# TEACHING STUDENTS' VOCABULARY THROUGH DICTATION TO THE EIGHT YEAR OF SMP NEGERI 1 BAJO



## A THESIS

**Submitted to the English Studies of S1 Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the Degree Of S.Pd in English Teaching**

**By,**

**WILFIANI**
**NIM 07.16.3.0103**

**ENGLISH STUDY PROGRAM OF TARBYAH DEPARTMENT SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PALOPO 2011**

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# THESIS APPROVAL

This thesis entitled "***Teaching Students' Vocabulary Through Dictation To The Eight Year Of SMP Negeri 1 Bajo",*** which is written by **WILFIANI,** REG. NUM. **07.16.3.0103,** English S1 study program of Tarbiyah Department Of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Monday, January 9th 2011 M.,** Coincide with **Shafar 15th 1433 H.,** and it is authorized and acceptable as partial fulfillment of requirement for S,Pd. Degree in English language teaching.

Palopo, 9 Januari  2011 M
15 Shafar 1433 H

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# ACNOWLEDGMENT

In the name of Allah, the beneficent and the most merciful, Lord of the world has created judgment day in here after and our prophet Muhammad Saw, safety and peace be upon him. Many people have contributed to the writer in order to complete this paper. Therefore, the writer would thank very much to the following people:

1. Prof. Dr. H. Nihaya M., M.Hum. As the Chief of STAIN Palopo. The first, the second and the third Depute Chief, all of the teachers and their assistances and the employers of STAIN Palopo, who had given the researcher advice during her studies at the institute.

2. Prof. Dr. H. M.Said Mahmud, Lc. M.A. As the Chief of STAIN Palopo period 2006 – 2010, who had given the researcher advice during her studies at the institute .

3. Drs. Hasri, M.A. and Drs. Nurdin K., M.P.d. as the Chief and secretary of Tarbiyah Department of STAIN Palopo, who had given help and motivation to the writer's studies in Tarbiyah Department.

4. Dr. Masruddin, S.S., M.Hum. As the Chief of English study program of STAIN Palopo, for the help and motivation to the writer.

5. Wahibah, S.Ag.,M. Hum. As my first Consultant and Amalia Yahya S.E., M.Hum. As my second Consultant who have patiently guidance, explanation, suggestions, and corrections to the improvement of this thesis.

6. All of the Lectures and Staff of Tarbiyah Department of STAIN Palopo, especially the lectures of English who have taught the researcher for many years. So, I could complete this thesis.

7. Special thanks to my beloved parents, my grandmother and aunt and uncle who have given the writer support, blessing, and affection so the writer can finish this thesis.

8. And all of my brothers and sisters Wilfah, Aslam, Alfian, Defitrianti , Muhadrah, and Islamih  who always give me encouragement and support.

9. The school SMP NEGERI 1 BAJO which has provided the opportunity for researcher to conduct research in school and have been willing to provide school facilities for researcher to conduct research in school and have been willing to provide school facilities for research purpose especially of the Eight Year Students' who have been willing to spend some time are willing to be taken as a sample of the research.

10. Thank's to all my friends especially at English Department BIG-B '07, Nurfadila and  all the people , who have given advice and criticism,  motivation and contribution for finish this thesis.

Finally, the writer prays to the God, may Allah give reward to all of people who have helped the writer and the writer hopes this thesis can be useful for the others. Amin.

Palopo, January 6th 2012

**The Researcher**

# PRONOUNCEMENT

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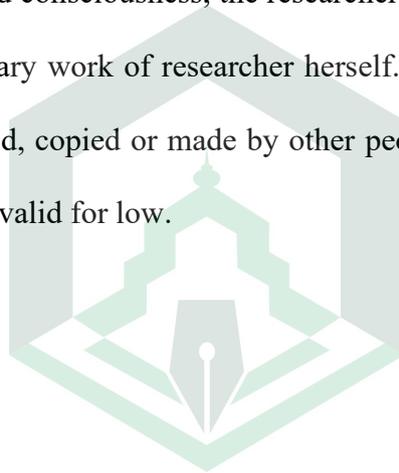
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# CHAPTER  I

# INTRODUCTION

## A.  Background

Language is a means of communication. Without language, we cannot communicate to other people. Therefore, language is very important in this world. Especially English which is used as international language, so that students should learn English because without English we lose information which use English as medium of communication.

Vocabulary is commonly defined as all the words known and used by a particular person. Furthermore, vocabulary is useful especially for understanding the English text even the simple one. Without knowing most of the word, the students will find some difficulties to cope with the text. If the students have good vocabulary in their mind, they can understand the meaning of the text and they can converse to other. However, in reality, many students can not understand text and always miscommunication, because they do not have enough vocabulary.

The teacher of senior high school 1 Bajo said that the students have low ability in English because they are lazy to study English especially in memorizing vocabulary. They are lazy because they find difficulties to read the words and they do not understand the meaning of the words.

Contrary to essay writing which can be judged as too open ended, a dictation right or wrong, therefore it is easy to know they stand compared to the rest of the class. Advantages to dictation are develops short term memory, it can be an excellent review exercise, it is challenging, involves the whole class, no matter how large it is, correction can be done by the students, can be prepared for any level, dictation can help to develop all four language skills in an interactive way, provides feedback for students as well as teachers, research has shown that learning to write down what you hear can encourage development of literacy.

Considering the problem above there is interesting media or method that can be applied to serve the vocabulary of students, one of them is dictation. Dictation is a valuable language-learning device that has been used for centuries. Although linguist have not completely understood how it facilitation language acquisition.

Dictation is a useful and flexible activity. The students can use to introduce a new structure, to present the first paragraph of a text, to revise an area of vocabulary, to provide practice in different areas of grammar. If dictation is carefully linked to the rest of the lesson and has a clear and unambiguous purpose student will probably enjoy it.

Based on the statement above, the writer is interested to do a research with the title. "Teaching Students' Vocabulary through Dictation to the Eight Year of SMP NEGERI 1 BAJO".

## B.  Problem Statement

Considering the background above, the writer formulates a research problem as follows:

Is dictation effective in teaching vocabulary to the Eight Year Students' of SMP NEGERI I BAJO?

## C.  Objective of the Research

The objective of this research is to find out whether or not dictation is effective in Teaching Students' Vocabulary through dictation to the Eight Year of SMP NEGERI 1 BAJO.

## D.  Significance of the Research

The result of the research is expected to be useful information for all elements  :

1.   The students and all readers to improve their vocabulary through dictation.

2.   The teachers at SMP NEGERI I BAJO in order to increase the students' vocabulary through dictation.

## E.  Scope of the Research

The scope of the research is restricted to the Teaching Students Vocabulary through Dictation to the Second Year of SMP NEGRI 1 BAJO. The writer will give limitation to the teaching of "noun".

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Study

There are relevant previous researchers to the originality of this research, those are:

1.  Astiana silana  in her thesis which is written under the title " Improving student's vocabulary in Translating Reading Text at The Eight Year Students' of SMPN 8 Palopo." The result of the study shows that the students' vocabulary improved by Translating Reading Text.[1]

2.  Hermawati in her thesis, which is written under the title "Using Mother Tongue in Teaching Vocabulary to the First Year Students of MTS Pergis Wotu". The result of the study shows that Using Mother Tongue can Improve the Students' Vocabulary achievement because they feel enjoyable to follow the learning process and they are not fear or worry to follow the material so that can receive it and understand easily. The use of Mother Tongue is effective in teaching vocabulary. It can be seen from the post test result.[2]

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[1] Astiana Silana, *Improving Student's Vocabulary In Translating Reading Text at The Eight Year Students' Of SMPN 8 Palopo* (STAIN Palopo, 2009),p.59

[2] Hermawati, Using Mother Tongue In Teaching Vocabulary To The First Year Students' Of MTS Pergis Wotu, (STAIN Palopo,2009), P.48

Base on the previous study above, the writer would like to focus on research dealing with Improving Students Vocabulary of SMP NEGERI I BAJO through dictation.

