, note down the key word and then work together to create a reconstructed version of the text.
4. Recount text is a text which tells about something that happened in the past.

REVIEW OF RELATED LITERATURE

A. Previous Study

Vocabulary this thesis the researcher found some literature that related to this research as follow:

1. Andrew white said, in his thesis which is written under the title the effectiveness of repeating dictogloss in promoting new vocabulary noticing at second year English department of Induk university seoul, korea 2011 academic year. Fifty three Korean EFL learners enrolled as second year students in the English Department of a university in Seoul, South Korea, participated in the study. The results indicated that learners can successfully notice and attend to TLLs in addition to other grammatical forms during both individual and collaborative activity, and that immediate repetition of the dictogloss showed to increase these instances of noticing. The pedagogical implications of dictogloss as an effective learning procedure for promoting vocabulary noticing are discussed, in addition to the benefits of immediate repetition to further increase new vocabulary noticing.¹
2. I Gede Widyasmara Putra under the title Teaching Vocabulary Through Dictation to the Eight Grade Students of SMPN 1 Selemadeg Barat in Academic Year 2012/2013. The result of this study is it can be seen the positive progress of their achievement of vocabulary mastery after three implementation of dictation especially for cycle II. The additional data

¹ Andrew white, *the effectiveness of repeating dictogloss in promoting new vocabulary noticing at second year English department of Induk university seoul, korea 2011 academic year.*

which derived from questionnaire showed that 7.90% subjects very liked the method, 21.58% subjects liked it, 0.52% subjects quite like it and 0% subjects disliked it, based on the result of this study, it could be concluded that dictation could change their learning motivation and make them active in the classroom and more exciting in learning vocabulary.²

3. Sadariyahwati under the title *Teaching Vocabulary Through Audio Lingual Method to the Seventh Year Students' of Mts Sa Datuk Sulaiman Palopo*. The result of this study that using audio lingual method is effective in developing students' vocabulary at the second grade of MTsN Sa Datok Sulaiman Palopo.³

Based on the previous findings above the researcher wants to conduct a research dealing with how to teaching students' vocabulary through finding words in the text, especially to develop verb, Finding words stimulates them to be active and get motivation to study vocabulary. Where the researcher want increase the students' vocabulary through dictogloss technique.

B. Vocabulary

1. The Definiton of Vocabulary

² I Gede Widasmara Putra, thesis *teaching vocabulary through dictation to the eight grade students of SMPN 1 Selemadeg barat in academic year 2012/2013*. (Maharaswati Denpasar University)

³ Sadariyahwati, thesis *Teaching Vocabulary Through Audio Lingual Method to the Seventh Year Students' of Mts Sa Datuk Sulaiman Palopo*. (IAIN PALOPO)

The definition of vocabulary taken from some sources: Vocabulary is all the word that a person knows or uses all the words in a language, list of words with their meanings, especially in a book for learning in foreign language.⁴

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no languages exist without words. Words are sings for ideas. They are means by which people exchange their tongue. The more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.⁵

In addition, Jack C. Richards and Willy A Renandya stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, and write.⁶

In English dictionary, jhon M. echols and Hasan Shadily say that is means that all of the word which registered.⁷ According to Martin Mansher in his dictionary oxford learner's pocket dictionary say that "vocabulary is total number of word in a language, words known a person, list of word with their meaning, especially in a book for learning foreign language."⁸

⁴ Ocford Learner's Pocked Dictionary, New Edition, (New York: Oxford University press,2005).

⁵ Pater A. Napa, *Vocabulary Depelopmant Skill*, (Yogyakarta: Kanisius,1991),p.6

⁶ Jack C. Richards and Willy A Renandya.. *Methodology in Language Teaching, An Anthology of Current Pactice*. (NewYork: Cambridge University Press, 2002), p. 225.

⁷ Jhon.M.Echols & Hasan Shdily, *Kamus Inggris Indonesia* (Jakarta:PT.Gramedia pustaka Utama,1997),p.631.

⁸ Martin Mansher, *oxford dictionary* (New Edition; New York:oxford university press,1995),p.1331.

Based on some opinions above opinion can be concluded that the vocabulary is all the words listed in a language because without their vocabulary could not form a language. Besides vocabulary are the words of a person who contains all the information about the meaning and use of the word in the language.

2. The Types of Vocabulary

There are many types of vocabulary divided by the experts.

Scott Thornbury, divides vocabulary into two groups, they are:⁹

- a. Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.
- b. Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Gairns and Stuart have different classification. They divide the vocabulary in two groups also. They are:

- a. Receptive vocabulary means that language items which can only be recognized and comprehended in the context of reading and listening.

⁹ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), P.15

b. Productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing.¹⁰

In detail the vocabulary is divided into four types of vocabulary, those are:

1. Active speaking vocabulary is words that the speakers are able to use in speaking.
2. Passive listening the vocabulary, words that the listeners recognize but cannot necessary produce hen speaking.
3. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce:
4. Active writing vocabulary, words that a writer is able to use in writing.¹¹

The other important aspect in vocabulary is the meaning of the words. One word has relation to the other words. Penny categorizes the meaning of the words such as follows:¹²

1. Synonyms: the word that nearly the same with another words.
e.g : beautiful = pretty
2. Antonyms: the word that mean the opposite
e.g : rich X poor
3. Hyponyms: the words that have specific example with other items.

¹⁰ Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (New York: Cambridge University Press, 1986),p.64

¹¹Kenji Kitao and S. kathlen Kita.*Testing Vocabulary. Online:Http//Www.Mifi.Gof/Ptrnrship Forreading.Html. 2000.*

¹² Penny Ur, *A Course in Language Teaching: Practice and Theory*. (New York:Cambridge University Press, 1996), p. 62.

e.g : rose, lily, and jasmine are the hyponyms of plant

4. Cohyponyms: the words that the same kind with other things.

e.g : red, yellow, blue

5. Superordinates: the idea that cover the specifics items

e.g : plant is the superordinate of rose, lily, and jasmine.

6. Translation: the words of learners' mother tongue that have the meaning to other words that be taught.

Therefore, it can be concluded that even the classification from some experts, the types of vocabulary that they have made are different but same in the point because they classify it based on different aspect.

Vocabulary as the content and function word of a language which are learned throughly that they because a part a child's under. the word having meaning when heart of seen thought not produse by vidual it self.¹³

1. Function word are those that often have little meaning in the dictionary sense but which serve important function in relating other words in the language to can be other. Among the function words are articles, conjunctions, prepositions, pronouns, substitute nouns, and interjections. They also in include numeral days of the week and months of the year. Many of the words can be used in more than one way.

a) Articles is word that place in front of noun and the function as determaines or devides noun in a sentence. This is their traditional term a, an, and the.¹⁴

¹³ Mursal, *the use of name card technique in improving vocabulary of third year of elementary school 79 tappong*. (a thesis palopo); p.8

¹⁴ Makmur, *op chit.*, p22

“A” and “an“ are used in front of singular count noun. “a” and “an” have the same meaning. “a” was used in front of words that begin with consonant: b, d, f, g, h, j, k, l, etc. E.g : A cat, A bed, A book, A language , A city.

“an” was used in front of words that begin with vocal: a, i, u, e, o. E.g: An apple, an ear, an idea, an office, an ocean,

Use “an” if a word that begin with “U” has a vowel sound: e.g. an uncle, an ugly picture. Use “a” if a word that begin with “u” has a/uw/ sound: a university. As usual event.

b) Conjunction is the word that have function to connect word to word, phrase to phrase or connected sentence to sentence. Example: Julia and Dedi are students. (based example above, “and” is conjunction. Because “and” connect two nouns that Julia and Dedi.)

In english there are two kinds of conjunction, there are:

1. Coordinate conjunction that prominent are “and, but, or, nor.” Generally used to connect clause that is the same degree or level. It is mean, to connect noun to noun, adjective to adjective, verb to verb, phrase to phrase, clause to clause, sentence to sentence, etc.¹⁵

The words include in coordinate conjunction are:

And	both.....and.....
But	not only....but (also)
Or	either.....or.....
Nor	neither.....nor.....

¹⁵ Windy Novia, S.Pd., *Essential English Grammar*, (Complete Edition: Wipres, 2009), p.149

2. Subordinate conjunction is the word connected two sentence that is not a same degree or level. Each of the two sentence as main clause and sub clause. Sub cause is always depend on main clause. Did not have the complete meaning without the meaning clause. Example: She will go to the market tomorrow if she is better

The including in subordinate conjunction where:

In case	in order (that)
Howeve	moreover
Since	so that
Then	therefore
Though	until. ¹⁶

c) Preposition is word placed before noun or pronoun to indicate the relation among the part of other sentences. Noun or pronoun the following preposition, they are: behind, above, down, among, below, about, across, etc.¹⁷

d) Pronoun the word are used to change noun. The function pronoun is in order lest occur word reapeating in the sentence . example: Windy lost Windy's pencil when Windy was going to Windy's home. (at the sentence above, the word "Windy" repeated. So that, in order not occur reapeating is used pronoun.

Pronoun devides to be some group:

¹⁶ *Ibid.*, P. 152

¹⁷ *Ibid.*, P. 107

- Personal pronoun is pronoun to indicate the first person, the second person and the third person.¹⁸ Personal person divides to be two groups, like:

✓ Nominative case the include in nominative case is:

I	you
He	she
It	we
You	they

Nominative case must be there before neither verb, neither verb to be nor verb.

✓ Objective case the include in objective case are:

Me	you
Him	her
It	us
Your	them

Objective case must be there after verb or after preposition.

2. Content word are words which refer to a thing, quality, state or action and which have meaning (lexical maning) when the words are use alone.¹⁹

a) Noun is a word to name a person, animal, place, thing and abstract idea.

Noun are usually the first words which small children learn.²⁰

¹⁸ *Ibid.*, P. 155

¹⁹ Makmur, *op. Chit.*, p. 13

There are types of Nouns:

- Concrete noun is a name of a thing that can be touched or seen, for example: Room, Girl, The sun, Boy.

Concrete noun divides to be four groups, like.

- ✓ Proper noun is noun that indicate name, is like people name, country, city, school, accompany, place name or name of something, generally proper noun written with capital at the first alphabet, example:

Devhi, Dennis, Sarah (name person)

Indonesia, Malaysia, Germany (countries name)

Jakarta, Palopo, Manila (cities name)

Gajah Mada University, Erlanga University. (school name)

CV, Media Intinusa (name of accompany) etc.²¹

- ✓ Common noun is a name given in common to every person or thing of the same class or kind, example: Boy, City, Teacher, Traveler, Girl, Doctor, Town, Officer, Women, Merchant.
- ✓ Collective noun is the name of collection of things or person for example: Army, Class, Club, Crowd, Division, Family, Public, Group, Congress, Jury, Organization, Team, Committe.
- ✓ Material noun is the name of a material or substance us of which thing are made, for example: Gold, Water, Silver, Oil, Wood, Iron, Sugar, Paint, Sand etc.

²⁰ Macfadyen Heather, <http://www.writingcentre.ottawa.ca/hypergrammar/noun.html>

²¹ Windy Novia, S,pd., *Op chit.*, p.14

- Abstract noun is the name of quality action or state, for example:
Freedom, Love, Hope, Knowledge, Happiness, Childhood, Friendship,
Death, Goodness, Life

- Countable noun

For example: Car, Teacher, Students, Horse, Bicycle, Book, Chair, Pen,
Table

- Uncountable noun

For example: Tea, Coffee, Water, Milk, Rice, Money, Tea, Sugar, Air,
Iron, Oil

b) Adjective is a word that belongs to a class whose members modify nouns.

An adjective specifies the properties or attributes of a noun referent.²²

There are type's uses of every adjective namely:

- Attribute use, an adjective used with a noun is known as attributive use.

