

SKRIPSI



**THE EFFECTIVENESS OF WALL DICTATION FOR
VOCABULARY TEACHING OF TENTH GRADERS IN
SMK N 1 KUDUS ACADEMIC YEAR 2022/2023
(A Quasy Experimental Research)**

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2022



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SKRIPSI

The logo of Universitas Muria Kudus is a shield-shaped emblem with a yellow background. It features a central blue and white architectural structure resembling a tower or a building. The shield is flanked by two stylized, flame-like shapes in red and blue. At the bottom, there is a green decorative element. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle at the top of the shield.

**Presented to the Universitas Muria Kudus
in Partial Fulfillment of the Requirements for Completing the
Sarjana Program in English Education**

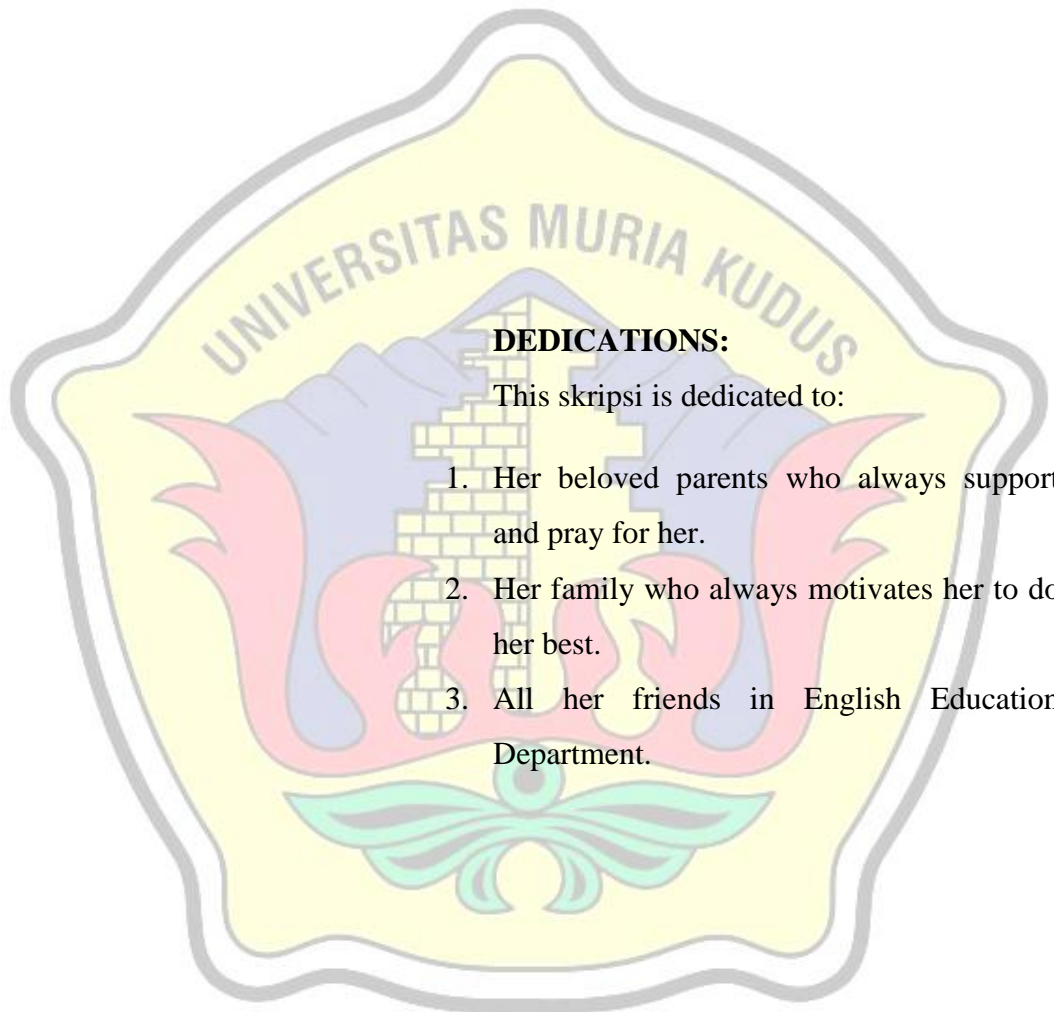
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MOTTO AND DEDICATION

MOTTO:

1. Work hard, be kind, and amazing things will definitely happen.
2. Nothing ventured, nothing gained.
3. Sincere and patience are needed when you want to achieve success.