## B. The Concept of Learning and Teaching

1. Learning

Learning is the modification or strengthening of behavior through experiencing[3]. And William Burton in Hamalik states that a good learning situation consits of a rich and varied series of learning experiences unified around a vigorous purpose and carried on interaction with a rich, varied and provocative environment.[4]

Learning and teaching is a very complicated problem, when there are many factors can influence it, one of the factors is teacher. Teacher is a teaching component that has a very important role, because the success of the students in learning and teaching process is very determinate. The obligation of the teacher is how to give the learning material to the students. The successful of the teacher in delivering learning material depends or the smoothness of communication interaction teacher and students.

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[3] Oemar Hamalik, *Proses Belajar Mengajar*, (Bandung: Bumi Aksara, 2001), p.21

[4] *Ibid,* p. 28

Asnawir and Basyiruddin Usman state that there are many factors can make the communication is not effective in learning and teaching process, they are:[5]

a. Verbalism

The teacher only explain the learning material through words or orally. Only the teacher that active in the classroom but the students are not active.

b. Branches Attention

The attention of students is not focused on the information that delivered by the teacher but they have branches attention.

c. Confusing Interpretation

It is caused by the different of students' interpretation so that why always happened different interpretation with the same expressions.

d. There is nto reaction

The students do not respond activelywhat the teacher says so the unexpected action happens.

e. Looking Attention

It is caused by the learning procedure and method does not variation.

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[5] Asnawir and Basyiruddin Usman, *Media Pembelajaran*, (Cet. 1; Jakarta: Ciputat Press, 2002.

f. Physical and Environment are not safety. For example: a very large or narrow object, very fast or slow movement, a very complete objective and very large concept so can make the students respond is not relate.

g. Students are passive

The students are not active in learning because the mistake in choosing communication technique.

Learning is influenced by many kinds of component and they are influenced each other. One of the components is objective namely getting knowledge, investing concept, skill, and forming behaviour.

Hamalik states that the objective of learning are:

1. Forming cultured people, students live in society cultured so thatthey are educated in order that they have ability to associate in society.

2. Developing and changing students' behavior.

3. Making a good citizen.

4. Preparing students to live in society.[6]

Based on the explanation above, the writer can conclude that learning is a process of receiving knowledge, getting experience, changing the behavior to be good, imitating, and knowing what we haven't known before.

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[6] Hamalik, *Op cit*.,p. 47-52

2. Teaching

Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. While Manser states " that teaching is work of teacher or idea taht is taught "[7].

Hamalik gives some definitions of teaching, they are:

a. Teaching is delivering knowledge to the educator of students at school

b. Teaching is bequething of culture to the young generation through education behavior.

c. Teaching is the effort of environment organizing to make learning condition for the students.

d. Teaching is giving guidance of studying to the students.

e. Teaching is an activity of preparing students to be a good citizen.

f. Teaching is an activity of helping students to face their daily ilfe in society.[8]

Based on the explanation above, the writer can conclude that teaching is process of shaving knowledge to the other people in order that the people, who are taught, know what they have not known before.

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[7] Martin Manser, Oxford Learner's Pocket Dictionary, ( New Edition: Oxford University Press, 1980), p. 116.

[8] Hamalik, Op cit. p.44-52

According to Hamalik there are some factors that influence of learning difficulty,[9] namely:

1. Intern Factors

An intern factors is the factors that come from the learners themselves. It really influences the progress of a learner. It is sometimes not realized by the learners themselves or they realize but they just under estimate and they never try to lose it. There are many factors cause this problem, they are:

a. The learners do not have learning objective

They go to school only for having friends or having present from their parents. The students who have opinion like that do not have real objective which can motivate their progress in studying. Unclear and unrealistic objectives can alsobe a hindrance to the progress in learning; they will not get progress but failure and dissapoinment.

b. Lack of Interest

Interest determinesuccess or fail the activities of someone. Having big interest will motivate the learners in following course. Lack of interest causes the lack of attention and effort in learning; and impedes the learning. Lack of interest can be caused by the learners themselves and also by the teacher.

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[9] Oemar Hamalik, *Metode Belajar dan Kesulitan-Kesulitan Belajar,* (Bandung: Tarsito, 1990), p. 117-125.

c. Unhealty Body and Spiritual

The body which is always sick, lack of energy, lack of nutrition are the factor which can impede learners' learning progress. Upset conditional, unwell feeling, worry, easy to get offended etc. Can disturb learning process.

d. Capability in learning

Having capability in learning does not mean that the learner should go to all time but they have to understand the lesson and it will stimulate them to add knowledge. To understand and get the lesson need attention and concetration, write an important thing from the lesson, ask question, etc.

e. Learning Habits

Everybody has different habit somtimes people like studying at night and sometimes they like studying in the day, but we cannot be blinded by that habits and also we cannot have irregular habits but we have to try to have good learning habits and efficient. If the learners are blinded by a learning habit also can disturb learning process.

f. Lacking of Language Mastery

Many people are diligent in speaking but they cannot explain the lesson easily or understand it. Lacking of language mastery is one fo the factors that make learners lack of reading and it causes them difficult to add their insight.

2. School Environment Factor

The obstacle in learning progress is not only coming from the learners themselves but it can be comimg from the school itself, namely:

a. The way in Giving Lesson

The way which is used by the teacher in reading and guiding sometimes influence the learners in studying. We cannot deny that some of teacher used unsuitable method in teaching without paying attention whether the learners understand or not.

b. Lacking of Reading Material

Sometimes students complaint about the homework from their teacher which is demanded them to read. It does not mean that they cannot do it and also they do not want to read but there is not reading material. They look for it in library but there is not and they will buy it in the bookstore but it is expensive. It can disturb the process of learning.

c. Lacking of Learning Tools

Lacking of learning tools can disturb the learning process. Preparing the tools of learning is also the responbility of school but sometimes there is not at school so willy nilly the students themselves prepare it.

d. Learning Material is not Suitable With The Learners' Ability

The arranging of learning material which is not suitable with the learners' ability will disturb their learning. It means that understanding level is not suitable with the material.

e. Very Solid lesson

Because of lacking facility, so generally teachers gives lessons in the morning and in the afternoon. Condition like that have big influence to the learning activities of the learners. It can make the lack of concetration, tired, and even it can disturb the learners' healthy.

## C. *Vocabulary*

1. Concepts of Vocabulary

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of components of language and that no language exists without word. Vocabulary is one components of language and that no language exists   without word. Words are signs or symbol for ideas. They are the means by which people exchange their trough. The more words we learn, the more idea we should have, so we can communicate the ideas more effectively.[10]

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its

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[10] Alfiana Djafar, Teaching *Vocabulary to the Students at   SMP ANTAM POMALAA Trough   the Use of Work Network,* 2007. STAIN PALOPO, P. 4

readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other language. [11]

2.  Definition of Vocabulary

Vocabulary is all the Words that a person knows or uses all the word in language, list of word with their meaning a book for learning a foreign language.[12]

Vocabulary is words that are not easy changed or very few chances collection from other language.[13]

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television.[14] In receptive and refusal, as word yet, better or worse, happily, however, maybe, nevertheless, etc.

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[11] Michael McCarthy and Felicity O'Dell , *English Vocabulary in Use.* Jakarta ; Erlangga, 2001, P.2

[12] Learner's Oxford, *Pocket Dictionary,* New edition : 2000, P.482

[13] Tarigan, Pengajaran *Kosakata,* Cet. III ; Bandung : Angkasa, 1993, P.3

[14] Jack Richard C and Willy A Renadya, *Methodology In Language Teaching,* Cet. 7. United States of America : Cambridge University Press, 2002, P.255

3. *Technique in memorizing vocabulary.*

'' There are many ways to Rome'' . It looks like to learn English especially to improve vocabulary. From memorizing word one by one up to watch tv or singing a song are types of memorizing vocabulary that can be choosed by people.