Example:

- | | |
|------------------|----------------------------------|
| - Beautiful girl | - warring problem |
| - Lovely flower | - clever students. ²³ |

- Predictive use, an adjective used with a verb is known as adjective use. Example:

- | | |
|-------------------|-----------------|
| - She is afraid | - He is alive |
| - He looked happy | - They are dead |

Adjective are divide into several kinds:

- Adjective of quality

²² Macfadyen Heather, <http://www.writingcentre.ottawa.ca/hypergrammar/noun.html>

²³ Makmur, op chit., p. 37

An adjective used total about the quality of a person or thing noun known as adjective of quality, such as: Wealthy, Regional, Fundamental, Elementary, Industrial, Primary.

b. Adjective of quantity

An adjective used to talk about the quantity of things known as adjective of quantity, such as: Little, Whole, Half, Much, Some, No, All, Enough, Any, Great, Sufficient.²⁴

c. Adjective of number

An adjective used to talk about the number of twin person is known as adjective of number such as: Five, No, Some, Several, Few, Many, Most, First.

d. Demonstrative adjective

An adjective used to point out which person or thing we speak about is known as demonstrative adjective such as: This, These, That, Those, Such.

e. Distributive adjective

An adjectives used to refers it each and every person or thing separately is known as distributive adjective, such as: Each, Either, Any, Every, None, Both.

f. Interrogative adjective

²⁴ *Ibid.*,p.38

An adjective used to question is known as interrogative adjective, such as: What, Whose, Which.

g. Possessive adjective

an adjective used to talk about ownership possession known as possessive adjective, such as: My, Your, Our, Her, Its, Their.

c) Verb is perhaps the most important part of the sentence.²⁵ The word included in the verbs are: To go, To make, To buy, To eat, To bring, etc.

a. Transitive verb is verb which has need an object.

Example:

- She mad a cup of tea
- I have bought a new book

But there some transitive verb must be used two objects, example:

- | | |
|---------|--------|
| - Bring | - Buy |
| - Give | - Make |
| - Send | - Show |

b. intransitive verbs is verb which has no object, example:

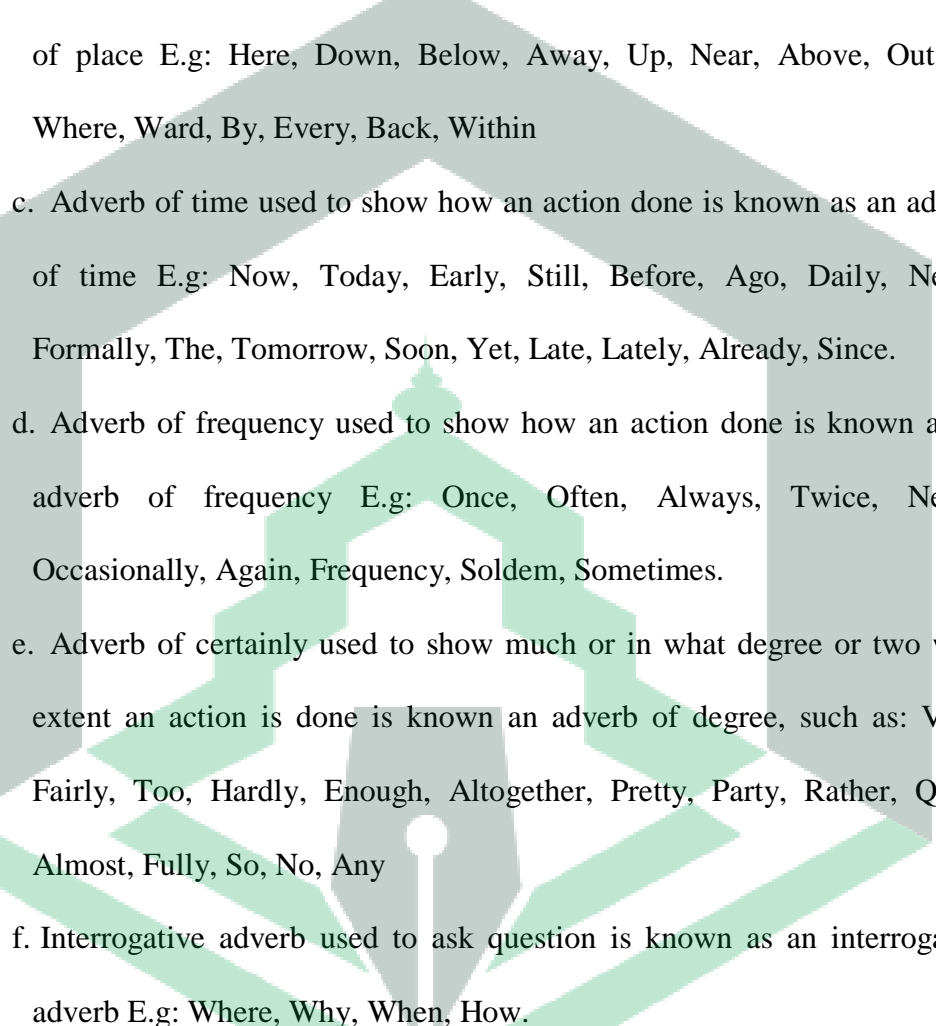
- The sun rise in the east
- My head is bleeding

d) adverb is the words which explain about verb, adjective, noun and adverb.²⁶

Accordig to murthy, adverb are devides into six kinds on the basis of their use:

²⁵ Macfadyen Heather, <http://www.writingcentre.ottawa.ca/hypergrammar/noun.html>

²⁶ Nugroho Satrio Drs. *Practical Complete English Grammar*. Tatabahasainggris lengkap. (ed. I; Surabaya: Kartika)

- 
- a. adverb of manner used to show an action done is known as an adverb of manner E.g: Quickly, Bravely, Happily, Soundly, Unfortunately, Probably, Possibly, Evidently, Luckily, Sadly.
- b. Adverb of place used to show how an action done is known as an adverb of place E.g: Here, Down, Below, Away, Up, Near, Above, Out, In, Where, Ward, By, Every, Back, Within
- c. Adverb of time used to show how an action done is known as an adverb of time E.g: Now, Today, Early, Still, Before, Ago, Daily, Never, Formally, The, Tomorrow, Soon, Yet, Late, Lately, Already, Since.
- d. Adverb of frequency used to show how an action done is known as an adverb of frequency E.g: Once, Often, Always, Twice, Never, Occasionally, Again, Frequency, Seldom, Sometimes.
- e. Adverb of degree used to show how much or in what degree or two what extent an action is done is known as an adverb of degree, such as: Very, Fairly, Too, Hardly, Enough, Altogether, Pretty, Rather, Quite, Almost, Fully, So, No, Any
- f. Interrogative adverb used to ask question is known as an interrogative adverb E.g: Where, Why, When, How.

From the explanation above, the researcher can summarize that vocabulary is not only to be known but it has to be understood and be applied because without vocabulary, we cannot say something to express our ideas.

3. Concept of Vocabulary

Vocabulary is important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no language exists without words. More words we know, more ideas we can explore. So, we can communicate the effectively.

There are so many general concept of vocabulary; the writer would like to explain about some definition or concept of vocabulary. The lists below are the appearance some definition of vocabulary. Manser on his book he wrote that vocabulary is:

- a. Total number of words in a language
- b. Word known to a person
- c. List of word with their meaning, especially at the back of a book used for teaching foreign language.

From the explanation above, the writer concludes what vocabulary is words or total of word, which use in learning language with meaning of word itself in order to know the meaning of words or sentence and next definition vocabulary is a group of the words which are arranged in alphabetical order and briefly explained and should be studied in context. Words or sentence become meaningful when these are studied and considered in context. That is, with all the other words which surround them and which help give them their meaning?²⁷

4. Teaching Vocabulary

²⁷ *Anonym Concept of Vocabulary*, <http://www.shvoong.com/writing-and-speaking/self-publishing/2105539-general-concept-vocabulary/>, The internet available Online, Accessed on 1st May 2012.

Teaching vocabulary is clearly more than just presenting new words. One of the problems of vocabulary teaching is how to select what words to teach. To select the important vocabulary, means that can be used by the student. In this

Harmer states that there are three activities which are designed to teach and practice word, they are:²⁸

a) Presentation

There are many accessions when some form of presentation and explanation is the best way to bring new words into the classroom. Such as:

1. Realia

One way of presenting words is to bring the things. They present into the classroom- by bringing “realia” in the room. Words like ‘pen’, ‘ruler’, ‘bad’, ‘book’, etc. Can obviously be presented in this way. The teacher holds up the object (or point to it) sets the word and then gets students to repeat it.

2. Picture

Bringing a book into classroom is not problem and bringing a car however. One solution is the use of pictures. Picture can be board drawings, will pictures and charts, flashcards, magazine picture and any other non-technical visual representation. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. They can illustrate concept such as above and apposite just as easily as hats, coats, walking sticks, cars, smiles, frowns, etc.

²⁸ *Ibid*,P.161.

3. Mime, Action, and Gesture.

It is often impossible to explain the meaning of words and grammar either through the use of Realia or in pictures. Actions, in particular, are probably better explained by mime. Concepts like running or smoking are easy to present in this way; so are ways of walking, expressions, prepositions, ('to', 'towards', etc) and time (a hand jerked back over the shoulder to represent the past).

4. Contrast

We see words exist because of their scene relations and this can be used to teach meaning. We can present the meaning of 'empty' by contrasting it with 'full', 'could', by contrasting 'hot', 'big', by contrasting it with 'small'. We may present these concepts with picture or mime, and drawing attention to the contrasts in meaning to ensure our students' understanding.

5. Enumeration

Another sense relation we looked at was that of general and specific words. We can use this to present meaning. We can say 'clothes' and explain this by enumerating or listing various items. The same is true of 'vegetable' or 'furniture', for example.

6. Explanation

Explaining the meaning of vocabulary items can be very difficult, especially at beginner and elementary levels. But with more intermediate students such a technique can be used. It is worth remembering that

explaining the meaning of a word must include explaining any facts word use which are relevant. If we are explaining the meaning of 'mate', (= friend) we have to point out that it is a colloquial word used in informal context and that is more often used for females.

7. Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words. And in the second place. Even where translation is possible. It may make it a bit too easy for the students by discouraging them from interacting with the words. Where translation can quickly solve a presentation problem it may be a good idea, but we should bear in mind that a consistent policy towards the use of the mother tongue is helpful for both teachers and students.

All of the presentation techniques either singly or in combination are useful ways of introducing new words. That must be remembered with vocabulary material. We should not introduce words without making sure that students know how they are said. Not only will this mean that they can use the words in speech, it will also help them to remember the words.

b) Discovery

Discovery techniques from simple match task to more complex understanding of connotation and context, such as: adjective, part of the body (work network), around the house (work network), ways of moving, fear.

c) Practice

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.

Based on the explanation above there are three kinds of some technique of teaching vocabulary, so in this case, I will try combining a lot of the technique. When teaching vocabulary, the researcher gives the students the word or asks them the meaning of the word. After that, the researcher checks the students whether they have understood or not toward the word or question.

5. The Ten Best Vocabulary Learning Tips

a. Read, read, and read.

Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging so that you'll be exposed to many new words.

b. Improve your context skills.

Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used.

c. Practice, practice, practice

Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word

part of your vocabulary. It helps to write the word – both the definition and a sentence you make up using the word – perhaps on an index card that can later be reviewed. As soon as you learn a new word, start using it.

- d. Make up as many associations and connections as possible.

Say the word aloud to activate your auditory memory. Relate the word to words you already know. For example, (very large) has a similar meaning to the words gigantic, huge, large, Etc. You could make a sentence: small, medium, large, very large.

- e. Vocabulary learning tip five: use mnemonics (memory tricks).

For example, funny little word pictures will help you remember what words mean, and they are fun to make up.

- f. Get in the habit of looking up words you don't know.