DEDICATIONS:


This skripsi is dedicated to:

1. Her beloved parents who always support and pray for her.
2. Her family who always motivates her to do her best.
3. All her friends in English Education Department.

ADVISORS' APPROVAL


This is to certify that the *Skripsi* of Anisa Zulvanika (201832017) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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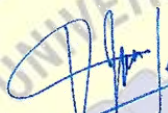
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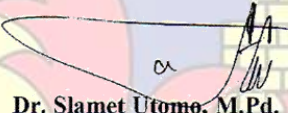
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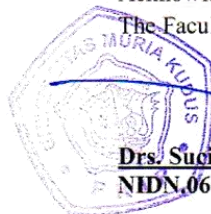
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Struggling to finish this *skripsi*, the writer received a lot of support, help, and suggestions from people around. Hence, she would like to convey her special gratitude to:

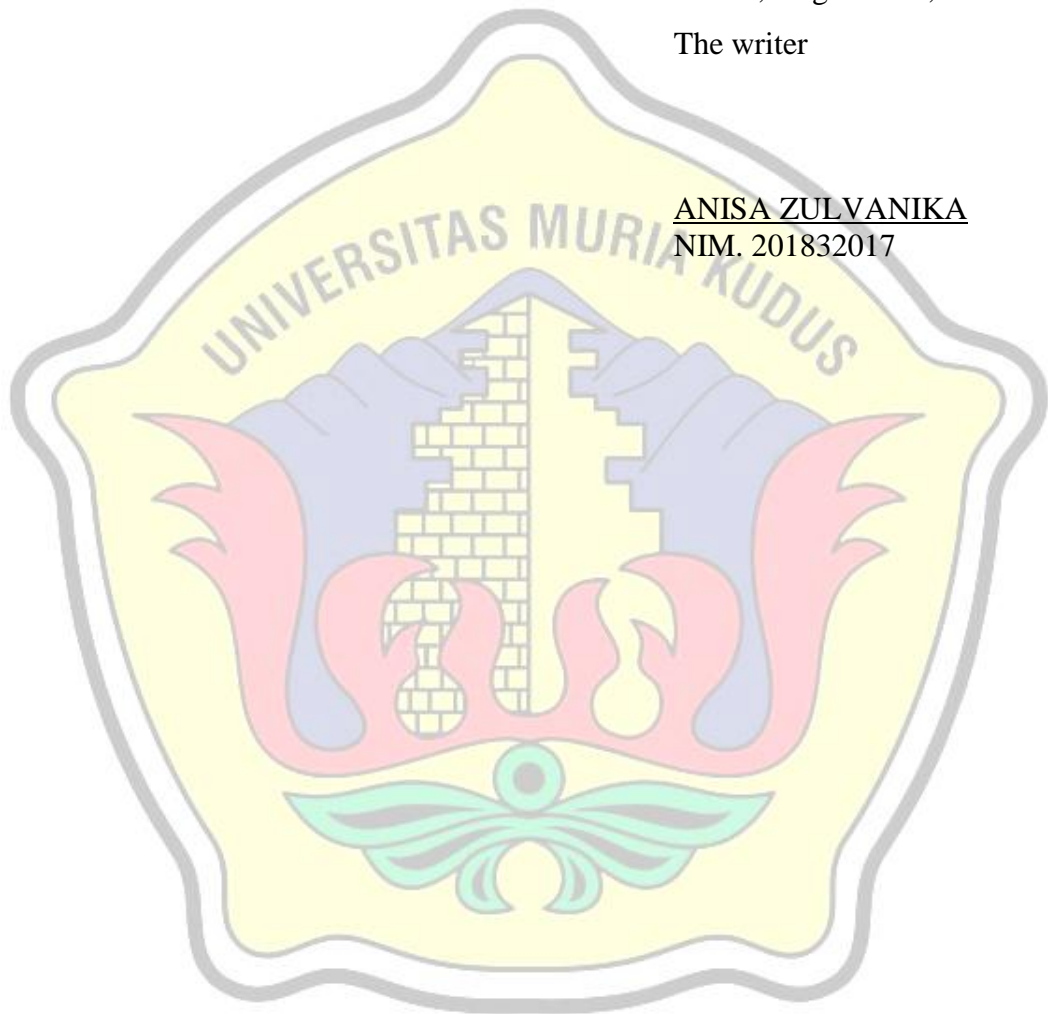
1. Drs. Sucipto, M.Pd. Kons as the dean of Teacher Training and Education Faculty, for all the support.
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9. All people involved during the writing of this *skripsi*.

