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)

By
ANISA ZULVANIKA
201832017

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY

2022

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SKRIPSI

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in Partial Fulfillment of the Requirements for Completing the Sarjana Program in English Education

By
ANISA ZULVANIKA
201832017

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TEACHER TRAINING AND EDUCATION FACULTY
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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' APPPROVAL

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.

Kudus, August 26nd, 2022
Advisor I

Nuraeningsih, S.Pd., M.Pd.
NIDN. 0612077901

Advisor II

Titis Sulistyowati, S.S., M.Pd.
NIDN. 0002048101

Acknowledged by
Head of English Education Department
The Faculty of Teacher Training and Education

Rusiana, S.Pd, M.Pd.
NIDN. 0611118301

UNIVERSITAS MURIA KUDUS

EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Anisa Zulvanika (NIM: 201832017) has been approved by the *examining committee* as requirement for research.

Kudus, August 31th, 2022

Nuraeningsih, S.Pd., M.Pd. — **Chair Person**
NIDN. 0612077901

Titis Sulistyowati, S.S., M.Pd. — **Member**
NIDN. 0002048101

Dr. Slamet Utomo, M.Pd. — **Member**
NIDN. 0019126101

Dr. Ahdi Riyono, S.S., M.Hum — **Member**
NIDN. 0606057701

Skripsi Examining Committee

Acknowledged by
The Faculty of Teacher Training and Education

Drs. Sucipto M.Pd.
NIDN.0629086302

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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 bagaiaman 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 kosa kata bahasa inggris dengan cara yang menyenangkan dan tidak membuat mereka frustasi.

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

Penelitian ini merupakan penelitian kuantitatif. Metode ini digunakan untuk menjawab permasalah dan memberi saran alternatif tentang mengajar kosa kata di dalam kelas. Peneliti memilih SMK N 1 Kudus karena peneliti telah melakukan praktik kerja lapangan di sekolah tersbut sehingga memudahkan peneliti mengenali lingkungan dan melakukan penelitian. menggunakan pemgambilan sample 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 kosa kata mereka. Selain itu, peneliti menyarankan agar guru dapat mejadikan dikte dinding sebagai satu sarana siswa belajar kosa kata 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.

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