In relation to the memorizing of vocabulary, in this below there are some ways how to memorize vocabulary:

a. For the first time, read (at a skimming speed) the entire list from the beginning to the end. Check the words that you do not know. For the words you do not know, take time to understand the word by reading the meaning word usage in a sentence. No need to write it the words more than a couple times.

b. The following day, read the vocabulary list again. Focus on the words you checked earlier. However, this time around cover the meaning part to see if you want remember them.

c. Create a separate vocabulary list of the word that you have not yet memorized.

d. Grouped the words into synonyms and antonyms.Studying prefix, suffix, and roots vocabulary is helpful too.

According to Harmer  that three activities, which are designed to teach and practice the word, they are:

1.Presentation

There are many occasion when some from of presentaton or explanation is the best way bring new words into the classroom, such as picture, realia, and contrast.

2. Discovery

Students will be using their bilingual dictionaries, so they will find the meaning of words

3. Practice.

Using new vocabulary, this is known in real communication, so it would not be forgotten easily.[15]

Students need to learn the lexis of language. They need to learn what words mean and how they used. While this obviously involves giving them names for things (e.g. table, chair, etc).[16] It also involves showing them how words are stretched  and twisted (e.g. to able a motion, to chair a meeting) dearly  some words are more likely to be taught at lower level than other, and some user of words may be more appropriate for advanced students.

While Yusran Pora state that mastering vocabulary thing for people who want to understand reading conversation or writing in English without enough

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[15]Jeremy  Harmer, *The Practice of English Language . p .161*

[16]*Ibid, p.23-54*

vocabulary it is impossible for us to get it. There are three important things that should be paid attention by the English learners.[17]

1.     We should have an interest, wise word says, "Where there is a will, there is a way so the people who have good desire or interest to study English, it is impossible to master it.

2.     We should have enough vocabularies, these vocabularies can be getter by many source, can be from reading material, or discussion with friends.

3.     We should practice the vocabularies that we have. Using vocabularieshas sometimes been forgotten by English learners. They sometimes have enough vocabularies but because of being lazy or they never use them in their daily life, so they can be easy to forget it. So the suggestion is " please use the vocabularies that you have any time".  For example, when you talking to your friends or want to presentation in front of English club.

      The problem is how to keep all of the vocabulary in our brain. While English teaching in elementary school right now only one hour in a week. Therefor, the teacher must use some methods to teach students in elementary. Children get easy forget when they learn something in order that in classroom should be fun and enjoy.

[17]Yusran Pora, *Developed Your Vocabulary Grammar and Idiom,* (Cet. 1; Yogyakarta: Pustaka Pelajar, 2003), p.vii-viii.

4.  Types of Vocabulary

Vocabulary is the stock of lexical items in language, for the purpose of teaching and learning activities. Word in language is small elements, which could make up a language.[18]

Collier writes that there are two words list, one of function words and one containing a basic 2.000 word English vocabulary. In addition, there is a 2.000 word list.[19]

a.  Function Words

By "Function word", we mean a word that does not belong to one of speech in English (noun, verb, adjective, and adverb). Their purpose is not only to express meaning but also to relate other words to each other. These are the words you must know in order to speak or understand the English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function word are articles, auxiliary verb, conjunction, preposition, pronoun, and noun – determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, days of the week, and months of the year. Many of the words can be used in more than one away.

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[18] Hermawati, *Using Mother Tongue In Teaching Vocabulary to the First Year Students of MTS. PERGIS WOTU,* 2009, STAIN PALOPO, P.6

[19]. Collier. Macmillan *The Key to English Vocabula*ry. Fifth Edition. New York : 1981), p. 4.

Function words are these that often have little meaning in the dictionary sense but which serve important function in relating other words in the language to each other. Examples are, at, to, which, for, by, he, etc. since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary course.

Function words there are eight parts as follows:

1. Articles. This is the traditional term for a, an, and the. The correct use of these little words is extremely important in English. There is a lot of difference between "man," "a man", and "the man" for instance. Some should be included among the articles, since it is used before plural count nouns the away a /an is used before singulars: "a man," "some man."

2. Auxiliary verbs. These "helping" verbs can combine with various parts of others to make verbs phrases. The most common are being, have, and do. In addition, we have the modals: can, could, may, might, must, shall, should, will, would, as well as dare and need under certain conditions.

3. Conjunction. Conjunction joins. They are of two kinds: coordinating and subordinating.

   1) Coordinating conjunction. These join matching structures; that is, they join nouns, verbs to verbs, adjectives to adjectives, and so on. In the list, they are and, but, (either…) or, and (neither…) nor.

   2) Subordinating conjunction. These words introduce adjectival and adverbial clauses. The constructions they introduce contain subjects

and verbs, but cannot stand alone as independent sentences. Here are the ones in the list:

| | | |
|---|---|---|
| After | lest | when |
| Although | though | where |
| Because | till | while |
| Before | unless | why |

4. Prepositions. These make up an extremely important class of function word. They are whole phrase this formed modifies some other word preposition in English, as well as a large number of phrases that function as preposition in our list of function as preposition. The preposition in our list of function as preposition. The preposition in our list of function word are these :

| | | |
|---|---|---|
| About | but | outside |
| Above | down | over |
| Across | during | since |
| After | except | through |
| Against | for | throughout |

5. Pronouns. These words take the place of noun. The mening they have dependes on the noun they replace, called the antecedent. They have case ( different forms according to their function in the sentence ), number ( singular vs plural ), and person ( inclusion or exclusion the speaker and the person (s) addresesd ). In additions the third-person singular pronouns have gender ( different forms

according to certain categories of meaning expressed by the antecendent : male vs female, animate vs inanimate, etc. )

6. Noun Determiners. These are the expression that signal presence – or the possibility of the presence – of a following noun. ( If there is no noun following, then the expressoin it self functions as a noun – a " substitute noun." ) It is no possible to give a complate analysis of these expression here. As their grammer is quite complicated.

7. Substitute Nouns. These expressions resemble the pronouns in that they echo, or replace, a noun in a context, but for gramatical reasons it convenien to separate them from the pronouns. Many of them can be noun determiners as well. These words in the list may be substitute nouns :

| All | ( the) least ) | none |
|---|---|---|
| Another | less | one ( two, three, etc. ) |
| Any | ( a ) little | ( the ) other |
| Both | ( a ) lot | others |
| Either | lost | several |

8.  Intensifiers. These are traditionally called adverbs, but they behave in special ways and are better treated separately. They come just before adjectives or adverbs ( except for enough, which follows them ) and express a degree of the quality named  by the letter word. For a complete discussion of these word. Here are ones on the list : almost, awfully, enough, fairly, hardly, just, pretty, quite, rather, really, right,

scarcely, somewhat, terribly, too. There are special intensifiers that can be used with the comparative of adjectives or adverbs or with the intensifers more or less : a great deal, any, ( a ) little , a lot, lots, much, somewhat.

b. Content Words

We might call the rest of the words in English " content words ". These words name and describe the infinitive number of things, persons, events, and processes that speakers of English want to talk  about. Some of them ( water, men, eat, drink, house ).

Content words can be divided into three general classes :

1. Words naming things, ideas, entities

2. Words naming actions

3. Words used t  describe the qualities of those things or actions.

These divisions to the traditional parts of speech: nouns, verbs and adjective-adverbs. When we discuss the ways, we can increase vocabulary. It is from these three classes of words that we will draw our examples.[20]

a.   Noun

Noun is a word used to name or identify any of class of things, people, places or ideas, or particular one of these.[21] Noun in English divide in two parts namely countable noun and uncountable noun.

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[20] *Ibid.* P.*4*

[21] *Ibid* P. 159

There are four function of noun namely:

1) Noun as subject

2) Noun as subject complement

3) Noun as object

4) Noun as modifier or nominative by opposition.[22]

   b. Verbs

Verb is a word or phrases indicating an action or event or a state. Verb is the important items in part of speech because without verb, word cannot say as a sentence. But without subject, we sometimes said that verb is a sentence, for example the word 'go', we can used for 'you go', but word 'you', we can understand what it means.