If you have a dictionary program on your computer, keep it open and handy. America Online and other internet services have dictionaries and thesauruses on their tool bars. Find them and look up any word you are not absolutely sure of.

- g. Play with words.

Play scrabble, boggle, and do crossword puzzles. These and other word games are available for the computer, so you are dependent on a partner to play.

- h. Use vocabulary lists.

Take vocabulary test. Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making

i. Take vocabulary test.

Playing games, such as the ones on this site, that test your knowledge will help you learn new words and also let you know how much progress you're making

j. Get excited about words!

Learn to say what you really mean and discover the joys of being able to express yourself in writing.²⁹

6. Principle of Learning Vocabulary

The main principle teaching and learning vocabulary as follows:

a. Aims

In teaching vocabulary, we have to be clear about our aims, how many vocabularies listed, we expect as learners to be able to do. It is not clear at this point, it will difficult to asses how successful the vocabulary learning has been attained.

b. Quantity

Quantity had decided on what involved in vocabulary learning, we might decide on the quantity of vocabulary learning, we may decide on the quantity of vocabulary to be taught the number of new words that students can learn. If we expect that words will be taught become part of the students active

²⁹ Vocabulary Tips, http://www.sheppardsoftware.com/vocabulary_tips.htm, Accessed on the 15of juli in 2016.

vocabulary put the number of words as low as round “five to seven” new word than clearly the actual number will depend on a number of factors varying from class and learning.

c. Need

In most cases the choice of vocabulary taught student, the teacher in choosing the vocabulary that is going to be taught will to relate to the aims of course and the objective of individual lessons. It is also possible for the teachers, in a sense to put the responsible of choosing the vocabulary to be taught of the students. in order words, they need using the words as the information.

d. Frequent Expose and repetition

In teaching and learning vocabulary, has to be certain amount of reposition until there is evidence that the student have learned the target words. The simple way that checking the learning has been done is seeing whether the students can recognize the target words and identity the meaning. If the words have to be parts of the student productive vocabulary. The must be given an opportunity to use them, as often necessary for them to recall the word at all, with the correct spelling, and pronunciation and identify the meaning.

e. Meaning presentation

In presentation vocabulary lesson, the students must have a clear and specific understanding of what words denotes or refers. This requires that

word presented in such a way their denotation references are perfect and unambiguous.

f. Situation presentation

The word presented are appropriated to the student' situation with a favorable condition, enough time consuming and conviont method, the student will automatically succeed in learning vocabulary.

g. Presentation in context

Words very seldom occur in isolation is important for the students to know the usual collocation that word a occur in. So from the beginning the words must appear an it is natural environment as it word among the words, naturally collocates with. Collocation are word, which are commonly associated.

h. Learning of vocabulary in mother tongue and target language.

In teaching the word of the target language, teachers can use words of mother tongue as tool a compare and similarity and differentiate words.

i. Quessing procedure in vocabulary learning

Based on the explanation above, the writer conclude that un teaching vocabulary we have to be clear about our aims, and if we teach about new words, the quantity had on what involved in learning vocabulary. In choice of vocabulary through the students, the teacher must to put the responsible of choosing the vocabulary to be taught to the student. So the students can use it as information.³⁰

³⁰ Michel, Walase, *Teaching Vocabulary ELBS*, New York, Oxford University 1989),p.21

In teaching and learning vocabulary, the amounts of the target must have learned by students. the students also have an opportunity in use the words. However the student must have a clear a specific understanding of what word denotes. Moreover, the words presented are appropriated to the students' situation with a favorable condition. So from beginning the words must appear in it is natural environment.

C. The Concept of Dictogloss

1. Defenition of dictogloss

The dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key word, which are then used as a based for reconstruction.³¹ Dictogloss as an activity in which short pieces of language are read out at normal speed³². dictogloss technique is classroom dictation activity in which teacher prepares a text and Then the teacher dictation text and students listen to the text and find vocabulary in the text and then students work in small group to reconstruction vocabulary in the text by read teacher

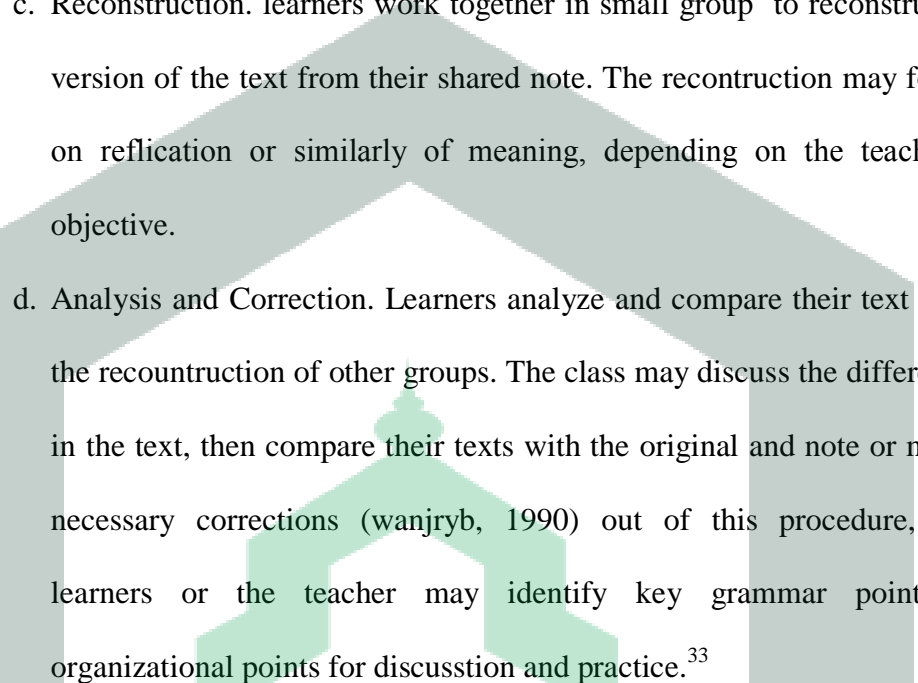
2. Steps of Dictogloss

The Steps of dictogloss in learning process there are :

- a. Preparation (warm-up) the topic is introduced and key vocabulary is addressed.

³¹ [http:// contentstrategies 465trishwarner.wikispaces.com/dictogloss](http://contentstrategies465trishwarner.wikispaces.com/dictogloss). Browser on august 10th 2010

³² G.m, jacobs and j, small. 2003 combining dictogloss and cooperative learning to promote language learning retrieved from <http://www.readingmatrix.us.gov/articel>. browsear on august 10th, 2009

- 
- b. Dictation. The teacher reads a passage at normal speed (twice or three time. The first time learners listen. The second and third time, learners note down anything they can catch.
 - c. Reconstruction. learners work together in small group to reconstruct a version of the text from their shared note. The recontruction may focus on reflication or similarly of meaning, depending on the teacher's objective.
 - d. Analysis and Correction. Learners analyze and compare their text with the recontruction of other groups. The class may discuss the difference in the text, then compare their texts with the original and note or make necessary corrections (wanjryb, 1990) out of this procedure, the learners or the teacher may identify key grammar point or organizational points for discusstion and practice.³³

3. Advantages of the dictogloss.

The advantages of dictogloss there are four namely :

1. The use of the dictogloss technique can make learners more actively involved in the learning process of listening compared with conventional method

³³ Karen M. Smith. *Op.cit*

2. Dictogloss technique is a method that interesting and not boring, so that the learner can learn in a relax and enjoy.
3. The application of the method dictogloss can improve learners' listening skills, as well as evaluating the listening skill of learners. In addition, learners can also apply grammatical ability and vocabulary in the process of learning to listen
4. Learners are trained to restate material heard in oral form (the current discussion) and written (through essays reconstruction).

4. Dictogloss and collaborative learning

Dictogloss, as an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. The learners work together in groups between two or four members. Additionally, they have the opportunity to discuss how well their group working allows the learners to take advantages of this collaborative learning. It suggests that different roles in their group.

5. Dictogloss summaries

While in the standard dictogloss procedure students attempt to create a reconstruction of approximately the same length as the original, in Dictogloss summaries, students focus only on the key ideas of the original text.

- (1) Steps 1, 2, and 3 are the same as in standard dictogloss, although to encourage summarizing rather than using the words of the original text, the teacher might ask students not to take any notes.

(2) Students work with partner to summarize the key points of the text. Here, as well as in other dictogloss variations, we can provide visual cues (sketch, flow chart, photo, mind map) that represents some elements of the story. This aids comprehension and may help students structure their reconstruction. Additionally, students can create visuals to accompany their reconstructions, as another means to demonstrate comprehension and to promote unique reconstructions.

6. Dictogloss opinion

In Dictogloss opinion, after students reconstruct the text, they give their opinion on the writers' ideas. These opinions can be inserted at various points in the text or can be written at the end of the text. If student commentary is inserted throughout the text, it promotes a kind of dialogue with the original authors of the text.

7. Picture dictation

Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them.³⁴ For instance, they can complete a graphic organizer. Another possibility, described below, is to draw.

D. Conceptual Framework

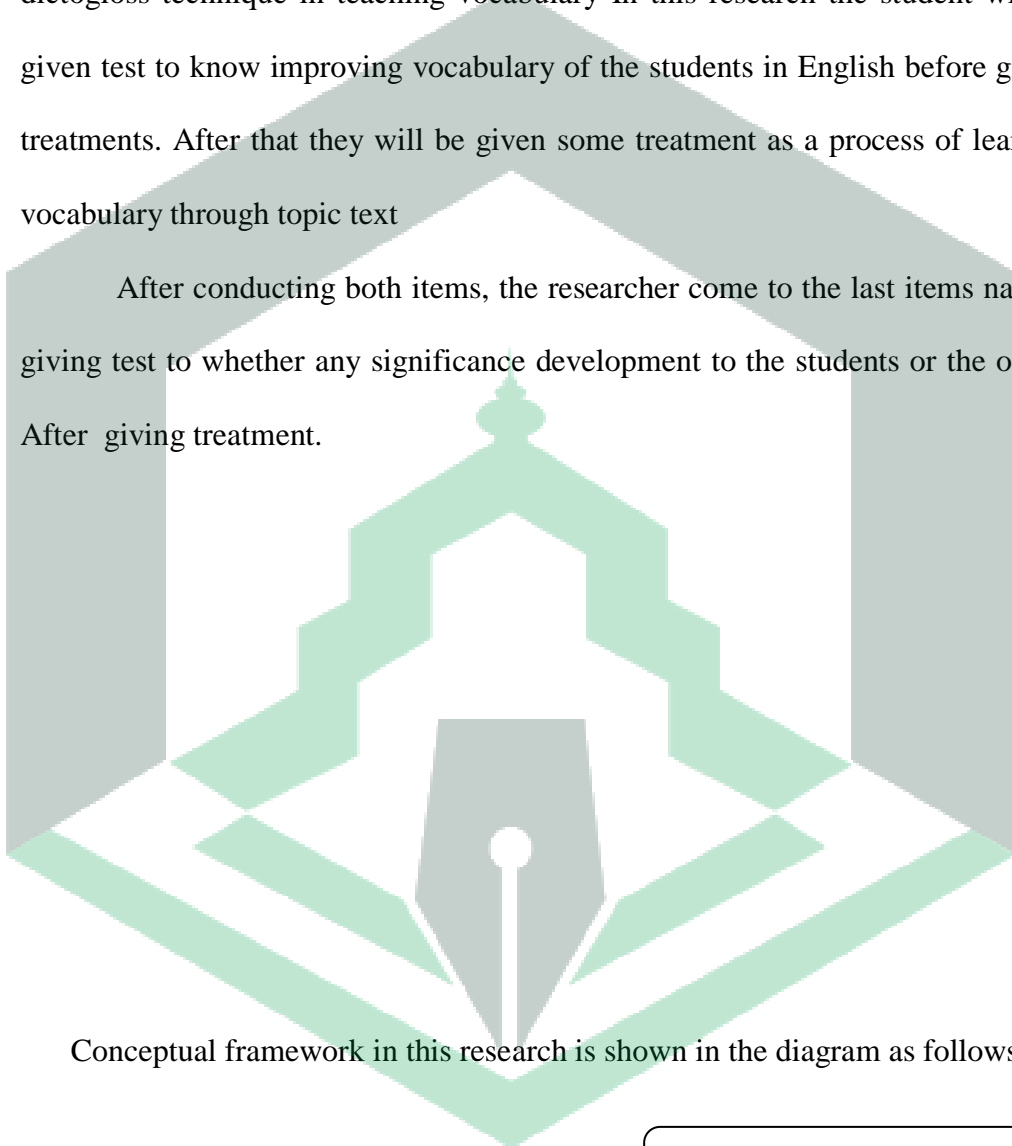
Vocabulary is one of the problems in mastering English especially at the eighth year students of MTSN Palopo. Dictogloss technique is a method to help the