It is expected that this research will be useful for the readers especially for those who are in the education field.

Kudus, August 26nd, 2022

The writer

ANISA ZULVANIKA
NIM. 201832017



ABSTRAK

Zulvanika, Anisa. 2022. *The Effectiveness of Wall Dictation for vocabulary teaching (experimental research) of Tenth Graders in SMK N 1 Kudus Academic Year 2021-2022*. Skripsi. English Education Department Teacher Training and Education Faculty Universitas Muria Kudus. Advisor: (i) Nuraeningsih, S.Pd., M.Pd., (ii) Titis Sulistyowati, S.S., M.Pd

Kata kunci: *wall dictation; vocabulary teaching; English teachers*

Belajar bahasa Inggris adalah salah satu hal yang menurut siswa sulit. Tidak hanya mempelajari bagaimana mereka berbicara, menulis, membaca, atau mendengarkan tapi juga bagaimana mereka memahami setiap kata. Kesulitan mengidentifikasi dan memahami sebuah kata akan menjadi momok bagi siswa malas belajar. Hal ini penting bagi guru untuk dapat mengajar dan memberikan ruang bagi siswa agar mereka bisa mempelajari kosakata bahasa Inggris dengan cara yang menyenangkan dan tidak membuat mereka frustrasi.

Sehubungan dengan hal tersebut, penelitian ini bertujuan untuk menemukan adanya perbedaan dalam prestasi siswa sehubungan dengan kosakata sebelum dan setelah diajar menggunakan dikte dinding. Selain itu, penelitian ini juga dapat memberi jawaban bagaimana guru dan siswa berinteraksi dalam proses belajar mengajar kosakata menggunakan dikte dinding.

Penelitian ini merupakan penelitian kuantitatif. Metode ini digunakan untuk menjawab permasalahan dan memberi saran alternatif tentang mengajar kosakata di dalam kelas. Peneliti memilih SMK N 1 Kudus karena peneliti telah melakukan praktik kerja lapangan di sekolah tersebut sehingga memudahkan peneliti mengenali lingkungan dan melakukan penelitian. Menggunakan pengambilan sampel acak dengan satu kelompok penelitian. Peneliti mengumpulkan data melalui tes secara luring dan menyampaikan materi dengan mengaplikasikan dikte dinding. Setelah itu peneliti menganalisis data yang terkumpul kemudian menginterpretasikan hasilnya.

Hasil tersebut berdasarkan pada nilai rata-rata siswa yang semula adalah 59 sebelum mengaplikasikan dikte dinding. Setelah mengaplikasikan dikte dinding, nilai rata-rata siswa naik menjadi 81. Selain itu, Tingkat signifikansi adalah 0,05 dan derajat kebebasan (df) adalah 35(N-1). Ini mendapat 2,042 sebagai t-kritis (t_1). Penulis mendapatkan bahwa t-dapatkan (t_0) adalah 15,37. Ini lebih tinggi dari t-kritis (t_1) 2,042.

Sebagai kesimpulan bahwa hasil dari penelitian tersebut menunjukkan bahwa dikte dinding merupakan metode yang efektif bagi siswa untuk meningkatkan penguasaan kosakata mereka. Selain itu, peneliti menyarankan agar guru dapat menjadikan dikte dinding sebagai satu sarana siswa belajar kosakata dengan cara yang menyenangkan dan siswa juga dapat menjadi lebih aktif dan kreatif apabila proses belajar mengajar terjalin secara optimal.