The kinds of verb are:

a. Intransitive verb. That is a verb did not need our object.

b. Transitive verb. That is a verb need an object as complement.

c. Copulative verbs or linking verb. That is verb connected the subject with the other word in a sentence followed by objective or noun as a complement. We can say the copulative verb as incomplete production verbs, because it does not have a meaning if we use it as predicate without complement.

d. Causative verb. That is a verb showing a caused by the action in the words.

e. Regular verb or weak verbs. That is a verb forming imperfect tense and past participle adding by-ed at the end of word ( e.g. walk- walked, love- loved, etc)

f. Irregular verbs or strong verbs. That is a verb form imperfect tense and past participle is change or not change and we can added – d, or – ed at the end word.

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[22] Anis. M. Basamalah, Sistem Analisis Kalimat untuk TOEFL dalam Bahasa Inggris, (cet 1 : Jakarta : PT. Reneka Cipta, 1994 ). P 18.

22

g. Auxiliary verb. That is a verb using to describe the time, character or other suggestion. [23]

c. Adjective

Adjective is words that describe a noun, e.g. green in garden gress.[24] Adjective are marked by their ability to fill certain positions and follow qualifiers adjective are two subclasses.

a. Base adjective get the inflection suffix –er and –est in their comparative and superlative degrees. They form nouns with the derivational suffix –ness and form adverb with the derivational suffix –ly .

b. Derived adjective are formed from various bases by derivational suffixes like – ours , - al and – able.[25]

We have seen in the previous section a number of suffixes that form nouns from verb. Now we shall consider some that are added to nouns adjective to form verbs.

-ize. This suffix is spoken with medium stress. It is extremely productive. It combines with many noun and adjective bases, and new words using it are readily coined, especially in science, industry and advertising

| Agony | agonize |
| Commercial | commercialize |
| Crystal | crystallize |

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[23] *ibid, p. 53*

[24] *ibid, p 19*

[25] *ibid. p. 20*

| | |
|---|---|
| Drama | dramatize |
| Economy | economize |

-ant, -ent. These suffixes also form agent nouns. They are not very productive, but many of the words in which they accrue are quite common.

| Verb | Noun |
|---|---|
| Assist | assistance |
| Attend | attendant |
| Consult | consultant |
| Inhabit | inhabitant |
| Occupy | occupant |

-er, -or. Both spelling are used, though –er is more frequent, especially in new words. These are hundreds of these words in English and new ones are easily create.

Noun ending in – or

| Verb | Noun |
|---|---|
| Administrate | administrator |
| Contribute | contributor |
| Counsel | counselor |
| Create | creator |
| Edit | editor |

-al. Always with weak stress. Not very productive. Very little change in base except occasionally in spelling. Do not confuse with the adjective forming suffixes – al.

| Verb | Noun |
|------|------|
| Bestow | bestowal |
| Betray | betrayal |
| Dispose | disposal |
| Refer | referral |
| Renew | renewal |

-t. Rare, except when the base ends in a vowel, always requires a change, the final sound of the base.

| Verb | Noun |
|------|------|
| Ascend | ascent |
| Extend | extend |
| Pursue | pursuit |
| Restrain | restraint |

-ance or – ence. Both have the sound. Moderately productive. Sometimes produces a stress change in the base.

| Verb | Noun |
|------|------|
| Acquaint | acquaintance |

| | |
|---|---|
| Assist | assistance |
| Convey | conveyance |
| Inherit | inheritance |

-(t) ure. There is almost always some change in the base when this suffix is added. The following list is composed of basis verbs and – ure.

| Verb | Noun |
|---|---|
| Fix | fixture |
| Mix | mixture |
| Press | pressure |
| Proceed | procedure |

Adjective is indicates a quality of person, or things referred to by a noun. Adjective an describe the noun in many ways, these are:

a. Descriptive adjective

b. Possessive adjective

c. Demonstrative adjective

d. Limiting adjective

    d. Adverb

As we know that adverb is part of grammar in English learning so there are several definition of adverb as follows:

Adverb is a word modifies a verb, an adjective, or another adverb used to explain how, where, when and why an action performed is know as an adverb.

Example: They lived happily

Fatimah is very beautiful

She speak English quite well.[26]

The word 'happily', 'very', 'quite' are adverb in the first sentence the word 'happily' modifies the verb, the word 'quite' modifies another adverb well.

Adverb is word that adds information to a verb, adjective, phrase, or another adverb, e.g. quickly in run quickly.[27]

c.  Suffixes

There are two kinds of suffixes in English: inflectional and derivational.The difference is easy understood, bet rather difficult to state. The inflectional suffixes are the ones you learn in your study of grammar: the –s or –es ending on verbs with subject he, she, or it; the –ding ending on verbs forms; the –ed of the past tense of verbs; the –s that makes nouns plural; the –er, that makes adjectives comparative; and so forth.

An inflectional suffix is one that is added to a base for a grammatical reason; with very few exceptions, it can be added to any word of a certain class in the whole language. These suffixes do not change a word from one word class to another. (They never turn nouns into verbs, for instance.) In addition, finally, no other suffix can follow them; but, conversely, they can be added to words that already have suffixes.

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[26] ibid. p. 29

[27] ibid. p. 24

Derivational suffixes, on the other hand. Change the meaning of the base is some important way, or else changes it into a different world class. They turn nouns into adjectives, adjectives into verbs, nouns of one type into nouns of another type, and so on. They add new meanings to the base. They are readily followed by inflectional suffixes, and in many cases, more than one derivational suffix can be found in the same word.

For instance, let us star with the verb establish in its rather specialized meaning of "grand special state privileges to a church. "We can derive the verb disestablish, meaning "take away special privileges." Then we can from the noun disestablishment meaning "the act of taking away privileges," then the noun disestablishmentarian meaning "one who advocates disestablishment." Than the noun disestablishmentarianism meaning "the doctrine of disestablishment." And finally antidisestablishmentarianism, meaning "opposition to the doctrine of disestablishing the church, " this latter word often cites at "the longest word in the English language," and it may very well be, except for some of the tremendous words that have been invented to describe compounds in organic chemistry. But its meaning is quite clear, if you understand suffixes and prefixes.[28]

d.  Prefixes

A prefixes is a word-part that is added at the beginning of a word or word-part, called the base, to make a new word. Unlike suffixed, which often change the base from one word class to another, prefixes usually change the meaning of the base but not its word class. (There is one exception to this general rule; the

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[28] *Ibid, P.22*

28

prefix en-, or em-, which forms verbs.) in general, prefixes are easier to understand than suffixes, since their meaning is more definite and does not vary much from one word to another.

One of the most frequent meanings of prefixes is "negative." We shall see that there is a rather long list of negative prefixes that are used with nouns, adjectives, and verbs.

Un- This is an extremely common negative prefix for adjectives in English. It is often used on new word as the need arises. The words below represent only a small sample of the dozens that could be listed.

| *Adjective* | *Negative adjective* |
| --- | --- |
| Attractive | unattractive |
| Clean | unclean |
| Comfortable | uncomfortable |
| Complicated | uncomplicated |
| Fortunate | unfortunate |

Dis- This negative prefix is not quite so common as un-; the learner's major problem with it is to remember which words use dis- and which use un-. There are a number of inconsistencies. For instance. We have the noun comfort and the adjective comfortable. The negative of comfort is discomfort and the negative of comfortable is uncomfortable. In the case of the noun belief, we have both unbelief and disbelief.

The prefix dis- is used most often with nouns and verbs.

