

Using Spot Dictation to Improve the First Semester Students' Vocabulary Mastery at Stkip Pgri Tulungagung

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ABSTRACT

Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. Consequently, the concern of English learning is no longer on the acquisition of language components i.e. grammar, vocabulary, and sound system in isolation. Rather, it is targeted at the students learning and analyzing the whole text, at how it is constructed to achieve its purpose (Carrell, 1996: 26). The design of this research is a classroom action research with cycle model since this research is planned to improve the students' Vocabulary Mastery at the second semester of STKIP PGRI Tulungagung using Spot Dictation. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007). According to the result of Test Cycle I was done in cycle I, it was found that the students who could reach the passing grade were 21 students (84%) and 4 students (16%) were failed. The criteria of success which had been determined was 80% of the students and the standard value was 80. So, the action in cycle 1 was successful. The suggestion for the students by using Spot Dictation, the students can know much Vocabulary Mastery and it makes students more active in teaching and learning process, for English lecturer should use Spot Dictation as alternative way in teaching Vocabulary Mastery and for future researcher as the reference to make a further research.

INTRODUCTION

In Indonesia, English has a very important role in technological and scientific advances; instruments such as computer and internet use English. Meanwhile, a lot of textbooks, newspapers and magazines are printed in English. English is also used as a means of communication within international trade and business. Consequently, students who want to have access to them should master English well.

However, problems appear when students coming from different conditions, cultures and backgrounds meet and speak different languages. When they have to communicate and cooperate, they are confronted with a problem; they do not understand each other. They, therefore, have to master a certain language with which they can understand each other. In this case, they have to master an international language.

To teach comprehension is to teach thoughtful literacy. Thoughtful literacy is not a separate kind of literacy, but the umbrella for all literacy learning across the curriculum (Trehearne & Doctorow (2007: 99). Literacy is much more than being able to read a menu, fill in a simple form, or recall details from fiction or nonfiction text. It is about making connections with the text. Students who have mastered thoughtful literacy can do more than merely regurgitate the text: they can read, write, listen, speak, view, and represent in complex ways. Teachers whose focus is thoughtful literacy will invariably help their students to be critically literate: to question the attitudes, values, and beliefs that lie beneath the surface of written, spoken, and visual texts. Their students become aware that all texts are created from a certain perspective or bias and examine each text to see how it positions them as they read, listen, or view.

Considering the background of the study above, the problem of the research is formulated as follows : “How can Spot Dictation improve the students’ Vocabulary Mastery at the second Semester Students' At STKIP PGRI Tulungagung in the academic year of 2016/2017”.

In relation to the research problem, the objective of the study is to improve the students’ Vocabulary Mastery at second Semester at STKIP PGRI Tulungagung in the academic year of 2016/2017 through Spot Dictation.

The result of the research is expected to give contribution for the students, the English teacher, and the future researchers. For the students it is expected to assist them to improve their Vocabulary Mastery. So they never get difficulty to study English in the higher level. For the English lecturer the finding of the research offers the new technique to the teachers in teaching Vocabulary Mastery. For Future researchers the finding of this research can be used for the next research as a reference.

REVIEW OF RELATED LITERATURE

2.1.1 The Definition of Vocabulary

According to Oxford pocket dictionary, vocabulary is list of words with their meaning, especially in a book for learning in foreign language. Fardhani (2005:3) states that Vocabulary is an important aspect of language learning. It means that vocabulary is important for know, learn and used. Moreover vocabulary is one of the four language components, which are spelling, grammar, phonology, vocabulary. So, studying vocabulary is an important for learning English, without having good vocabulary they difficult to communication and it is an important element that cannot be separated from each other in language learning process. Meanwhile, vocabulary is the set of words within a language that are familiar to that person. Vocabulary also has some components. Fahrurrozy (2011:97) stated: "The elements of vocabulary are spelling, syllabication, pronunciation, stress, part of speech, meaning, use/usage, derivatives, idiom, and expressions".

From the definition above, it can be concluded that vocabulary is a list of words, which consist of many words using in speaking, in order to make the speaker easy in expressing their ideas, thought English. If we have a lot of vocabularies we will easily speak up. So vocabulary is very important part in speaking. We can understand about English sentence if we know the meaning of words. Moreover, vocabulary is the set of words within a language that are familiar to that person.