ABSTRACT

Zulvanika, Anisa. 2022. *The Effectiveness of Wall Dictation for vocabulary teaching (experimental research) to Improve of Tenth Graders in SMK N 1 Kudus Academic Year 2021-2022*. Skripsi. English Education Department Teacher Training and Education Faculty Universitas Muria Kudus. Advisor: (i) Nuraeningsih, S.Pd., M.Pd., (ii) Titis Sulistyowati, S.S., M.Pd

Key words: *wall dictation; vocabulary teaching; English teachers.*

Learning English is one of the things that students find difficult. Not only learn how they speak, write, read, or listen but also how they understand each word. Difficulty identifying and understanding a word will be a scourge for lazy students to learn. It is important for teachers to be able to teach and provide space for students so that they can learn English vocabulary in a way that is fun and does not frustrate them.

In this regard, this study aims to find differences in student achievement in terms of vocabulary before and after being taught using wall dictation. In addition, this research can also provide answers on how teachers and students interact in the teaching and learning process of vocabulary using wall dictation.

This research is quantitative research. This method is used to answer problems and provide alternative suggestions about teaching vocabulary in the classroom. Researcher chose SMK N 1 Kudus because the researcher have done field work practices at the school, making it easier for researcher to recognize the environment and conduct research using random sampling with one research group. The researcher collected data through offline tests and conveyed the material by applying wall dictation. After that, the researcher analyzed the collected data and then interpreted the results.

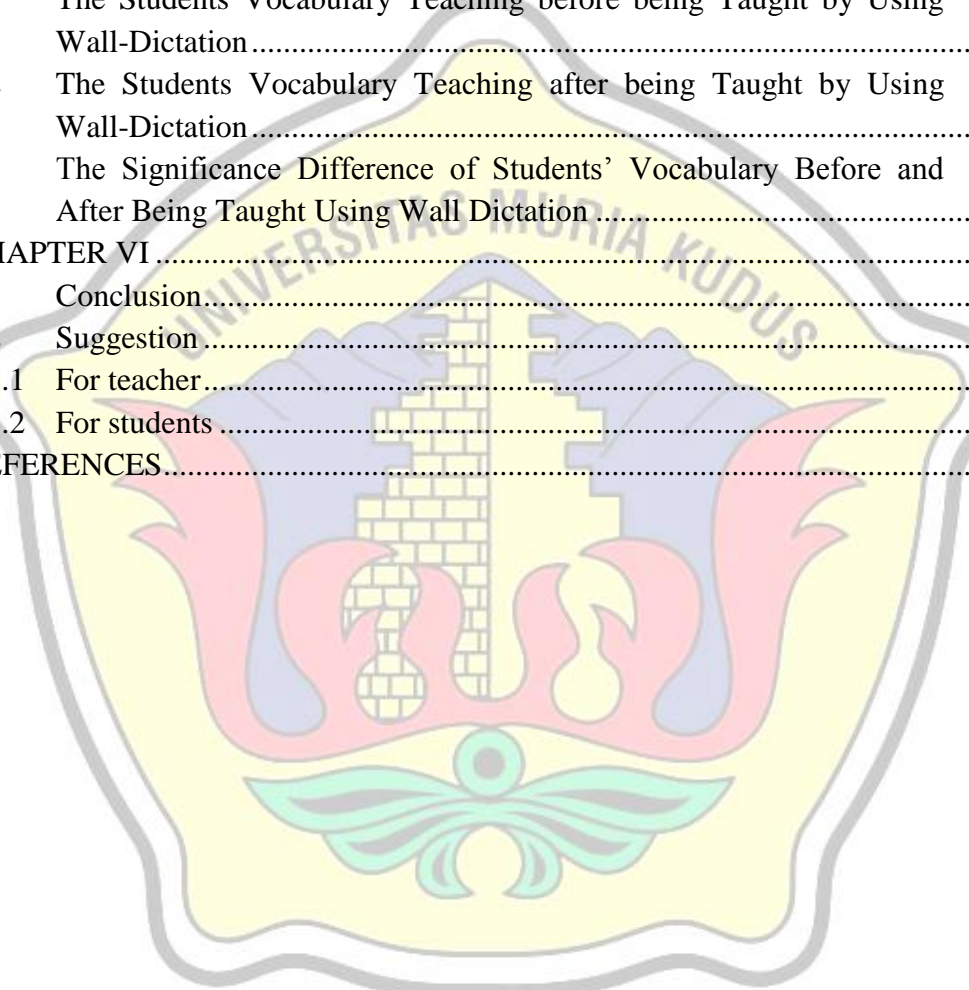
The result of the student's average score which was 59 before applying wall dictation and rise to 81 after applying wall dictation. In addition, the significance level was 0.05 and the degrees of freedom (df) were 35(N-1). It gets 2.042 as t-critical (t1). The writer finds that t-get (t0) is 15.37. This is higher than the t-critical (t1) 2.042.