*Nouns*

| | |
|---|---|
| Advantage | disadvantage |
| Belief | disbelief |
| Comfort | discomfort |
| Courtesy | discourtesy |
| Favor | disfavor |

Verbs

| | |
|---|---|
| Agree | disagree |
| Allow | disallow |
| Appear | disappear |
| Arm | disarm |
| Assemble | disassemble |

In- (im-, ir-, il-) this negative prefix of Latin origin is used in a great many English words that are themselves from Latin or French. It has the from im- before m, b, or p: ir- before r: and il- before l. it is used most frequently in adjectives.

Adjectives

|  | In-: |
|---|---|
| active | inactive |
| capable | incapable |
| complete | incomplete |
| constant | inconstant |
| convenient | inconvenient |

Non- This prefix is used on relatively few words thought it is readily used on new formations. It was formerly written with the hyphen, but now the tendency in American spelling is to omit the hyphen. It occurs most often in technical words.

Adjectives

| | |
|---|---|
| Alcoholic | nonalcoholic |
| Cooperation | noncooperation |
| Political | nonpolitical |
| Poisonous | nonpoisonous |
| Stop | nonstop |

Mis- This prefix, of rather restricted occurrence despite its use some very common words, usually expressed the ides of "wrongly" or "incorrectly." Here are some examples:

Verbs
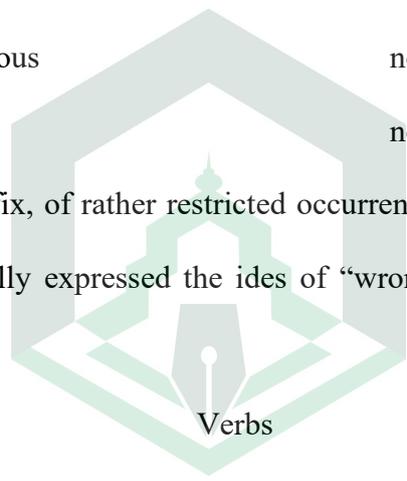
| | |
|---|---|
| Behave | misbehave |
| Direct | misdirect |
| Inform | misinform |
| Interpret | misinterpret |
| Judge | misjudge |

Nouns

| | |
|---|---|
| Alliance | misalliance |
| Behavior | misbehavior |

| | |
|---|---|
| Chance | mischance |
| Conduct | miscond |
| Fit | misfit[29] |

## D. Teaching Skills Vocabulary

1. Teaching new vocabulary

   a) Select some of the word given in section a preliminary discussion. Put them into a suitable context, then teach to your neighbour if you were presenting them to a class, you aim is to teach these word for active.

   b) Do the same for some vocabulary from text book that you would pre-teach for active control before beginning on a new unit.

2. Remedial vocabulary teaching

   The list below contains pairs of words that are similiar but not the same in or use. Students often muddle these up. Add other pairs that your students often get unixed up because of similiarities in meaning.

   Example :

   Lend – borrow

   Kill – die

   Surprise – shock

   Alone – lonely

   In time – on time

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[29] *Ibid,* P.83

Nightmare – dream

Hard – hardly

3. Using a dictionary

a) Each choose a different reading passage from your course books and look up in a dictionary that your students use, the words they are likely to look up them selves.

b) Look up the word time in your dictionary. There should be at least six different uses of this one word, and may be six different words in your language for it.

4. A game to play

ASK THE RIGHT QUESTION. An elicitation game you need a set of cards, between 30 and 50, which you can make quickly your selves, each card has a word or phrase written on it.[30]

e. q : A : if you travel somewhere you need this

B : ticket

A : no, it's something you carry, quite big

B : a bag

A : nearly. What do you put your clothes in?

B : a suitcase

A : that's right (A then gives the card to B)

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[30] *Ibid; p. 121*

## E. *Vocabulary Selection*

One of the problems of vocabulary teaching is how to select what words to teach. A general principle of vocabulary selection has been that of frequency. We can decide which words we should teach on the basis of how frequently they are used by speakers of the language. The words which are most commonly used are te ones we should teach first.[31]

Based on the explanation above, the writer conclude that the important vocabulary, means that we choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students need.

1. Principle in Learning and Teaching Vocabulary

    Indicates the main principle of teaching and learning vocabulary as follows :

2. Through the course books. This will include the written and spoken texts, activities for the presentation and practice of gramatical structures, testing exercise, and so on.

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[31] *Jeremi harmer, "The Practice Of English Language Teaching",(cet 1; New York : Longman publishing, 1992), p. 154*

### F. *Teaching English Vocabulary*

Teaching English vocabulary is important. Just as important as teaching grammar and pronunciation. I still meet English teachers who tell me that teaching vocabulary is a waste of time the same attitude holds for teaching English pronunciation. When teaching English vocabulary, very the way in you introduction it. Use realia when possible, pictures, drawings on the board, antonyms, demonstration, reading and stories. When teaching English Vocabulary, it helps to teach words in groups, especially when the groups of words often occur together. For example, when teaching the word 'economy', it is useful to teach related words such as economical, economize, economist.

Whichever way you teach vocabulary, it is important that you provide interesting ways for the students to practice the word; otherwise, their attention will diminish, along with any learning. When teaching vocabulary it is extremely important to recycle vocabulary taught earlier. If the teacher waits for the coursebook to review vocabulary, the much may be forgotten, as most books are simply not up to this task. Vocabulary needs to be taught in context, and the students need to be given practice using the vocabulary for deeper learning to take place. An example is if you teach 'redwood' it may be a good idea to teach verbs and adjectives related to redwood. These may be: ancient, towering, enormous, grow etc. students can record the words which go together, together in their note books. Teaching English

vocabulary through interesting activities and language play will lead to the deepest learning.

## G. *Dictation*

a. Definition of Dictation

In it is simplest form, dictation refers to a person reading some text aloud so that the listener can write down what is being said. When used in the language classroom, the aim has traditionally for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the error made. While this certainly has it used, countless variations can make it more interesting and learner centred. For example, a related activity, sometime called 'dictogloss', requires the students to only take notes of the key words used as they listen and then later reconstruct the text so that it has the some meaning as the original text although perhaps not exactly the some from. There is also emphasis on accuracy, but expectation here can be increased or decreased depending on the level of the class. The main aim is that the students understand and then re-convey the meaning of the passage, concentrating on the communicative aspect text.

There are several reasons why dictation activities work well in the classroom. Form the teacher's point of view, dictation; can be done with any level, depending on the text used, can be graded for a multi-

level class (see below for more on this), usually require very little preparation and photocopying. In fact, dictations are:

1.  Can be used to degrease preparation time for other activities: instead of spending hours making cut-up activities such as matching vocabulary and their definitions, why not just give the students blank slips of paper and dictate the necessary information to then in the classroom. This also gives the students more listening and writing / spelling practice.

2.  To save time, the class can be divided into two groups and the words/phrases dictated quickly with each group required to write down only half the words given. For example, the teacher says 'group 1: apple' 'group 2: potato' 'group 1: cucumber' 'group 2: carrot' the students only write down the words given for their group. The students can then be paired up so that each pair has one person with each list of word and matching activity can continue as normal.

For the students, dictations: can focus both accuracy (form) as well as meaning – e.g. in the dictogloss activity described above, can develop all four skills – speaking and pronunciation can be developed if the students do the dictating rather then the teacher, give students the opportunity to notice features of pronunciation such as weak forms, linking and elision. Additionally, dictation activities where students compare their version of the text to the original can increase their ability to notice aspects of the language which are sometime overlooked, as

well as mistakes which they commonly make. These might include common spelling errors, absence of articles or the third person, etc. The comparison also helps students to become better at identifying errors in their own written work.

One problem that definitely to be addressed is the perception that students may of doing a dictation activity. Some students and teachers may have developed an aversion to dictation. It is important, therefore, to ensure that we ways that we do dictation in class and encourage the students to focus on meaning as well as accuracy. All sorts of text be dictated, from single words of a vocabulary list to from a dialogue to full paragraphs. These can also be dictated in the wrong order, requiring students to unscramble them once it is finished. Using dictated texts as a precursor to further activities like this will help students to see them as an integrated part of the learning process. It is important that that we and the students see these activities as learning experiences rather than as simply testing their ability to listen and copy words and sentence.