³⁴ Airey, J. *op.cit*

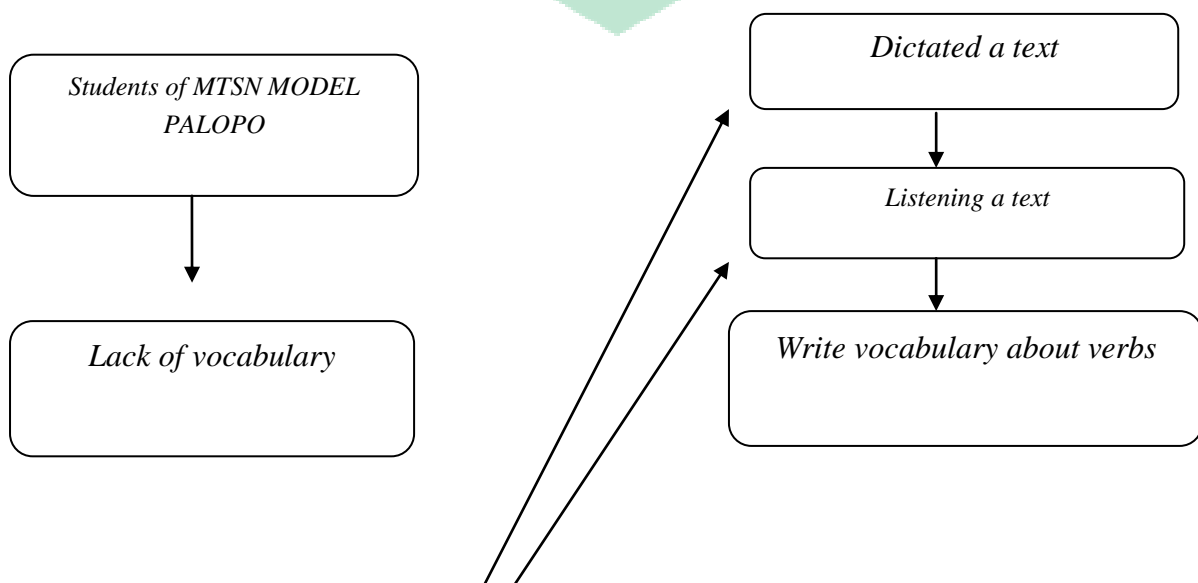
students and will be easy to learn vocabulary. Through dictogloss technique the students can leads to improve their vocabulary

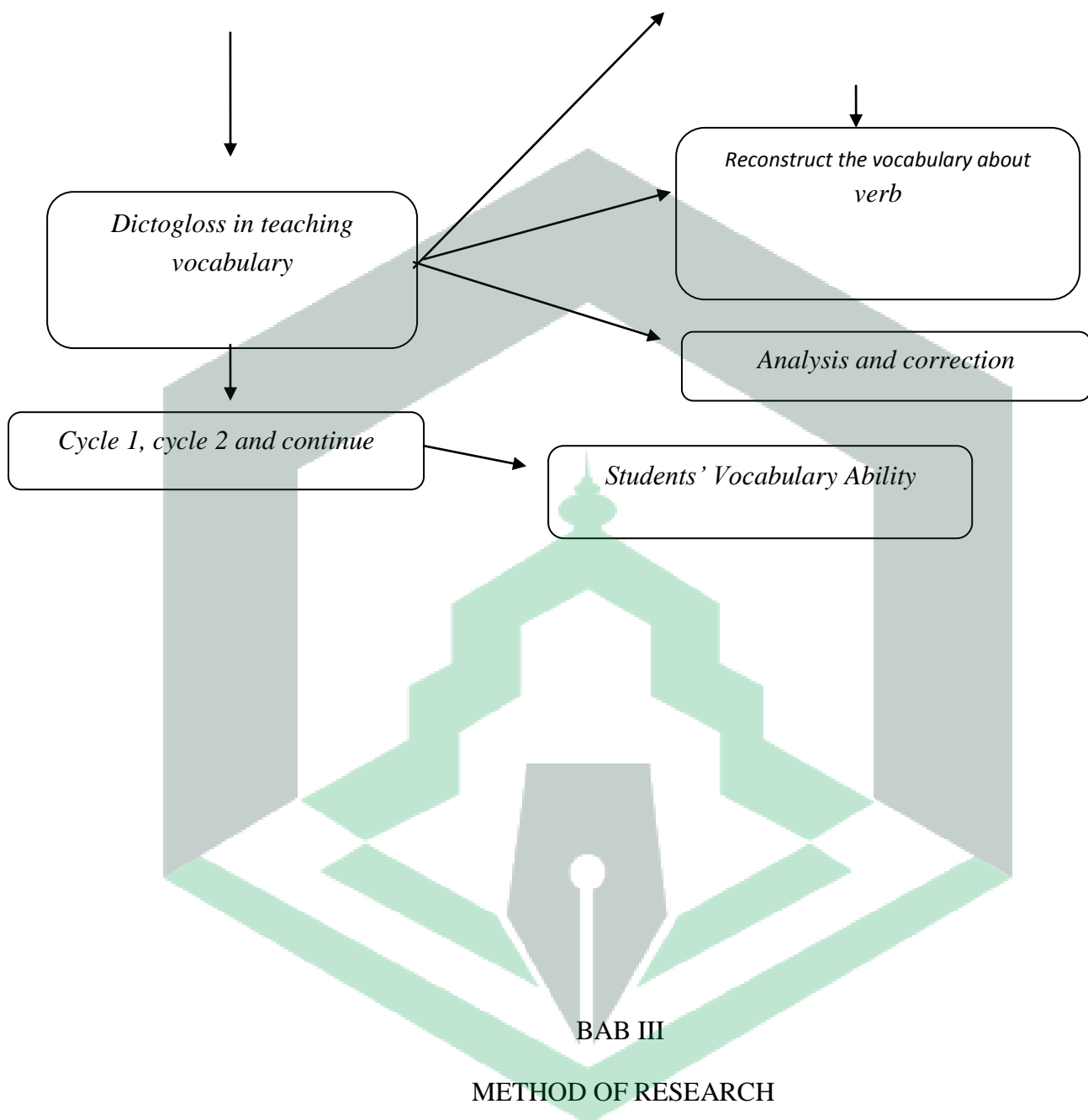
Based on the statement above, the researcher focus in used of the dictogloss technique in teaching vocabulary In this research the student will be given test to know improving vocabulary of the students in English before giving treatments. After that they will be given some treatment as a process of learning vocabulary through topic text

After conducting both items, the researcher come to the last items namely giving test to whether any significance development to the students or the output After giving treatment.



Conceptual framework in this research is shown in the diagram as follows:



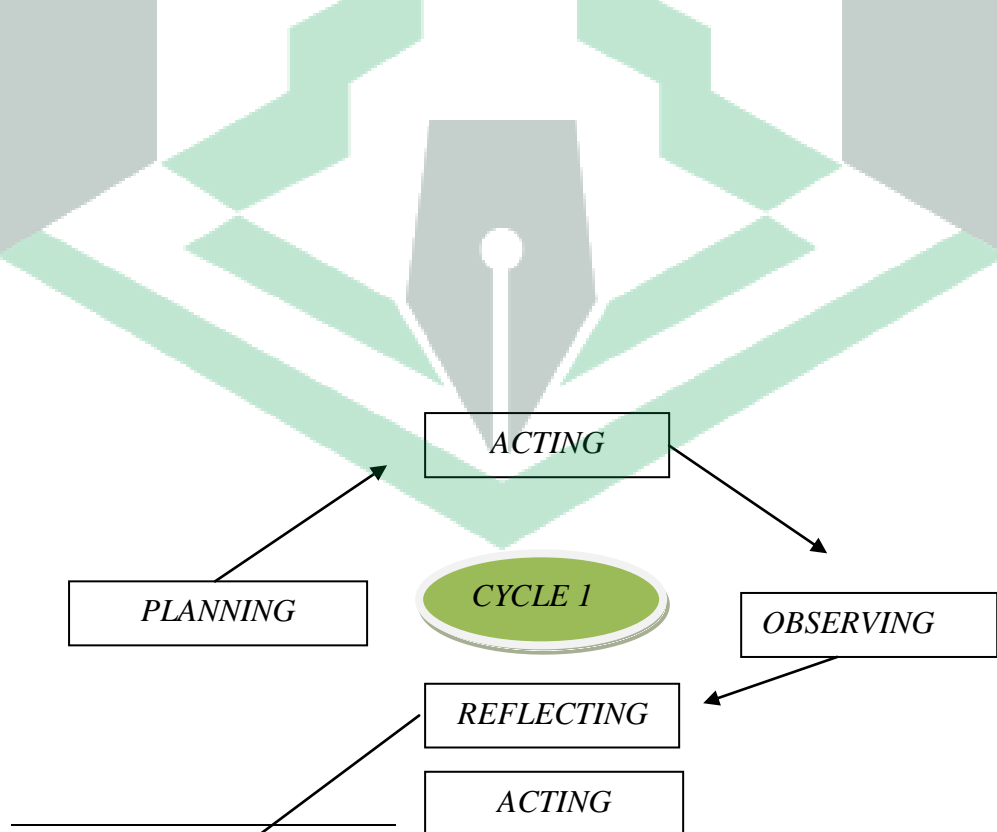


A. Design of Research

This research used classroom action research (CAR) that consists of four stages: Planning, Implementation or Action, Observation and Reflection.³⁵

³⁵ Suharsini Arikunto, at.al., *Penelitian Tindak Kelas*, (Jakarta: 2008), p.104

Classroom Action Research (CAR) is action research where a teacher with his/her partner do collaboration with making plan, action reflection which is done to upgrade learning process in the class.³⁶ The researcher can conclude that CAR is action research that is done by two collaborating persons with purpose to improve the learning process in the classroom. This research was done in two cycles that consist six meetings, in order to fine out the appropriate way in teaching students' vocabulary through dictogloss technique at eighth year of MTsN Palopo. The researcher use a model of action research, stated by john Elliot that there were four stages in the procedure namely, planning, action, observation, and reflecting. The basic competence which was focused on this classroom action research were the competence in mastering verb through dictogloss technique. The preparation for the action is prepared dictogloss technique, test worksheet,



³⁶Kunanda, *Penelitian Tindakan Kelas Edisi Revisi*:Rajawali Pers, p.4.

