

CHAPTER I

INTRODUCTION

A. Background of The Study

Have you ever learned vocabulary through dictation method? Can dictation method increase student's vocabulary? There are many ways to learn English vocabulary, but this research is focused on the ways to know, understand and increase English vocabulary through dictation method.

One of the ancient English teaching methods is the dictation method. According to Rhalmi (2009), many teachers assume that dictation method is no longer suitable for teaching English because this is teacher-centered method whereas dictation method can still be used as one method in teaching vocabulary to students.

Davis and Rinvoluceri (2002) state that dictation as decoding sounds in aural input and then recoding them in writing. Richards and Schmidt (2002:157) have also defined 'dictation' as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible. In dictation method, the teacher reads out the text or plays a record then pauses a record sentence by sentence then the students just listen carefully and write down what they listen.

Dictation is the process of writing down what someone else has said with the students; dictation offers a way for a teacher to record a student's thoughts

or ideas when the writing demands surpass writing skills. Wilson (2005:2) states that dictation activities allow students to practice their listening and writing skills in very controlled setting. Dictation method to develop student's listening and writing skills. If learners want to fluent in English, they should know vocabulary first because it is important in our daily life especially for young learners.

McCarten (2007:2) explains that it is equally important to help students with how to learn vocabulary as well as what to learn. It can say that learning vocabulary is important and how the teacher leads the students to study vocabulary. Pikulski (2004:1) states that the vital importance of vocabulary for success in life means people are able to express themselves clearly and effectively if they have adequate vocabulary. The students who have better vocabulary can develop their ability to think or express their mind and something that is needed to communicate.

Based on the observation "Teaching and Learning Writing Using Dictogloss at The First Semester of The Eight Grade of SMP Al Huda Jatiagung, South Lampung in 2017/2018 Academic Year" by Latifah (2017), this research used descriptive qualitative research method to know and describe the process of teaching and learning writing, the teacher's problems and the student's problem writing by using dictogloss. One class which used consisted with 35 students. Three kinds of instruments were observation, interview and questionnaire were use in collecting data. This research will be conducted by using quantitative research in quasi-experimental and design will use one class, meanwhile the experiment above chooses two classes and using qualitative research method.

Furthermore, the dictation method is used to help students guess the words so their vocabulary mastery can be effectively improved. Some reasons why dictation method used to increase students are more efficient - usually require very little preparation and photocopying, more useful - can develop all four skills - speaking and pronunciation can be developed if the students do the dictating rather than the teacher, wider opportunity to give students to notice features of pronunciation such as weak forms.

Finally, the title of this study is “The Influence of Dictation Method to Help Students Guess The Words in Vocabulary Mastery”.

B. Research Question

From the description above, this study is intended to answer the following research question:

1. How is the students' vocabulary mastery before using dictation method?
2. How is the students' vocabulary mastery after using dictation method?
3. How significant is the difference between students' vocabulary mastery before and after using dictation method?

C. Research Objective

According to the problem above, this study is designed to make the students increase in mastering vocabulary. This study is intended:

1. To know the students' vocabulary mastery before using dictation method
2. To know the students' vocabulary mastery after using dictation method

3. To know the significant difference between students' vocabulary mastery before and after using dictation method.

D. Significances of The Study

This research gives several significances. Theoretically, students' vocabulary master can influence their language understanding.

Practically, teachers, students and researchers can use this research. The appropriate method used by English teachers in teaching vocabulary is the dictation method. Teacher can use the findings of this study as an indicator of success or failure in teaching vocabulary to students.

E. Rationale

The concept of dictation method is not new thing in English teaching because it is one of the old models but learning to improve spelling and grammar can be very effective when implementing the dictation method is correctly. In addition, Flowerdew (2005:200) described dictation as a simple technique that the listener listen to an oral text and write down what they hear, the passage may be presented more than once and it need to be presented more in segments or information units, so the learners have time to process the language and write it down.

Richard (2002:157) defines dictation is technique used in both language teaching and language testing in which a passage is read aloud to student or test taker, with pauses during which they must try to write down what they have heard

accurately as possible. In the book, *Twenty-Five Centuries of Language Teaching*, Kelly (1969) tells that dictation was used in the early Middle Ages by teachers who wanted to transmit information to their students in their own language because of the scarcity of books. In addition, the teacher reads out the text or plays a record then pauses a record sentence by sentence then the students just listen carefully and write down what they listen.

Moreover, Oller (1979) defines it as “a psychologically real system that sequentially orders linguistic elements in time and in relation to extra linguistic contexts in meaningful ways.” To stimulate the creative process of learners, use an interesting way that is dictation method.

Daller et al. (2007:1) state that vocabulary is a vital area of innovation in academic approach. Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the 2 Teaching Vocabulary entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011, p. 571). Furthermore, Wilkins (1972) wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). This is an important thing that can improve the success in mastering English and developing English knowledge by learning vocabulary because without knowing vocabulary students cannot understand what others say and they can't express what they want to say.

Therefore, the use of dictation method to give an influence on the increasing students' vocabulary is attempted. The sample of this research used two kinds of

the variable. The first as the “X₁” variable is dictation method and the second as the “Y₁” variable is students’ vocabulary mastery.

F. Hypothesis

The hypothesis was statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics (Creswell, 2012).

This research has two variables; the first as the “X₁” variable is dictation method, and the second as the “Y₁” variable is students’ vocabulary mastery. The relation of the research hypothesis is proposed as: “The Influence of Dictation Method to Help Students Guess The Words in Vocabulary Mastery”.

The hypothesis in this study is an alternative hypothesis (H_a) and the null hypothesis (H_o). The formulated hypothesis is described as:

H_a: There is an influence of dictation method to help students guess the words in vocabulary mastery.

H_o: There is no influence of dictation method to help students guess the words in vocabulary mastery.

G. Previous Study

Based on the journal *The Effectiveness of Dictation Method in College English Vocabulary Teaching* that presented by Tang (2012) stated that dictation method used into vocabulary teaching so as to help the students to effectively memorize English words and according to the experiment results, a conclusion is reached that

dictation is an effective quantization strategy, which can reveal students' vocabulary and learning outcomes to some extent. This is an activity that involves all skills in English such as students should listen to what is dictated, students can write from dictation results that they heard before, students can read this section while correcting mistakes, students can also practice their speaking.

According to Kazazoglu (2012) in *Dictation as a Language Learning Tool*, this study investigates the use of dictation with intermediate students and the dictation papers of the students are analyzed and word errors which can also be defined as semantic mistakes are listed. The findings of the study indicates that there is a difference between the teacher-lead dictation and tape-recorded dictation during the dictation process.

Based on the journal *Using Dictation to Teach Pronunciation* that presented by Blanche (2004), this research shows how to use dictation method in a novel to teach pronunciation. This method can be used in many way. First, a game, any students make lines and the first students have to do practice by using body language and also speak up by what they listen. Second, dramatization by listening the dialogues can be acted out, poems can be recited, and songs can be sung (in unison, of course). Last, discussion that can practiced pronunciation for students in any Foreign Language classroom.

This research will be focused on dictation method to explore and comprehend English vocabulary, it will be conducted by using quasi-experimental and design will use one class, meanwhile the experiment above chooses two classes and other

research stated that using dictation to increase students' listening and writing skills but this research will be using dictation method to increase students' vocabulary.





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