A second common problem is that students may find dictation more difficult than others especially if you are teaching a multi-level class. One way combating this is to think about how much of the dictation we expect our students to produce. We can give weaker students skeleton version of the text to be dictated, with gaps for them to fill in as they go along, rather than a blank sheet of paper.

Incidentally, this can be good for students are often better able to find their errors with fresh eyes. Doing this will also be good training for students, giving them strategies for checking their own write work.

Instead of the standard formula of the teacher dictating the text, there are a number of ways of taking the focus of the teacher and into the students as the 'dictators' has the added benefit of focusing on students' pronunciation and, in a multilingual class, giving students further exposure to different non-native accents.

1.  Cut the text up and distribute one line to each of the students. They then take turns dictating their sentence while the other students listen and write it down. Then give them a copy of the full text to compare with their own.

2.  Divide the class into pairs and ask them to choose one person to be the 'writer' and another to be the 'runner'. Stick the text to be dictated up at one end of the room. The runners have to go to the text and return to their partners having memorized the first line of the text, which they dictate. They keep returning to the text until they have dictated the full text to their partner. The roles can be swapped halfway through. Their text is then compared to a correct version and corrected. This activity requires only a short text.

3.  Do the dictation yourself but let the students control the speed that you speak at and the amount of repetition you do. Tell the students that they need to pretend that you are no longer a teacher but you have

turned into human tape recorder. As you read the text, they cell out instructions such as 'stop', 'rewind', 'play', 'decrease speed', etc.

Search In English Dictionary - With Multi-Lingual, the definition of dictation as follows:

1. Dictate, dictating, the process of speaking for someone else to write down the words.

2. An activity in school where the teacher reads a passage aloud and the students write it down

3. The act of ordering or commanding.[32]

While in the thesaurus dictionary, the dictation defines as follows:

1. To say or read out (something) for someone else to write down He always his letters (to his secretary).

2. To state officially or with authority He dictated the terms of our offer.

3. To give orders to; to command I certainly won't be dictated to by you (= I won't do as you say).[33]

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[32] *http://www.allwords.com/word-dictation.html*
[33] *http://www.thefreedictionary.com/dictate*

a.  Types of Dictation

There are number of types of dictation exercises other than the traditional way of doing it. In order to not overload the student's tasks, at first one can present a text with a number of words missing, and those can be filled out by the students while the instructor reads the passage. Or, since we know learning vocabulary in a context is a lot more efficient then direct teaching, when working on food for instance, the instructor could read a list of items and students could write them in different columns, like fruit, vegetable, meats and so on. To work on note taking, students could listen to the news on T.V or on the radio and write down the key words. They could then share they understood.

When thinking about my colleague's comments on the two different types of real life situations in which someone dictates something to someone else (An address and for example, directions or a recipe), I thought that these situations could definitely be worked on in class. Actually, when using the phone we often take notes. The first one, address and phone number can be done with beginners since the instructor can spell single letters and numbers. And, in order to bring more interaction to this exercise, a students could read it again (like we do on the phone) to make sure he has the right information. When it comes to a recipe, one dictates, one writes as people do at home.

## H. Conceptual Framework

| Input | | Process |
|---|---|---|
| Teaching Vocabulary Through dictation | → | Classroom interaction Through Dictation |

Output

Students Vocabulary Achiavement
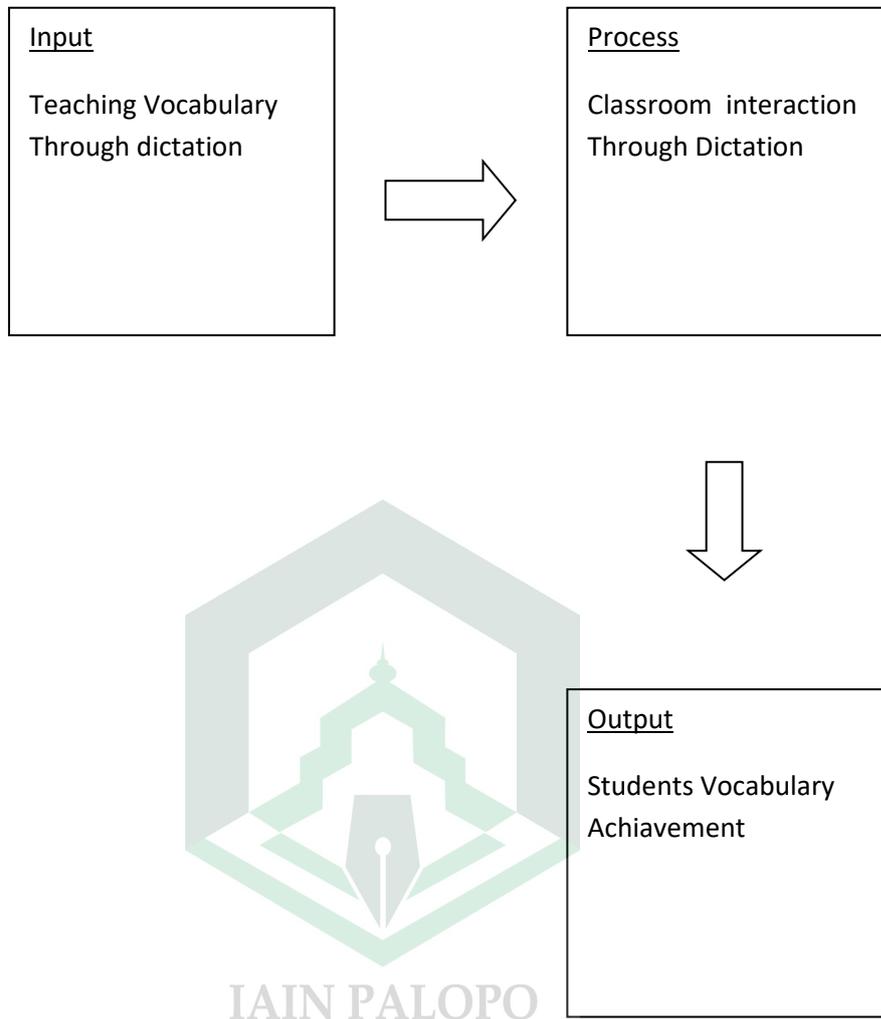
Input : The input dictation material consist of vocabulary

Prosess : Practice Vocabulary through dictation

Output : The students are able to improve their vocabulary through

dictation

## I. Hypothesis

Ho = There is no significant of students at SMP NEGERI 1 Bajo through

dictation.

Hi= There is significant improvement of student at SMP NEGERI 1Bajo through dictation

## CHAPTER III

## RESEARCH METHODS AND DESIGN

### A. *Research Method and Design*

This research uses experimental method and design with one group or pre test and post test, it used to compare the pre test and post test score. This design presented as follows

$O_1$   X   $O_2$

Where: $O_1$ = Pre test

X =  Treatment

$O_2$ = Post Test (Arikonto Suharsini 2001 : 84)

### B. *Variable and Operational Definition*

1. Variable

This research consisted of two variables:

a.  The independent variable was dictation as technique.

b.  The independent variable was student's vocabulary master.

2. Operational Definition

In this research, there are some definitions they are:

a.  Improving means to arise more desirable or excellent quality or condition.

b.  Vocabulary means an element of language is considered as the most important factor in improving the mastery of four language skills namely speaking, writing, listening, and reading.

c.  Dictation means is some words by speaking it out in order to make someone to write.

## C. *Population and Sample*

1.  Population

The population of this research is consisting the Eight year students of SMP NEGERI 1 BAJO in 2000/2011 academic years.

2.  Sample

The sample of this research is used cluster random sampling. Namely, the student class VIII4. There are 24 students taken as sample.

## D. *Instrument of the Research*

In this research the writer uses vocabulary test, which consist of pre-test and post-test. Pre-test is to know the capability of the students vocabulary before giving treatment, post-test is to know the students vocabulary mastering after giving treatment.