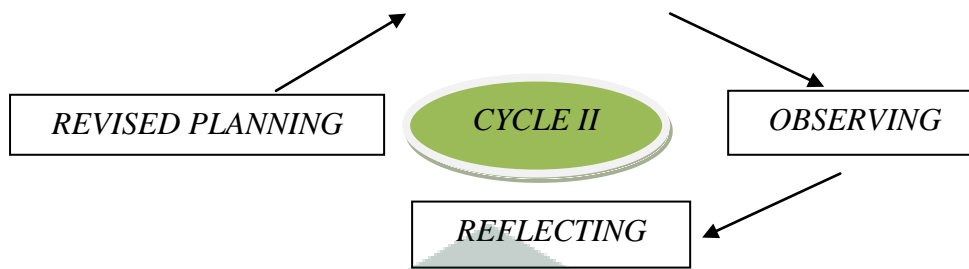


Figure 1. Action Research Design by John Elliot.³⁷

B. Setting of Research

The researcher did this research at MTsN Palopo, especially in the eighth grade. The total number of students is 25 students. The research conducted into two cycle which two cycle consist of six meetings in order to find out the appropriate way in teaching vocabulary by using dictogloss technique to the students.

C. Research participant

The participant of research were:

1. English teacher

³⁷ Akhmad Sudrajat, *Penelitian Tindakan Kelas (part II)*, 21 Maret 2008. Online <http://akhmadsudrajat.wordpress.com/2008/03/21/penelitian-tindakan-kelas-part-ii>. Accessed On Januari 9th, 2017.

English teacher collaborators with the researcher in the research, where the English teacher observed when the researcher and teacher in class and as an evaluator.

2. Students

The position of the students in the research as object of the research, where the research hopes after researching, and the students can increase their vocabulary.

3. Partner and collaborators

The positions of collaborators in research as an observer, the collaborator help the research to observe the students, so the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.

D. Technique and Instruments of Collecting Data

The technique collecting data that the researcher did in this classroom research were:

1. Observation list

It was useful observe the students' participation during the use of dictogloss technique in teaching vocabulary. Also, as the basic instrument in discussion part among the researcher and the collaborators as a way to make reflection in each cycle.

2. Interview

It is use to know the successful in using dictogloss technique as one in teaching process.

3. Test

In collecting data of the students' achievement on learning vocabulary will take by using text. It was used to measure students' improvement in every cycle namely asked the students to find some of verb, that mention in the dictogloss technique. The result of the test of the first cycle and the second cycle are compared whether there will improvement or not. The researcher could find the all data about students. It is very significant.

E. Procedure of the Research

This research is conduct with using classroom action research method (CAR). In a cycle consists of planning, acting, observation and reflecting. They are:

1. Panning

Planning is the first step of the research procedure. This activity covered the problem identification. This is the most important step in conducting action research as by knowing the problems, the researcher and collaborator could good solution to solve the problem arose.

2. Acting

After recognizing the possible cause the problems faced by the students at the eighth year students of MTSN Model Palopo, the students had difficulties in learning English because they have low vocabulary, the action was decided in advance. The action is aimed to solve the problem.

3. Observing

Observing was the activity of collecting data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (the students’ score) while the qualitative data comprised students’ interest, class management.

In short, in this phase, the researcher or collaborator elaborated kinds of data, the procedure of collecting data by words observation list.

4. Reflecting

Reflecting is the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator could observe whether the “acting” activity had resulted any progress, what progress happened, also about the positive and negatives, and so on.

In the planning, researcher wanted to the students enjoyed with the lesson and improved their vocabulary, the researcher would use dictogloss technique for improving the students’ achievement in memorized vocabulary easy.

The first cycle of this classroom based research consisted of planning, acting, observation, and reflecting.

1. Planning

- a. Prepared material, making lesson plan about the use of dictogloss technique in teaching vocabulary particularly verb
- b. Preparing list of students' name
- c. Classroom management number of students' is 25, make the classroom is comfortable.
- d. Prepared the test instrument
- e. Preparing teaching facilities (board marker and eraser, dictionary).
- f. Preparing sheets for classroom observation.

2. Acting

- a. The 1st meeting

There are some activities done in this phase namely:

- 1) Researcher introduced herself and collaborator to students
- 2) Give more motivation to the students in order to be active in learning process.
- 3) Explains about vocabulary kinds
- 4) The Researcher grouped the students in to five groups, each group consist of four or five students.
- 5) Preparation (warm-up) the topic is introduced and key vocabulary is addressed.

- 6) Dictation. The teacher reads a passage at normal speed (twice or three time. The first time learners listen. The second and third time, learners note down anything they can catch.
- 7) The students write in front of whiteboard
- 8) The students collect worksheets students
- 9) Researcher and students conclude the materials.
- 10) Close the class

After doing the first cycle, there were still many weaknesses then based on the reflection part, the researcher did the second cycle (see the findings in chapter IV).

3. Observation

The researcher observed the teaching and learning process in improving vocabulary through dictogloss technique, included the students responded in the from of students, the researcher gave test to the students

4. Reflecting

In this step, the researcher analyzed the weakness that researcher has got in observing. The result of data that had been done it will be continued in the analysis until can be reflection after action research. The reflection it will be discussed as well as a guidance collaborator while teacher and should make research planning for the next cycle.

Cycle 2

Like at the first cycle, in this section would do the next cycle which repair from cycle 1

1. Planning

- a. Continue the activities that have been done in cycle 1.
- b. Repair the weakness in the cycle 1.
- c. Make planning again in the scenario learning process from the result of cycle 1 reflection.
- d. Action research repair

2. Acting

in this stage, action is done to increase the result based on the cycle reflection. The stages done are the same with the previous cycle that is to say, to do increasing vocabulary of the applied teaching vocabulary through dictogloss technique.

- a. Every students got change to commenting about vocabulary used dictogloss technique
- b. Every students can focus to answer the text.

3. Observation

In the case the observation done at the cycle II is almost same with the done observation at cycle I.

4. Reflecting

Reflecting was done to see the result of the second cycle action process, to analyzed, understand and make conclusion activity. The researcher analyzed cycle

one to know whether the action of this cycle reaches success criteria based on the result of second action. This classroom action research was success if some of the following requirement were fulfilled:

1. Most of the students have a good score in evaluation (vocabulary test) (70).
2. Most of the students' active in learning process (75%).

F. Data analysis

The researcher explained the data from the result had been by test to get results from test in very cycle. Researcher used counting as follows:

- 1) Score the students answer:³⁸

$$\text{Score} = \frac{\text{the number of correct answer}}{\text{the total number of test items}} \times 100$$

- 2) To find out the mean score of the students' test, the researcher had been used the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean score

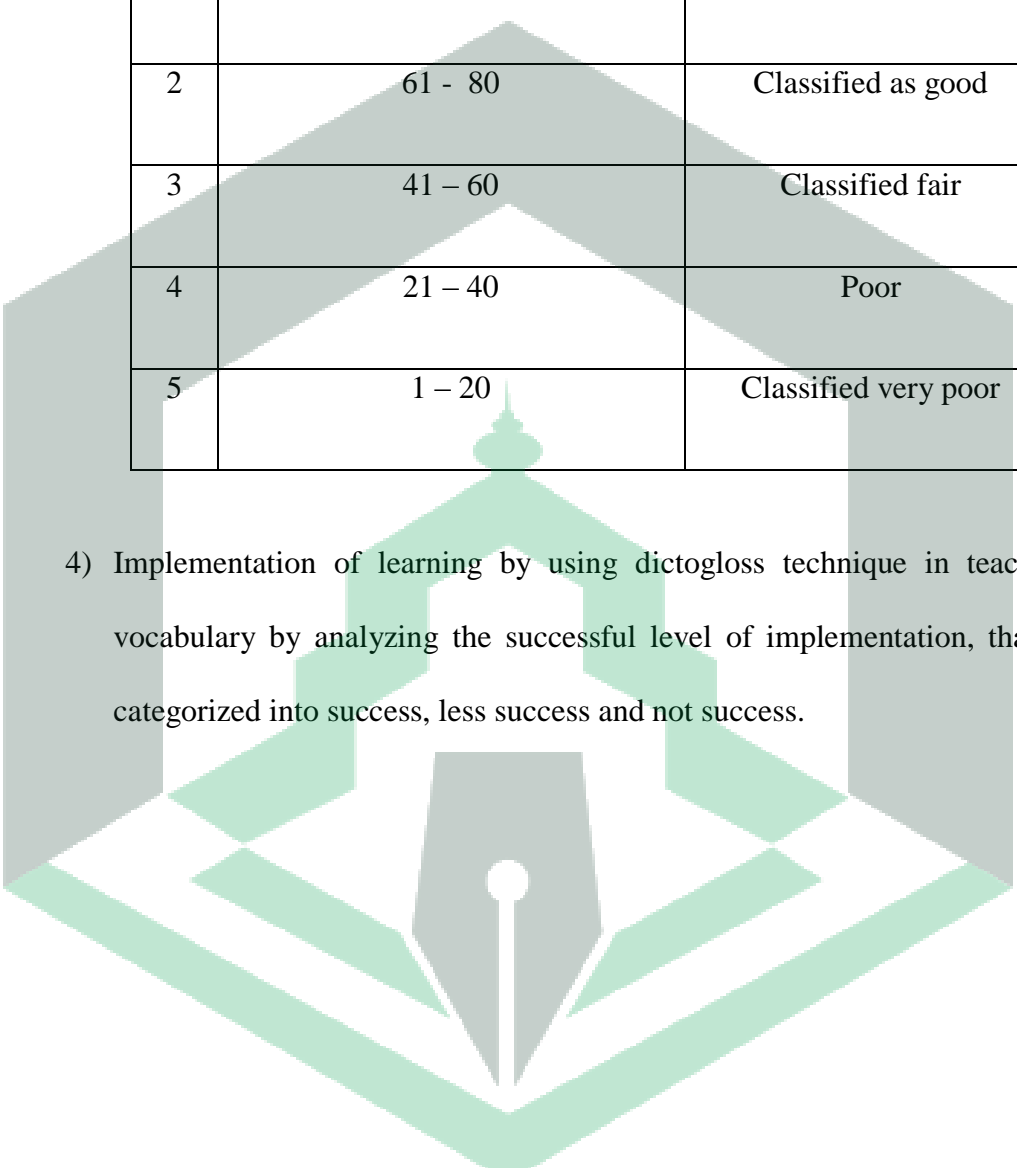
$\sum X$ = Total Score

N = the Number of Students³⁹

- 3) After collecting the data of the students' the researcher classified the score of the students'. To classify the students' score, there were seven classification which were used as follow:⁴⁰

³⁸ Sudjana, *Metode Statistika*, (Bandung; Tarsito Bandung, 1992),p. 73

³⁹ Gay, LR. *Education Research: Competencies for analysis and application*, (New York: Second Edition. Columbus : Charles E Merrill Publishing Company, 1981),p.298.



No	Score	Classification
1	81 – 100	Very good
2	61 - 80	Classified as good
3	41 – 60	Classified fair
4	21 – 40	Poor
5	1 – 20	Classified very poor

- 4) Implementation of learning by using dictogloss technique in teaching vocabulary by analyzing the successful level of implementation, than it categorized into success, less success and not success.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The First Condition of the Class

Based on the pre-observation, the researcher got some data about the students' condition of the class, including the students' problem. From interview the researcher got information from the students that difficulties of four skills namely speaking, reading, writing, and listening in English; due to lack of vocabulary and on this case the researcher analyzed to overcome the problem. It means that the students were taught vocabulary by using dictogloss technique, where that dictogloss technique can help them to improve their vocabulary.

2. Cycle 1

a. Planning

In this section, the researcher prepared to carry out the action research class required different tools that had been created and developed previously, namely lesson plan (RPP), the supporting instrument: observation sheet and test.

b. Action

The first Meeting

The action started on 8th march 2018, at the first lesson at 10:45 pm for the first meeting of the cycle 1. The researcher opened the class by saying “Assalamualikum Wr.Wb...” and students saying “Walaikumsalam Wr.Wb”. And the researcher asked condition of the students such as “Hello ! How are you

today?..”and the students answered “ Fine”. And then the researcher introduced herself and her collaborator.

In this action, the researcher explains about vocabulary by using dictogloss technique. The researcher starts explain what purpose in the learning vocabulary. And then the researcher explains about dictogloss technique and step of dictogloss technique to do in learning.