2.2 Dictation

Dictation is mainly aimed at checking students' pronunciation and their knowledge of spelling rules and corresponding meanings. During the process of dictation, students make use of input skills and output skills and write down the words through their hands, pens and

ears, so as to check the effect of dictation and enhance their understanding and memory of English words.

2.3.1 Types of Dictation

In determining the kinds of dictation as a testing device, the teacher should have a look at the material provided. To prepare which kind of dictation used, the teacher, as the examiner should realize the specific point to be gained in using each test. As a testing technique, dictation may be given in various ways. According to Oller (1979: 264) there are five types of dictation procedures that have been used in a variety of ways as testing techniques. Those five ways are elaborated as follows:

1. Standard dictation

Standard dictation is probably the best known. Students are required to write verbal sequences of material as spoken by a teacher or played back from a recording. The material should be presented at a normal conversational speed and is given in sequences that are long enough to challenge students' short-term memory.

2. Partial dictation

Partial dictation also called spot dictation. This type has a close relation with the standard dictation, but the students are given either a written version of the text or the spoken one. The written version has certain portions which are deleted. The students must listen to the spoken material and fill in the missing portion in the written version. It is easier to perform because more sensory information is given concerning the message; a partial written version and a complete spoken version.

3. Dictation with competing noise

This type of dictation is rather difficult because the material is presented with adding noise. This kind of dictation drills the students to be used to everyday communication context where language is used in less than ideal acoustic condition; for example, we are trying to have a conversation in someone's living room when the television and air conditioner are producing a high level of competing noise or trying to hear a message over a public address system in a busy air station, etc.

4. Dicto-Comp

This type of dictation is actually a combination of two forms, namely dictation and composition. Here, the teacher reads the whole passage three times and the students are only given chance to write their work after the teacher has finished the third reading. They should recall the whole story and write the story as a reproduction of what they heard.

5. Elicited imitation

In this case, the students listen to the material, but instead of writing down the material, the students are asked to repeat it or otherwise recount what was said. The condition of the class, whether noisy or not will determine the success or failure in administering the process of the dictation test. The teacher should strictly consider the readiness of the students before facing the dictation test with the hope to get the test successfully. In this study, I used standard dictation in collecting the data because I considered that this type of dictation can be followed well by the elementary school students.

RESEARCH METHOD

Research Design

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' Vocabulary Mastery at the second semester of STKIP PGRI Tulungagung using Spot Dictation. Action research is a form of collective self-

reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007).

The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, “ For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change”. The spirals of action can be seen below;

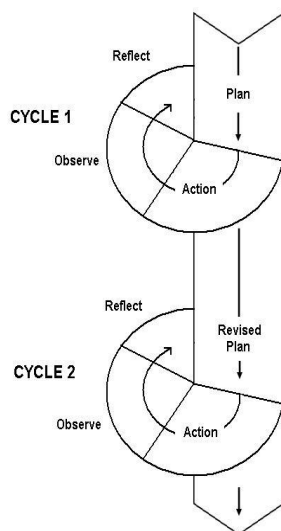


Figure 3.1 Action Research Procedure (adapted from Maclsaac, 1995 (in O'Brien, 1998))

Research Procedures

In this session, the researcher describes preliminary study, planning, implementing, observing, reflecting and data analysis. Planning consist of preparation of the strategy, preparation of the lesson design, research instruments and criteria of success.

The criteria are set up in order to judge whether the implementation of the action is effective or not (Mc Niff, at.al. 1996:93). Thus, the criteria are used to see whether the implementation of game in teaching the vocabulary mastery successful or failed in order to

decide whether another cycle of the action is needed or not. There are criteria used in this research to measure the success of the action:

- a. All of 80% students reached the reading test score above 80 (minimum mastery learning score) in 0-100 scale
- b. The students are actively involved during the teaching and learning process.

The criteria are identified and analyzed based on the result from the preliminary study.

Data analysis is an important aspect in action research. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions (Wikipedia, 2008).