## E. *Procedure of Collecting Data*

The procedure of collecting data as describe as follows:

1.  Pre test

The pre-test took 45 minutes. The researcher gave pre-test which aimed to know and to identify the student's prior knowledge of vocabulary. The researcher gave test that relate with daily vocabulary consist of the objects in the house, classroom, and the material talking about of family, body, foods, fruits, clothes and animals.

2. Treatment

After pre-test, the researcher gave treatment to the students. The treatment did eight meetings and each meeting the students gave words consist of objects in the house, classroom, and the material talking about of family, body, foods, fruits, clothes, and animals.

The researcher taught the noun to students through dictation, where in teaching and learning process the writer will arranged the lesson plan for each meeting.

3. Post-test

After giving treatment, the researcher gave post-test. The post-test took 45 minutes. The researcher gave post-test which aimed to know and to identify the students' prior knowledge of vocabulary.

## F. Tehcnique of Analyzing Data

To analyze the data the writer used the following steps:

1. Scoring the student's vocabulary answers of pre-test and pos-test by using the following formula :

Classifying the students' score by using percentage as cited below :

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

Where:   P: Percentage

F: The cumulative frequency of subjects

N: Total number of subject [1]

Scoring the students answer from the given test vocabulary:

$$\text{Score} = \frac{student's\ correct\ answer}{total\ number} \times 100$$

For example: if the student total correct answer is 40, the score is 80 with calculated as follows:

Total correct answers are 40

Total items are 50

$$\frac{40}{50}x\ 100 = 80 \text{ (good)}$$

Score of the test classified into criteria as follows:

a. 81 to 100 is very good

b. 61 to 80 is classified as good

c. 41 to 60 is classified as fair

d. 21 to 40 is classified as as poor

e. 1 to 20 is classified as very poor [2]

2. Calculating the mean score of the students:

$$\bar{X} = \boxed{\frac{\sum X}{N}}$$

Where:

$\bar{X}$ = Mean score

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[1] Prof. Dr. Anas Sudijono, "*Pengantar Statistik Pendidikan,*" ( Jakarta: Rajawali Pers, 2009). p.44

[2] Piet A. Sahertian, "*Konsep Dasar dan Teknik Supervisi Pendidikan,*" (Rineka Cipta, 1st edition, 2000) , p.60

$\sum X$        = Total raw score

N        = Number of sample [3]

4. Looking for D (difference) between score variable I (x) and score variable II (y) by using the following formula:

$$D = X - Y$$

Where :

D = Difference score between variable I and II

X = Variable I

Y = Variable II

5.  Looking for mean difference :

$$M_D = \frac{\sum D}{N}$$

Where :

$M_D$ = Mean of difference

$\sum_D$ = Number of difference scores between pre-test and post-test

N   = Respondent

6. Looking for standard deviation from difference ($SD_D$) by using Formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - (\frac{\sum D}{N})^2}$$

[3] Subana, et.al., "*Statistik Pendidikan,*" (Bandung: Pustaka Setia, 2nd edition, 2005), p. 63

Looking for Standard Error from Mean of Difference (SE$_{MD}$), by using following formula[4]:

$$SE_{MD} = \boxed{\frac{SDD}{\sqrt{N-1}}}$$

7. Looking for t count (t$_o$) by using the formula[5]:

$$T_o = \boxed{\frac{MD}{SE_{MD}}}$$

T$_O$ = T$_{test}$

M$_D$ = Mean Different of pre-test and post-test

SE$_{MD}$ = Standard Error Mean of Difference

Criteria of t$_o$ hypothesis :

If t$_o$ ≥ tt = unacceptable null hypothesis

If t$_o$ ≤ tt = acceptable null hypothesis

Notation:

D = score variable between I (x) and II (y)

N = Total number of sample

M$_D$ = Mean from difference

SD$_D$ = Standard deviation from different

SE$_{MD}$ = Standard error from mean different

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[4] Prof. Drs. Anas Sudijono, "*Pengantar Statistik Pendidikan,*" (Jakarta: Rajawali Pers, 2009), p.305

[5] *Ibid.*

# CHAPTER IV

# FINDINGS AND DISCUSSION

## A. Finding

1. Tests Analysis

This chapter would explain about score and output research in the school based and explain the design of pre test and post test after giving treatment used dictation at the Eight Year Students' of SMP NEGERI 1 Bajo.

**Table 4.1**

**The score of students' vocabulary in Pre-test**

| NO | Respondent | Correct Answer | Score |
|----|-----------|----------------|-------|
| 1 | A | 28 | 56 |
| 2 | B | 30 | 60 |
| 3 | C | 23 | 46 |
| 4 | D | 20 | 40 |
| 5 | E | 22 | 44 |
| 6 | F | 30 | 60 |
| 7 | G | 21 | 42 |
| 8 | H | 27 | 54 |
| 9 | I | 36 | 72 |
| 10 | J | 33 | 66 |
| 11 | K | 22 | 44 |
| 12 | L | 20 | 40 |
| 13 | M | 34 | 68 |
| 14 | N | 17 | 34 |
| 15 | O | 20 | 40 |
| 16 | P | 32 | 64 |
| 17 | Q | 32 | 64 |
| 18 | R | 18 | 36 |
| 19 | S | 35 | 70 |
| 20 | T | 36 | 72 |
| 21 | U | 30 | 60 |

| | | | |
|---|---|---|---|
| 22 | V | 36 | 72 |
| 23 | W | 36 | 72 |
| 24 | X | 22 | 44 |

The table 4.1 shows that there was 1 student got score 70, 68, 66, 56, 54, 46, 42, 36, 34. There were 2 students got score 64. There were 3 students got score 60,44, 40. And there were 4 students got score 72.

**Table 4.2**

**Classification of the score students' vocabulary in Pre-test**

| NO | Classification | Score | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Very good | 81-100 | 0 | 0% |
| 2 | Good | 61-80 | 9 | 37,5% |
| 3 | Fair | 41-60 | 10 | 41,7% |
| 4 | Poor | 21-40 | 5 | 20,8% |
| 5 | Very poor | 1-20 | 0 | 0% |
| | | | 24 | 100% |

The table above shows that in answering vocabulary test in pre-test there was 0 (0%) student got very good category. There were 9 (37,5%) students got good category. There were 10 (41,7%) students got fair category. There were 5 (20,8%) students got poor category. And there was 0 (0%) students got very poor category.

**Table 4.3**

**Scores of the students' vocabulary in the Post - test**

| No | Respondent | Correct answer | Score |
|---|---|---|---|
| 1 | A | 35 | 70 |
| 2 | B | 41 | 82 |
| 3 | C | 30 | 60 |
| 4 | D | 28 | 56 |

| 5 | E | 35 | 70 |
|---|---|---|---|
| 6 | F | 45 | 90 |
| 7 | G | 29 | 58 |
| 8 | H | 46 | 92 |
| 9 | I | 41 | 82 |
| 10 | J | 46 | 92 |
| 11 | K | 30 | 60 |
| 12 | L | 29 | 58 |
| 13 | M | 47 | 94 |
| 14 | N | 29 | 58 |
| 15 | O | 37 | 74 |
| 16 | P | 47 | 94 |
| 17 | Q | 46 | 92 |
| 18 | R | 37 | 74 |
| 19 | S | 46 | 92 |
| 20 | T | 46 | 92 |
| 21 | U | 45 | 90 |
| 22 | V | 45 | 90 |
| 23 | W | 47 | 94 |
| 24 | X | 37 | 74 |

The table above shows that there was 1 student got 56 score. There were 2 students got 82, 80, 70 and 60 scores. There were 3 students got 94, 90, and 74. And there were 4 students got 92 scores.