The researcher closed the class by conclusion. And then, the researcher said the plan of learning that will come.

The second Meeting

The third meeting continued on 14th march 2018 at 08:50 pm. The researcher greeted the students by saying Assalamualaikum Wr. Wb. and students saying “Walaikumsalam Wr.Wb”. The researcher asked to the students “ are you ready to study today?”, the students saying “ yes”.The researcher “Ok, this is today we still learn about vocabulary through dictocloss method. After that, the researcher

make five groups, and then each group give one teks about dictogloss technique different with the second meeting, and then the students hear teacher reads the paragraph text and the students will listen with carefully and fill the blank text. after find the word (verb) to fill the blank text, the students will translate it into indonesia by using dictionary. In the next step every group will report their discussion result in front of the class and write it down on the board and other group respond.

And then, the researcher closed the class by conclusion. And then, the researcher said the plan of the next learning.

The third Meeting

The fourth meeting continued on 15th 2018 at 10:45 pm. The researcher greeted the students by saying. Assalamualaikum Wr. Wb. And students saying “Waalaikumsalam Wr.Wb”. Before start to study, the researcher gave instruction to the students “Ok, before start doing learning process, I want you sit neatly. And then, the researcher share test to the students, and then then students hear teacher reads the paragraph text and then students will listen with carefully and fill the blank text. after find the word (verb) to fill the blank text, the students will translate it into indonesia by using dictionary. In the next step every group will report their discussion result in front of the class and write it down on the board. When finished the researcher collect the students worksheets.



When finished, the researcher suggested to all students to study again because the next meeting continued to cycle II and students will know whether increase or not in learning by using dictogloss technique.

c. Observation

Based on observation made by writer and collaborators in the first cycle, the data obtained as follows:

1. In the first cycle of learning, the students, still lack enthusiasm to understand the concept of the learning. Some students who were easy to get bored and the some inactive students. It could be influenced by some factor such as they did not interest with English lesson so, the students seemed confuse with their new lesson or they thought about the other thing So that they did not concentrate to study.

2. The students did not understand and still difficulty when the students researcher read teks paragraph

3. The students was difficulty when they are write verb
4. There were some students who were able to not accept quickly the explanation of the teacher.
5. The students seemed not to be discipline
6. Evaluation on students' vocabulary showed that students mastery on vocabulary were mostly in low score. The score was only 54

Table 4.1

Score of the students' vocabulary in cycle I

No	Respondent	Score
1	R1	70
2	R2	50
3	R3	40
4	R4	60
5	R5	60
6	R6	50
7	R7	40
8	R8	40
9	R9	70
10	R10	40
11	R11	50
12	R12	60
13	R13	60
14	R14	60
15	R15	50

16	R16	40
17	R17	70
18	R18	70
19	R19	60
20	R20	40
21	R21	50
22	R22	70
23	R23	50
24	R24	60
25	R25	40
Mean Score		1,350

Calculating the mean score of the students' speaking test cycle 1

$$x = \frac{\sum x}{N}$$

$$X = \frac{1,350}{25}$$

$$= 54$$

Where:

X = Mean Score

\sum = Total Score

N = Total Students

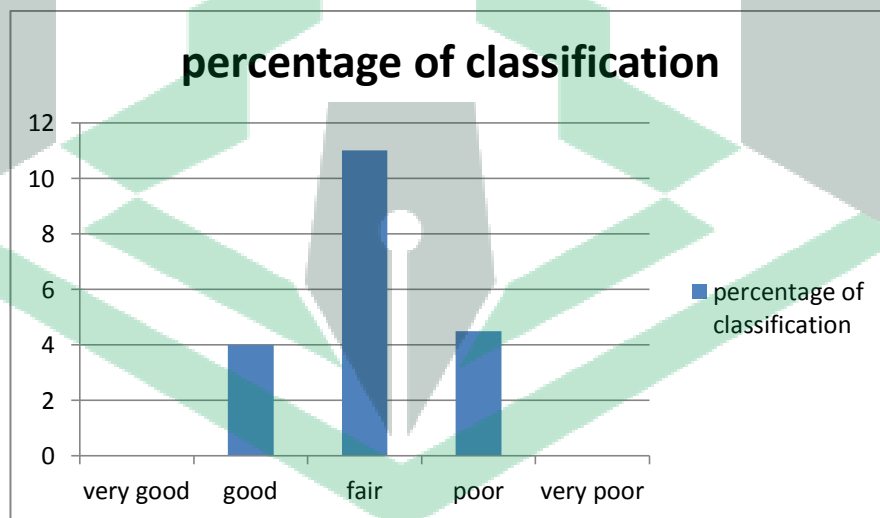
Table 4.2

The Rate Percentage of students' Score in Cycle I

No	Score	Classification	Frequency	Percentage (%)
1	81 - 100	Very good		
2	61 - 80	Good	5	20
3	41 - 60	Fair	13	52
4	21 - 40	Poor	7	28
5	1 - 20	Very poor	-	-
Total				100%

Table 4.3

Bar Chart of the Students' Score Percentage in Cycle I



The table above shows that the students of MTsN Palopo in criteria and percentage of the students verbs in first cycle shows that were 5 students (20%) got “good” scores, 13 students (52%) got “fair” scores and 7 students (28%).

Students in cycle I had ability in part of speech test and they had known to class word verb.

The researcher divided students' participation activeness during class into four points, namely:

- a. Very active: the students is responsive and participated fully in all activities during the the learning and teching process.
- b. Active: the students translate the material and determaine the part of speech.
- c. Less Active: the students pays attention and gives responses one in a while
- d. Not Active: the students does not give answer the test, she/ he looks confused, bored, and sometimes leaves the class.

Table 4.4
The Result of Observation through Students' Activeness during the Teaching and Learning Process in Cyclcy I

Respondent	Very Active	Active	Less Active	Not Active
R1			√	
R2				√
R3			√	
R4		√		
R5		√		
R6				√
R7			√	

R8			√	
R9			√	
R10			√	
R11			√	
R12				√
R13		√		
R14				√
R15				√
R16			√	
R17			√	
R18			√	
R19				√
R20			√	
R21		√		
R22			√	
R23				√
R24			√	
R25				√
Total		4	11	6

Based on the table above there some students did not have braveness in learning activitis, only 4 students get good, 11 students get fair and 6 students get poor.

d. Reflecting

There were still some significant weaknesses in the first cycle:

1. In the first cycle of learning, the students still lack enthusiasm to understand the concept of the learning. Some students who were easy to get bored and the some inactive students. It could be influenced by some factor such as they did not interest with English lesson so, the students seemed confuse with their new lesson or they thought about the other thing so that they did not concentrate to study. So that is why in cycle II was different from cycle I because cycle II the researcher learn vocabulary by using dictogloss technique with audio.

2. The students did not understand and still difficulty when the students researcher read teks paragraph

3. The students was difficulty when they are write verb

4. Most of the students were still not familiar with the use of dictogloss technique in learning.

5. Most of the students still have problem with meaning and writing words with use dictogloss technique

6. There were some students not cooperative in their group to finish the task.

7. The students seemed not to be discipline

8. Evaluation on students' vocabulary showed that students mastery on vocabulary were mostly in low score. The score was only 54.

Besides, many of them still have problem with verb . Through the case, improvement was needed on some aspects of the teaching and learning process employed. It means that cycle 2 was needed.

3. Cycle 2

Similar to the data presentation in cycle 1, in cycle 2, the planning, the implementation of the action, the observation, and the analysis and reflection are made. The analysis and reflection covered the analysis teaching and learning process, the analysis of the result of the students' vocabulary, and reflection.

a. Planning

The researcher hoped in the cycle II the students were more active than before. Planning in the second cycle was different with the first cycle. In the second cycle to make students to be active in the class. The reflection in the first cycle was considered to plan the second cycle.

In order to solve weaknesses and to keep the successful in the first cycle, then the second cycle was planned as follow:

1. Gave more motivation to the students in order to be active in learning process.
2. Gave more chances to the students who got score to share their knowledge about the vocabularies.
3. Gave more intensive guidance to the students that got difficulties in learning by using dictogloss technique in the first cycle.

b. Action

The First Meeting

The first meeting in the cycle II continued on 21st march 2018 at 08:50 pm. The researcher greeted the students by saying "Assalamualaikum. Wr.Wb". After

that the researcher checked the students in attendant list and then asking the readiness of the students to take apart in learning process.

In this action, the researcher said to the students “the first I want tell you about result by cycle 1 is many students get average in the test and I hope to you all to improve more your ability in vocabulary and now I will explain again the material about verb through dictogloss technique and steps in learning process”.



After doing the learning process, the researcher closed the class by conclusion. And then, the researcher announce the plan of learning that will come.

The Second Meeting

The second meeting in the cycle 1 continued on 22th march 2018 at 10:45 pm. The researcher greeted the students by saying “Assalamualaikum. Wr.Wb”.

After that the researcher checked the students in attendant list and then asking the readiness of the students to take apart in learning process.

In this action, the researcher gave motivation to the students in order to be active in learning, explained materials learning with used dictogloss technique , and then the researcher make five groups, and than each group give one teks about dictogloss technique, and than the students hear teacher reads the paragraph text and the students will listen with carefully and fill the blank text. after find the word (verb) to fill the blank text, the students will translate it into indonesia by using dictionary. In the next step every group will report their discussion result in front of the class and write it down on the board and other group respond. , the teacher give explanation and affirmation to the students



After that, the researcher closed the class by conclusion. And then, the researcher said the plan of the next learning.

The Third Meeting

The fourth meeting in the cycle II continued on 28th march 2018 at 08:50 pm. The researcher greeted the students by saying Assalamualaikum Wr. Wb. and students saying “Walaikumsalam Wr.Wb”. Before start of studing, the researcher gave introduction to the students “Are you ready to learning used dictogloss technique ? The students “Ready”. The researcher “Ok, before we start learning process, I want you to sit down neatly on the each. Then, the researcher gave more explanation about the of materials, and researcher giving chances to the students for expressing their difficulties in teaching process and shared their knowledge about the vocabulary. After that the researcher share text to the students different with cycle I, and than the students hear teacher reads the paragraph text and the students will listen with carefully and fill the blank text. after finding the word (verb) to fill the blank text, the students will translate it into indonesia by using dictionary. In the next step every group will report their discussion result in front of the class and write it down on the board and other group respond. when finished the researcher collected students’ worksheets. Then, the researcher gave awards to the successful students and the most active students.

In this action, the students were very active in the learning use dictogloss technique especially in studing vocabulary, they can handle their problem about vocabulary.



After learning vocabulary through dictogloss technique, the researcher expressed “Thank very much because you all already helped me in my research.

c. Observation

The second meeting was focused on assessing the students’ performance in learning vocabulary, (a) learn vocabulary by using dictogloss technique got positive respond. (b) Evaluation on the students’ vocabulary showed that the students’ master on vocabulary were increase. The mean score reached 78.