In conclusion, the results of the study indicate that wall dictation is an effective method for students to improve their vocabulary mastery. In addition, the researcher suggests that teachers can use wall dictation as a means for students to learn vocabulary in a fun way and students can also become more active and creative if the teaching and learning process is optimally established.

TABLE OF CONTENTS

COVER	i
ENGLISH EDUCATION DEPARTMENT	i
SKRIPSI.....	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENT	vii
ABSTRAK	ix
ABSTRACT.....	x
TABLE OF CONTENTS	xi
LIST OF FIGURE.....	xiv
LIST OF APPENDICES	xv
CHAPTER I	1
1.1 Background of the Research	1
1.2 Statements of the Problem.....	2
1.3 Objectives of the Research	3
1.4 Significance of the Research	3
1.5 Scope of the Research	3
1.6 Operational Definition	3
CHAPTER II.....	5
2.1 The Nature of Effectiveness	5
2.2 The Nature of Dictation.....	6
2.1.1 The Definition of Dictation	6
2.1.2 The Variation in Dictation.....	7
2.1.3 The Benefits of Dictation	9
2.1.4 The Step of Teaching Using Wall Dictation	10
2.3 Vocabulary	10
2.2.1 Concept of Vocabulary.....	10
2.2.2 Teaching Vocabulary	11
2.4 Review of Previous Research.....	12
2.5 Theoretical Framework	13
2.6 Research Hypothesis	13
CHAPTER III	14
3.1 Design of the Research.....	14
3.2 Population and Sample.....	15
3.3 Instrument of the Research.....	15
3.4 Data Collection.....	17
3.5 Data Analysis	17
CHAPTER IV	21

4.1	The Vocabulary Teaching of Tenth Graders in SMK N 1 Kudus Academic Year 2022/2023 Before Being Taught By Using Dictation Method	21
4.2	The Vocabulary Teaching of Tenth Graders in SMK N 1 Kudus Academic Year 2022/2023 After Being Taught By Using Dictation Method	23
4.3	Hypothesis Testing	25
CHAPTER V		27
5.1	The Students Vocabulary Teaching before being Taught by Using Wall-Dictation	27
5.2	The Students Vocabulary Teaching after being Taught by Using Wall-Dictation	28
5.3	The Significance Difference of Students' Vocabulary Before and After Being Taught Using Wall Dictation	31
CHAPTER VI		32
6.1	Conclusion	32
6.2	Suggestion	32
6.1.1	For teacher	32
6.1.2	For students	32
REFERENCES		33