The researcher uses statistical analysis method to analyze the data. She uses Guttman Scale to analyze questionnaire's answers. "Yes" answer scored 1 and "No" answer scored 0 (Riduwan, 2005:17). She analyzes in every item. She finds the percentage of score by using the formula as follows:

$$\%S = \frac{1 \times Y}{1 \times N} \times 100\%$$

$\%S$ = percentage of score

Y = number of students who answer "Yes"

N = total of students

Then she compares the percentage with the criteria of interpretation score. It is shown as follows:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong

To analyze the result of test, the researcher uses the formula of the percentage of success. The formula is:

$$\% X = \frac{X_1}{N} \times 100\% \text{ (Agustina, 1999:32)}$$

% X = percentage of success

X_1 = number of students who passed the test

N = total of the students

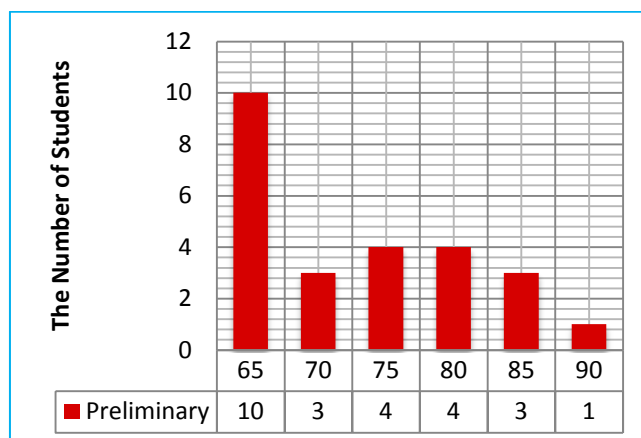
RESEARCH FINDING AND DISCUSION

4.1 Research Finding

In this preliminary study, the researcher observed the teaching and learning process and interview and giving questionnaire to collect the data. Based on the interview to the researcher, the students got some problems in learning Vocabulary Mastery. Most of the students said that learning Vocabulary Mastery was difficult. They were difficult to understanding the main idea and find it . The English became the most difficult subject. In addition, the researcher giving questionnaire to the students to get some information, the researcher concluded that the students felt bored in teaching and learning process. They had not motivation in learning Vocabulary Mastery. Most of them had negative response in learning Vocabulary Mastery. As the result, they had low motivation and the class became bored.

Graphic 4.1

The Result of Students' Score in Preliminary Test



Based on the table, it was found that students' mean score of preliminary test was 73 and the students who could reach the criteria of success were 8 students (32%) and 17 students (68%) were failed.

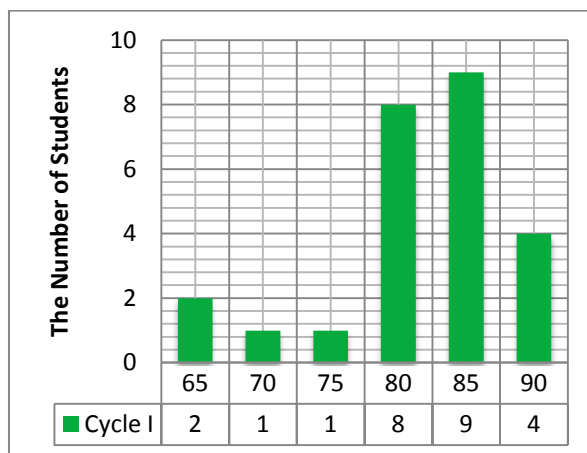
Cycle I

The researcher practice the method. In the main activity, the researcher explained about main idea. Then the researcher explained the students about Spot Dictation. It contained the rules and implementation of the method. After explaining the material, the researcher asked the students to get pair-work with their friends. After the students got their pairs, the researcher gave some instruction about implementation about Spot Dictation. Then the researcher asked the students whether they were ready or not to practice this game. After students were ready, the researcher started the method. The researcher gave some question and then students answered the question. After finishing the practice the method, the researcher and students discussed the students' work together. Then the researcher decided the winner and the loser.

In the post activity, the researcher checked the students' understanding about material of the topic. The researcher asked the difficulties about the material. After that, the researcher concluded the material that had explained. Finally, the researcher closed the teaching and learning process in first meeting.