Table 4.5
Score of the Students’ Vocabulary in cycle II

No	Respondent	Score
1	R1	70
2	R2	100
3	R3	80
4	R4	90
5	R5	80
6	R6	70
7	R7	90

8	R8	70
9	R9	80
10	R10	100
11	R11	80
12	R12	70
13	R13	90
14	R14	80
15	R15	70
16	R16	80
17	R17	80
18	R18	90
19	R19	70
20	R20	70
21	R21	90
22	R22	70
23	R23	80
24	R24	100
25	R25	90
Mean Score		2,040

Calculating the mean score of the students' speaking test cycle 1

$$\bar{x} = \frac{\sum x}{N}$$

$$X = \frac{2,040}{25}$$

$$= 81,6$$

Where:

\bar{X} = Mean Score

Σ = Total Score

N = Total Students

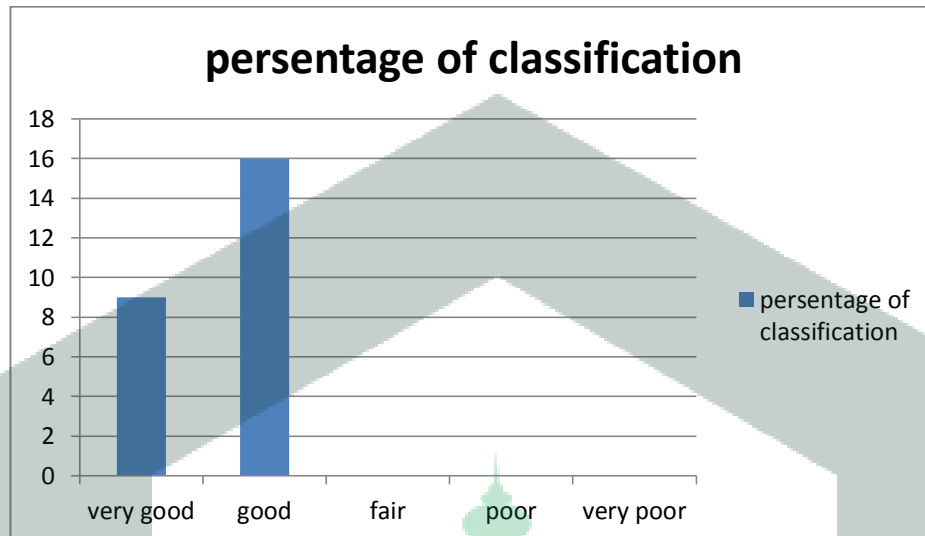
Table 4.6

The Rate Percentage of students' Score in Cycle II

No	Score	Classification	Frequency	Percentage (%)
1	81 – 100	Very good	9	36
2	61 – 80	Good	16	64
3	41 – 60	Fair	-	-
4	21 – 40	Poor	-	-
5	1 – 20	Very poor	-	-
Total				100%

Table 4.7

Bar Chart of the Students' Score Percentage in Cycle II



The table above shows that, the students of MTsN Palopo in criteria and percentage of the students verbs in first cycle shows that were 9 students (36%) got “very good” scores and 16 students (64%). Students in cycle II had ability in part of speech test and they had known to word class verb.

The researcher divided students' participation activeness during class into four points, namely:

- a. Very active: the students is responsive and participated fully in all activities during the learning and teching process.
- b. Active: the students translate the material and determaine the part of speech.
- c. Less Active: the students pays attention and gives responses one in a while

d. Not Active: the students do not give answer to the test, he looks confused, bored, and sometimes leaves the class.

Table 4.8

The Result of Observation through Students' Activeness during the Teaching and Learning Process in Cycly II

Respondent	Very Active	Active	Less Active	Not Active
R1		√		
R2	√			
R3		√		
R4	√			
R5		√		
R6		√		
R7	√			
R8		√		
R9		√		
R10	√			
R11		√		
R12		√		
R13	√			
R14		√		
R15		√		
R16		√		
R17		√		
R18	√			

R19		√		
R20		√		
R21	√			
R22		√		
R23		√		
R24	√			
R25	√			
Total	9	16		

Based on the table above, there was increase the students' activity in cycle II. Learning vocabulary by dictogloss got positive response. Even students who were good result it means that the criteria of success in cycle II the students had better achievement.

e. Reflecting

Some successful points in the second cycle. Most of the students were more active during the action. The students were very enthusiastic in learning use dictogloss technique. The students' vocabulary was increase after learning vocabulary by using dictogloss technique. It was showed by the achievement score in the second cycle that was reached 78.

The researcher used dictogloss technique in cycle 1 but different material, there are:

1. The learning process in the cycle I, the planning steps unfinished to apply, it proved many students not understand and focused how to apply dictogloss

technique. So that, the students is not focus and unconsentration in the learning process. The mean score in cycle I was not achieve criteria success 75. The mean score in the cycle I 54.

2. The learning process in cycle II, the planning steps had finished to apply. It proves the students was understood, unconfused, unbored and enjoy in the learning process dictogloss technique. The mean score in cycle II was pass achieve criteria success 75. The mean score in cycle II 78.

B. Discussion

Looking at the data finding, the researcher presented the discussion of data some of studens were low. The students of MTsN Palopo were low in the cycle I than cycle II. In this case, the writer divides discussion into parts: discussion about data analysis, which is intended to fine out the increasing students 'vocabulary through dictogloss that can be analyzed from the result of the test.

The increasing students' vocabulary through dictogloss in the case, the researcher discusses the result of the data analysis in accordance with the scope this research. The discussion is intended to know the students' increasing vocabulary through dictogloss technique.

1. The first cycle

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 54. The criteria success in the first cycle the percentage 75%. Based on observation activities made by researcher and observer in the first cycle was found some weakness in the teaching English vocabulary through dictogloss technique. They are (a) In the first cycle of learning, the students, still lack

enthusiasm to understand the concept of the learning. Some students who were easy to get bored and the some inactive students. It could be influenced by some factor such as they did not interest with English lesson so, the students seemed confuse with their new lesson or they thought about the other thing so that they did not concentrate to study. (b) The students did not understand and still difficulty when the students researcher read teks paragraph The students was difficulty when they are write verb. (c) The students was difficulty when they are write verb. (d) Most of the students still have problem with meaning and identifying words with use dictogloss technique. (e) There were some students not cooperative in their group to finish the task. (f) The students seemed not to be discipline. So the researcher needed to do reflection to get best way in teaching vocabulary through dictogloss technique.

The increasing students' vocabulary through dictogloss technique relating to data analysis based on the tests, the researcher present the students' in cycle I is low interest.

2. The second cycle

The men score of the students' test in the second cycle is 78. The efficacy in the second cycle the percentage 75%. The result of the observation of students' activities showed that the students' enthusiasm in the learning in the second cycle was increasing than cycle II because the researcher using dictogloss technique from audio in teaching vocabulary. It indicates then after giving the reflection based on observation made researcher and collaborators. The students had better achievement and the researcher has known in the application of appropriate in a

way teaching to increase students' vocabulary through dictogloss technique. The students' attention was focused on learning and the students were fun, enjoyed, and easy to understand the lesson.

The increasing students' vocabulary through dictogloss technique relating to data analysis based on the tests the researcher present the students' in learning English vocabulary through dictogloss technique in cycle II and the students' had good answer into correction of tests. It can be seen by increasing of their spirit in learning English vocabulary through dictogloss technique was increase and understood how to applied dictogloss technique, beside that the students' more self confidence to mention vocabulary into learning vocabulary.

Based on the result of data analysis, the researcher concluded that the eighth year student of MTsN Palopo in learning vocabulary had increased in learning vocabulary after application of dictogloss technique. Therefore, the teacher can be apply dictogloss technique in teaching English especially increasing vocabulary students' in teaching learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After finishing the research, the writer concludes the way to teach vocabulary through dictogloss technique at the eighth year of MTsN Palopo could be described as follows: 1.) Give motivation to the students in order to be active in learning. 2.) Explain materials about dictogloss technique. 3.) The students make into five groups. 4.) Each groups give one text paragraph by using dictogloss technique for: a. Students hear text paragraph by using dictogloss technique. b. Students find the word to fill the blank text. c. Every group will report their discussion result in front of the class and write it down on the board. d. The teacher give explanation and affirmation to the students. e. Closing.

From the cycle I, the researcher found that 54 score, students have positive response and active involvement in learning and teaching process can be seen from students attitude and quality of learning and teaching process increase from the behavior emerges during learning and teaching process, the checklist of the teacher activities, observation sheet and test.

B. Suggestions

The success in learning English does not depend on the lesson only, but more important for the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The dictogloss technique also helped the teacher to manage the class well and give much opportunity for students to be

active in teaching learning process. Regarding to learning in vocabulary by using dictogloss technique, the researcher gives some suggestion as follows:

1. To develop quality in English vocabulary, the English teacher may apply teaching vocabulary through dictogloss technique.

2. The English teacher should have a good way or method in teaching vocabulary. Besides that, they should be more creative in giving the material of vocabulary through dictogloss technique.

3. To make active the class in teaching, the English teacher may adapt between material and strategy that apply in the classroom.

4. Students should have self discipline in order to get maximum achievement students should be able to increase the confidence in this ability.

Finally, the researcher realized that this thesis was far from being perfect and because of that; constructive critics and advice was really expected for the perfection of the thesis. The researcher hoped that the result of this research could be useful for the readers. It was hoped that the readers have more information about using dictogloss technique in teaching process. This research could be one of the references for the next researcher activities to improve students' vocabulary.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(SIKLUS I)

SEKOLAH : MTSN PALOPO

MATA PELAJARAN : BAHASA INGGRIS

KELAS/ SEMESTER : VIII (Delapan) / 2

STANDAR KOMPETENSI : Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

KOMPETENSI DASAR : Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

INDIKATOR : 1. Siswa menulis verb yang ada dalam teks kosong
2. Siswa dapat menerjemahkan verb dalam teks recount pendek.

JENIS TEKS : Teks recount pendek

TEMA : vocabulary

ALOKASI WAKTU : 3 x 45 menit

PERTEMUAN KE : 1-3

1. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- Siswa dapat mengisi teks pendek yang kosong dengan kata kerja

yang dibacakan

- Siswa mencari artinya didalam kamus
- Siswa menulis dipapan tulis

- Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (respect)
Tekun (diligence)

1.) MATERI PEMBELAJARAN

Pertemuan I

Last week I bought a new pair of shoes skateboard sneakers

I had a really good weekend. My older sister and I (1).... shopping. My sister bought a dress as a birthday (2)..... for her friend. I (3) a new pair of shoes, skateboard sneakers. I bought the sneakers using my pocket money. I had (4) my money for ten months. I was so happy that I could buy them by myself. On Sunday morning, I put on my shoes. Then I

1. Siswa dapat mengisi teks pendek yang kosong dengan kata kerja yang dibacakan
2. Siswa mencari artinya didalam kamus
3. Siswa menulis dipapan tulis

pertemuan II

In the Hospital

when i was in (1.....) last year, i looked forward to (2.....) times.

I was cheered up by visitors how (3.....) dan joked with me. My teacher knew how boring it was to be alone. She brought me a game set on one of her visits.

Some of my classmates gave me fruit and (4.....) when they visited me. Allan

1. Siswa dapat mengisi teks pendek yang kosong dengan kata kerja yang dibacakan
2. Siswa mencari artinya didalam kamus
3. Siswa menulis dipapan tulis

Pertemuan III

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father 1)..... an old motorcycle. That was " Honda 75". I think it was small light object and easy to ride it. I persuaded my father to 2)..... me to ride " Honda 75 ". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still 3)..... Finally, my father surrendered and promised to teach me. He 4)..... to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I 5)..... my ability to ride a motorcycle. " Yes, I can ".

One day later, when I was alone at home, I intended to try my riding ability. So, myself 6)..... bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I 7)..... to the ditch. After that, I 8)..... my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary my father was very proud of me. He just 9)..... me some advices and since that

1. Siswa dapat mengisi teks pendek yang kosong dengan kata kerja yang dibacakan
2. Siswa mencari artinya didalam kamus
3. Siswa menulis dipapan tulis

2.) METODE PEMBELAJARAN / TEHNIK :

Metode : Cooperative learning

Teknik : Dictogloss

3.) KEGIATAN PEMBELAJARAN.

- Kegiatan Awal
 - Mengucapkan salam.