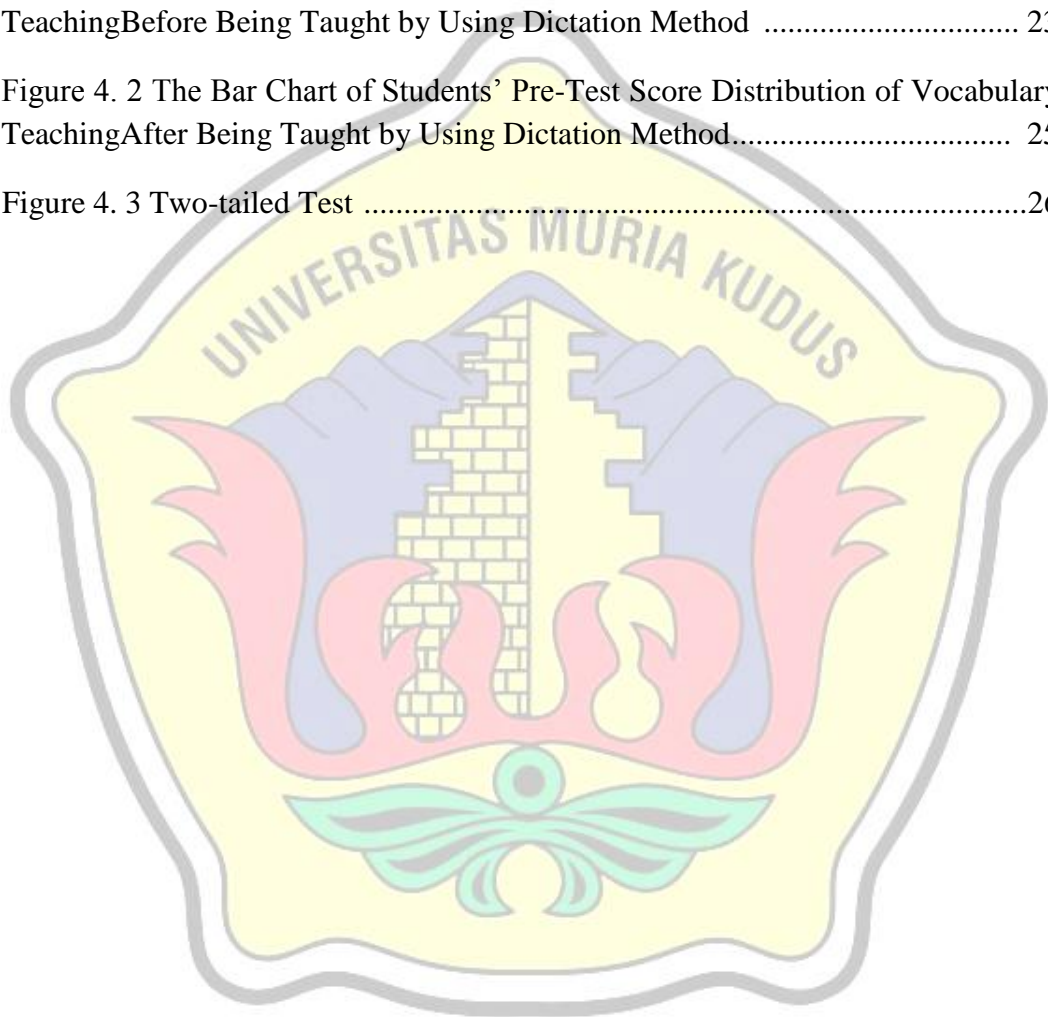


LIST OF TABLE

Tabel	Page
Tabel 3. 1 Total Tenth Graders of SMK 1 Kudus in academic year 2022/2023.....	15
Tabel 3. 2 The Level of Interpretation Coefficient Reliability	16
Tabel 3. 3 The Categories of Score	18
Tabel 4. 1 The Vocabulary Teachingof Tenth Graders in SMK N 1 Kudus Academic Year 2022/2023 Before Being Taught By Using Dictation Method	21
Tabel 4. 2 The Frequency Distribution of Vocabulary Teachingof Tenth Graders in SMK N 1 Kudus Academic Year 2022/2023 Before Being Taught By Using Dictation Method	22
Tabel 4. 3 The Vocabulary Teachingof Tenth Graders in SMK N 1 Kudus Academic Year 2022/2023 After Being Taught By Using Dictation Method	23
Tabel 4. 4 The Vocabulary Teachingof Tenth Graders in SMK N 1 Kudus Academic Year 2022/2023 After Being Taught By Using Dictation Method.....	24

LIST OF FIGURE

Figure	Page
Figure 1. Theoretical Framework.....	13
Figure 3. 1 One Group Pre-Test – Post Test Design	14
Figure 4. 1 The Bar Chart of Students’ Pre-Test Score Distribution of Vocabulary Teaching Before Being Taught by Using Dictation Method	23
Figure 4. 2 The Bar Chart of Students’ Pre-Test Score Distribution of Vocabulary Teaching After Being Taught by Using Dictation Method.....	25
Figure 4. 3 Two-tailed Test	26



LIST OF APPENDICES

Appendix	Page
APPENDIX 1 :	36
APPENDIX 2 :	40
APPENDIX 3 :	42
APPENDIX 4 :	43
APPENDIX 5 :	57
APPENDIX 6 :	58