**Table 4.4**

**Classification of the scores students' vocabulary in post - test**

| No | Classification | Score | Frequency | Percentage |
|---|---|---|---|---|
| 1 | Very good | 81-100 | 13 | 54,2% |
| 2 | Good | 61-80 | 5 | 20,8% |
| 3 | Fair | 41-60 | 6 | 25% |
| 4 | Poor | 21-40 | 0 | 0% |
| 5 | Very poor | 1-20 | 0 | 0% |
|  |  |  | 24 | 100% |

The table above shows that in answering vocabulary in post-test there were 13 (54,2%) students got very good category, there were 5 (20,8%) students got good category. There were 6 (25%) students got fair category. And none student got poor and very poor category. It is mean that the students had good progress after giving treatment.

**Table 4.5**

**The result of vocabulary test before (Pre-test) and after (Post-test) conducting treatment**

| NO | Sample | The Result of Voc. Test | | D (x - y) | D² (x – y)² |
|---|---|---|---|---|---|
| | | Pre-test (X) | Post-test (Y) | | |
| 1 | A | 56 | 70 | -14 | 196 |
| 2 | B | 60 | 82 | -22 | 484 |
| 3 | C | 46 | 60 | -14 | 196 |
| 4 | D | 40 | 56 | -16 | 256 |
| 5 | E | 44 | 70 | -26 | 676 |
| 6 | F | 60 | 90 | -30 | 900 |
| 7 | G | 42 | 58 | -16 | 256 |
| 8 | H | 54 | 92 | -38 | 1444 |
| 9 | I | 72 | 82 | -10 | 100 |
| 10 | J | 66 | 92 | -26 | 676 |
| 11 | K | 44 | 60 | -16 | 256 |
| 12 | L | 40 | 58 | -18 | 324 |
| 13 | M | 68 | 94 | -26 | 676 |
| 14 | N | 34 | 58 | -24 | 576 |
| 15 | O | 40 | 74 | -34 | 1156 |
| 16 | P | 64 | 94 | -30 | 900 |
| 17 | Q | 64 | 92 | -28 | 784 |
| 18 | R | 36 | 74 | -38 | 1444 |
| 19 | S | 70 | 92 | -22 | 484 |
| 20 | T | 72 | 92 | -20 | 400 |
| 21 | U | 60 | 90 | -30 | 900 |
| 22 | V | 72 | 90 | -18 | 324 |
| 23 | W | 72 | 94 | -22 | 484 |
| 24 | X | 44 | 74 | -30 | 900 |
| N= 24 | | $\sum X_1 = 1320$ | $\sum X_2 = 1888$ | $\sum D = -568$ | $\sum D^2 = 14792$ |
| | | $\bar{X}1 = 55$ | $\bar{X}2 = 78,7$ | | |

From the table above, the writer got $\sum D$ = -568 and $\sum D^2$ = 14792 and from this data, the writer presents the result of mean score (X1) in pre-test and post-test (X2), the difference means between pre-test and post-test (MD), Standard deviation (SD$_D$), Standard score mean (SE$_{MD}$) and t count (t$_o$), as follow:

1. Looking for mean score of pre-test (X1) :

$$\bar{X} 1= \frac{\sum X1}{N}$$

$$= \frac{1320}{24}$$

$$= 55$$

Looking for mean score of post-test (X2) :

$$\bar{X} 2= \frac{\sum X2}{N}$$

$$= \frac{1888}{24}$$

$$= 78,7$$
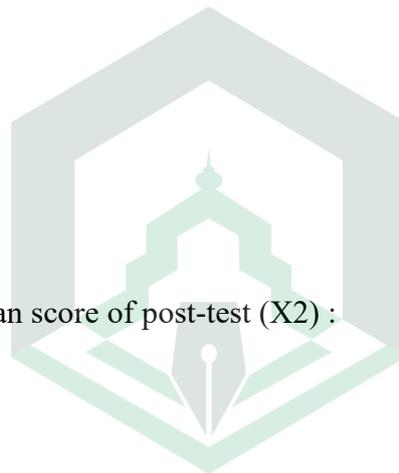
2. Looking for D (difference between score variable I (x) and score variable II (y)):

D = x − y

= 1320 - 1888= - 568

3. Looking for Mean of difference (MD)

$$MD = \frac{\sum D}{N} = \frac{-568}{24} = -23{,}7$$

4. Looking for Standard Deviation ($SD_D$) :

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} = \sqrt{\frac{14792}{24} - \left(\frac{-568}{24}\right)^2}$$

$$SD_D = \sqrt{616{,}33 - (-23{,}7)^2}$$

$$= \sqrt{616{,}33 - 561{,}69}$$

$$= \sqrt{54{,}64} = 6{,}75$$

5. Looking for Standard Error of Mean Difference ($SE_{MD}$) :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{6{,}75}{\sqrt{24-1}}$$

$$= \frac{6{,}75}{\sqrt{23}}$$

$$= \frac{6{,}75}{4{,}79}$$

$$= 1{,}4$$

6. Looking for t count ($t_o$) by using the following formula:

$$T_o = \frac{MD}{SE_{MD}}$$

$$= \frac{-23{,}7}{1{,}4} = 16.9$$

$$T_0 \ (T_{test}) = 16.9$$

7. Given interpretation based on criteria hypothesis acceptability

df or db = N – 1

= 24-1

= 23

df or db = 23

Based on the table "$t_{table}$" above standard of signification 0,05 (5%) with df = 23 we got $t_{table}$ =2,07 and with standard of signification 1% we got 2,81 and $t_o$ = 16,9 from the result above the researcher give interpretation, as we know that:

$$2,07 \leq 16,9 \geq 2,81$$

Where 2,07 is smaller than 16,9 and 16,9 is bigger than 2,81.

Criteria of hypothesis:

If to ≥ tt   = unacceptable null hypothesis

If to ≤ tt   = acceptable null hypothesis

## B. Discussion of  Data Analysis

Based on the presentation of the findings, the writer presents some interpretation of findings in order to explain in details as follows:

The description of the data collected through vocabulary test as explained in the previous section showed that Dictation can improve students' vocabulary, it can be seen on the table before and after treatment (different result between pre-test and post-test). It was supported by the table on pre-test that there was 0 (0%) student got very good category. There were 9 (37,5%) students got good category.

There were 10 (41,7%) students got fair category. And none student got poor and very poor category.

The table post-test shows that there were 13 (54,2%) students got very good category. There were 5 (20,8%) good category. There were 6 (25%) students got fair category. And there was no student got poor and very poor category.

Furthermore, we have seen the all component of vocabulary in pre-test and post-test, not all the students have improvement in vocabulary through Dictation. In the post-test there are still 6 (25%) students got fair. Therefore, the mean score of pre-test is 55 which classified as the low score (fair category), while the mean score in post-test is 78,7 which classified as the higher score (good category).

By comparing $t_t$ and $t_o$ which is got in pre-test and post-test the researcher gives interpretation "to" is bigger than "tt" it is showed as follows:

$$2,07 \leq 16,9 \geq 2,81$$

There is a significant difference between "to" and "tt". It means that Dictation can improve the students' vocabulary.

# CHAPTER V

# CONCLUTION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

## A. Conclusion

1. Dictation can improve students' vocabulary of students' eight class at SMP NEGERI 1 BAJO. It can be proven by students' result in pre test with mean 55 and 78,7 in post test.

2. Dictation is attractive media in learning English especially in learning vocabulary at the beginner students in junior high school because can create the good situation, interesting and students fell enjoy this material.

## B. Suggestion

Based on the result of the data analysis and conclusions, the researcher gives some suggestion follows:

1. It is suggested that the teachers should us some different media and methods to the students' attention in learning.

2. It is suggested that the teacher use dictation in teaching students vocabulary as one alternative teaching media among some other teaching media to stimulate the students' interest and to improve the students' vocabulary.

3. It is suggested that English teachers of English at the Eight year students of SMP NEGERI 1 Bajo. To be more creative presenting material when teaching vocabulary by using dictation, so that the students are more interested and enjoyable in memorizing vocabulary.

4. The researcher suggested to further researcher to focus their researcher on the other kind of media on learning.

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