- Membaca doa yang dipimpin oleh ketua kelas.
- Mengabsen siswa.
- Memberikan motivasi kepada siswa.
- Menyampaikan tujuan pembelajaran.
- Kegiatan Inti
 - ✓ Guru menjelaskan tentang vocabulary
 - ✓ Guru menjelaskan kepada siswa step dalam metode dictogloss.
 - ✓ Guru membagi siswa kedalam lima kelompok
 - ✓ Guru membagikan lembaran kerja
 - ✓ Guru membacakan recount teks pendek
 - ✓ Guru menyuruh siswa untuk melengkapi teks yang kosong sesuai dengan kata kerja yang didengar
 - ✓ Guru menyuruh siswa menulis didepan papan tulis
 - ✓ Guru memberi penjelasan dan penguatan kepada siswa
- Kegiatan akhir
 - Guru meminta siswa untuk menanyakan hal-hal yang kurang dimengerti dari materi yang telah diajarkan.
 - Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
 - Guru menyampaikan rencana pembelajaran yang akan datang.

4.) Sumber Belajar dan Alat.

- Sumber belajar: Buku teks yang relevan
- Alat dan bahan: kamus, Hp, pulpen, kertas , spidol

5.) Penilaian.

- Jenis : Tes tertulis
- Bentuk : mengklasifikasi (verb)
- Instrument : Read simple recount text.

Pedoman Penilaian :

Rubrik Penilaian:

$$\text{Score} = \frac{\text{the number of correct answer}}{\text{the total number of test items}} \times 100$$

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean score

Σ = Total Score

N = the Number of Students

No	Score	Classification
1	81 – 100	Very good
2	61 - 80	Classified as good
3	41 – 60	Classified fair
4	21 – 40	Poor
5	1 – 20	Classified very poor

Palopo 8 maret 2018

ISMYANTI

NIM:13.16.3.0059



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jl. Agatis, Kelurahan Balandi Kcc. Baru Kota Palopo
Tlp. 0471-22076 (ext. 120) Fax. 0471-323195

Nomor : 250/ In.19/ FTIK/PP.01.1/04/2018

Palopo, 25 April 2018

Lamp. : -

Hal : **Ujian Seminar Hasil**

Kepada
Yth. Bapak / Ibu Dosen Pembimbing /Penguji
Di
Palopo

Assalamu 'Alaikum War. Wab.

Dengan hormat, sehubungan dengan pelaksanaan Seminar Hasil atas nama:

Saudari : Ismayanti
NIM : 13.16.3.0059
Jurusan / Prodi : Ilmu Keguruan / Tadris Bahasa Inggris

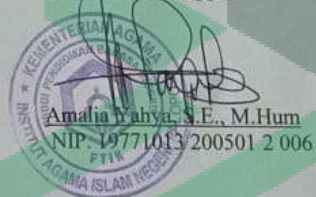
Maka kami memohon kesediaan Bapak / ibu untuk menjadi **Penguji/Pembimbing** pada pelaksanaan seminar hasil skripsi tersebut. Kegiatan ini Insya allah akan dilaksanakan pada:

Hari / Tanggal : Kamis, 26 April 2018
Waktu : 09.00 - 10.00 WITA
Tempat : Ruang ujian FTIK

Demikian permohonan ini, atas kesediaan Bapak kami ucapkan terima kasih.

Wassalamu 'Alaikum Wr. Wb.

Ketua Prodi
Tadris Bahasa Inggris





FAKULTAS TARBİYAH DAN ILMU KEGURUAN
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Tlp. 0471 - 22076 (ext. 1203) Fax. 0471 - 325195

SURAT KETERANGAN

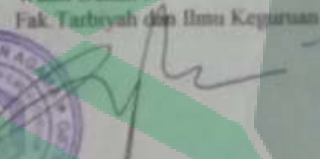
Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah Dan Ilmu Keguruan Serta Koordinator Prodi Pendidikan Bahasa Inggris menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al- Qur'an dan dapat dipertanggungjawabkan

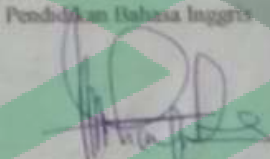
Nama : Imayanti
NIM : 13.16.3.0059
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : Jl. Jenderal Sudirman / 082393230072

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Palopo, 31 Januari 2017
Ketua Prodi
Pendidikan Bahasa Inggris


Dr. Muhaemin, M.A.
NIP. 19790203 200501 1 006


Amalia Yahya, S.P., M.Hum
NIP. 19771013 200501 2 006



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
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Tlp. 0471-22076 (ext.120) Fax. 0471-325195
E-mail : EnglishStudiProgram.iain Palopo@gmail.com

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ismayanti

Nim : 13.16.3.0124


Prodi : Tadris Bahasa Inggris

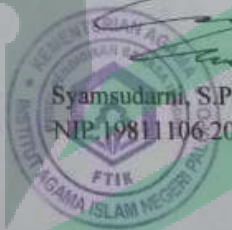
Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 18 April 2018

a.n Ketua Prodi
Tadris Bahasa Inggris
Sekertaris


Syamsudarni, S.Pd.I., M.Ed
NIP.198111062006041003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH TSANAWIYAH NEGERI KOTA PALOPO
Alamat : Jalan Andi Kambo Telepon. (0471) 22263

SURAT KETERANGAN PENELITIAN

Nomor : B. 122 /MTsN.21.14.01/01/PP.01.1/03/2018

Yang bertanda tangan di bawah ini kepala Madrasah Tsanawiyah Negeri Kota Palopo memberikan keterangan kepada :

Nama : ISMAYANTI
NIM : 13.16.3.0059
Alamat : Jl. Andi jemma
Program Studi : Pendidikan Bahasa Inggris

Benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan Penyusunan tesis dengan judul "*Teaching Student's Vocabulari Through Discogloss Method At The Eigh Year Of MTsN Model Palopo*".

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 29 Maret 2018
Kepala Madrasah

Dra. Hj. Ni'mah, M.Pd.I
NIP. 19660310 199303 2 005

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0001 TAHUN 2018
TANGGAL : 19 APRIL 2018
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA

I. Nama Mahasiswa : Ismayanti
NIM : 13.16.3.0059
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris

II. Judul Skripsi : Teaching Students' Vocabulary Through Dictogloss Technique at the Eight Year of MTsN Palopo

III. Tim Dosen Penguji :

Ketua Sidang : Amalia Yahya, S.E., M.Hum.
Sekretaris : Syamsudarni, S.Pd.I., M.Ed.
Penguji Utama (I) : Wahibah, S.Ag., M.Hum
Pembantu Penguji (II) : Andi Tennisanna Syam, S.Pd., M.Pd.
Pembimbing (I) / Penguji : Dr. Rustan S., M.Hum
Pembimbing (II) / Penguji : Syamsudarni, S.Pd.I., M.Ed.

Palopo, 19 April 2018

a.n Dekan
Wakil Dekan I,

Muhaemin





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Subansari Selatan Telp. (0411) 23680

ASLI

IZIN PENELITIAN
 NOMOR : 274/DP/DPMTSP/III/2018

DASAR HUKUM

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK.
2. Peraturan Menteri Nomor 64 Tahun 2014 tentang Pedoman Penetapan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014.
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo.
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelagasan Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama Mahasiswa	ISMAYANTI
Jenis Kelamin	Perempuan
Alamat	Jl. Andi Djemma Kota Palopo
Pekerjaan	Mahasiswa
N I M	13.16.3.0059

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul

TEACHING STUDENT'S VOCABULARY THROUGH DISCTOGLOSS METHOD AT THE EIGHT YEAR OF MTsN MODEL PALOPO

Lokasi Penelitian MTsN MODEL KOTA PALOPO

Lamanya Penelitian 07 Maret 2018 s.d. 07 April 2018

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) eksemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kota Palopo
 Pada tanggal 07 Maret 2018,
 a.n Kepala Dinas Penanaman Modal dan PTSP
 Kabid. Pengkajian dan Pemrosesan Perizinan PTSP

MARDI, S.Sos
 Pangkat Penata
 NIP. 19830626 200801 1 003

Tembusan

1. Kepala Badan Kesbang Prov. (Da-Sel)
2. Walikota Palopo
3. Dandim 1403 DWG
4. Kabid. Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo



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Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo
Email: ftk@iainpalopo.ac.id

SURAT KETERANGAN LULUS

Nomor: 1407 /In. 19/FTIK/PP.00.9/08/2018

Yang bertanda tangan di bawah ini:

1. Nama : Dr. Kaharuddin, M.Pd.I.
2. NIP : 19701030 199903 1 003
3. Pangkat/Gol. Ruang : Pembina, IV/a
4. Jabatan : Dekan

Menyatakan dengan sesungguhnya bahwa:

1. Nama : Ismayanti, S.Pd.
2. NIM : 13.16.3.0059
3. Program Studi : Tadris Bahasa Inggris
4. Tahun Lulus : 2018

Benar telah menyelesaikan studi pada Institut Agama Islam Negeri (IAIN) Palopo Tahun Akademik 2017/2018 dan Ijazahnya sementara dalam proses penyelesaian.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 13 Agustus 2018



kan,

Dr. Kaharuddin, M.Pd.I.
19701030 199903 1 003



FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo

Nomor : 112/ In.19/TB/PP.00.9/02/2018
Lampiran : 1 (satu) Lembar
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di -
Palopo

Assalamu' Alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Ismayanti
NIM : 13.16.3.0059
Jurusan : Ilmu Keguruan
Prodi : Tadris Bahasa Inggris
Judul : **Teaching Student's Vocabulary Through Discogloss Method at the Eight Year of MTsN Model Palopo**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

Demikian permohonan kami, atas perhatian Bapak diucapkan terima kasih.
Wassalamu' Alaikum Wr. Wb.

Permohon

Ismayanti
NIM. 13.16.3.0059

Menyetujui

Pembimbing I

Dr. Rustan S. M.Hum.
NIP. 19651231 199203 1 054

Pembimbing II

Syamsudarni, S.Pd.I., M.Ed.
NIP. 19811106 200609 1 003

Mengetahui
Kaprodi Jurusan Ilmu Keguruan

Dr. Mardiyah, M.Hi
NIP. 19680503 199803 1 005





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Agatis Telp. 0471-22076 Fax.0471-325195 Kota Palopo
Email: ftkiaainpalopo.ac.id

Nomor : 0449 /In. 19/FTIK/HM.01/03/2018
Lampiran : -
Perihal : **Pemohonan Surat Izin Penelitian**

5 Maret 2018

Yth. Kepala Badan Kesbangpol dan Linmas
Kota Palopo
di -
Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, kami sampaikan bahwa mahasiswa (i) kami, yaitu :

Nama : Ismayanti
NIM : 13.16.3.0059
Program Studi : Tadris Bahasa Inggris
Semester : X (sepuluh)
Tahun Akademik : 2017/2018
Alamat : -

akan melaksanakan penelitian dalam rangka penulisan skripsi pada lokasi MTsN Model Palopo dengan judul: **“Teaching Student’s Vocabulary Through Discogloss Method at the Eight Year of MTsN Model Palopo”**. Untuk itu kami mohon kiranya Bapak/Ibu berkenan menerbitkan Surat Izin Penelitian.

Demikian surat permohonan ini kami ajukan atas perhatian dan kerjasamanya kami ucapkan banyak terima kasih.

Wassalamu Alaikum Wr. Wb.



Dekan
Drs. Nurdin K, M.Pd.
MP 19681231 199903 1 014

CURRICULUM VITAE



The researcher, Ismayanti was born on 05th of may 1995 in palopo. Her father's name is Anwar and Her mother's name is Zetrawati. She have six brothers and one sister.

She started her study Elementary School (77 Bogar Palopo) in 2001. She graduated in 2007 and continued her study at MTsN Palopo, she graduated in 2010 and continued her study at MAN Palopo, she graduated in 2013. After that in 2013 she continued her study at state Institute for Islamic Studies (IAIN) Palopo and taking English Departemen. She finished her study in 2018.

*In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is “ **Theaching Students' Vocabulary Through Dictogloss Technique at the Eight Year of MTsN Palopo.**”*