Graphic 4.2

The Students' Reading Test Score in Cycle I

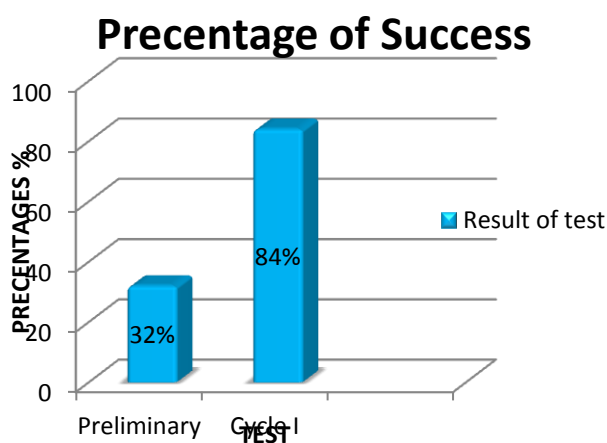


According to the result of Test Cycle I was done in cycle I, it was found that students who could reach the passing grade were 21 students (84%) and 4 students (16%) were failed. So the action in cycle I was successful.

Discussion of The Findings

Based on the implementation Spot Dictation in the teaching and learning process of Vocabulary Mastery, the researcher found that the students had enthusiasm and active to follow the activity. Beside that, the students look fun and enjoy. In this research, the pair work was effective in implementing Spot Dictation. So, pair work will be effective. The researcher also found that during the explanation the material, the researcher should be clearly and carefully to explain the material. It could be done loudly when the researcher explained so the students could pay attention to the researcher explanation. The researcher also gave suitable assignment to the students. That had to support about Vocabulary Mastery.

The diagram of the percentage of success on preliminary and cycle I can be seen as follows:



Graphic 4.3

The Percentage of Success Test of Preliminary and Cycle 1 .

From the diagram above, it is clear that there is improvement of the students' Vocabulary Mastery from preliminary study to cycle I. On preliminary study only 8 students who passed the test, it means that just 32% from 25 students can Vocabulary Mastery. Then on cycle I, 21 students were successful on reading test. 84% of students could pass and 16% failed. It means that the test was successful.

Conclusion

The Classroom Action Research (CAR) was done to improve the second semester students' Vocabulary Mastery through Spot Dictation of STKIP PGRI Tulungagung. Based on the results of the research, the researcher finds that after the implementation of the strategy, the students' Vocabulary Mastery can be developed. So, it means that implementation of Spot Dictation can improve the second semester students' Vocabulary Mastery of STKIP PGRI Tulungagung in the academic years 2016/2017. It can be know from the students' result in preliminary study, and cycle I had increased.

Based on the students' score on preliminary study, it is shown that the students' Vocabulary Mastery needed improvement caused their scores were low. There were 32% of

25 students who passed the Vocabulary Mastery test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' Vocabulary Mastery before the implementation of the strategy is quite weak. To improve the students' reading, the researcher did this classroom action research.

From first cycle, it is known that amount of the students who passed the reading test increased. The result of the study on this cycle was 21 students passed the reading test. 84% of the students were successful and it had achieved the criteria of success. It means that the students' Vocabulary Mastery is improved after the strategy.

Suggestion

This section presents suggestions for the students, for the teacher, and for the other researcher.

For the Students

The suggestion for the students by using Spot Dictation, the students can know much Vocabulary Mastery and it makes students more active in teaching and learning process especially to improve Vocabulary Mastery. The students can motivate themselves to be more active in joining the English class to improve their English achievement, especially in Vocabulary Mastery learning.

For the lecture

Realizing that implementation of Spot Dictation was successful as an alternative way that can improve the second semester students' Vocabulary Mastery of STKIP PGRI Tulungagung in the academic year 2016/2017, the researcher suggested that English lecturer at STKIP PGRI Tulungagung should use Spot Dictation as alternative way in teaching

Vocabulary Mastery to improve their students' Vocabulary Mastery. Besides that, the English lecturer should be creative in teaching learning process, she should be able to create appropriate strategy for the students thus the target of learning can be reach. And as motivator the teacher should motivate her students to develop their English.

For the Future Researcher

The researcher hopes that the study will be useful for the future researcher as the reference to make a further research. It is also advisable for them to use other method in their study for enriching the technique that can be used for improving the students' Vocabulary Mastery.

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