ABSTRACT

Mahandini, Surya (2017). *The Effect of Individual Learner Differences, School Environment and Teacher in Increasing Students' Vocabulary through Dictation Method,* a Thesis English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University. Advisor: M. Hanafi, M.Ag. MA

Key Word: Dictation method, Vocabulary, Achievement

This study is analyzed the effect of individual learner differences, school environment and teacher in increasing students' vocabulary through dictation method. The focus is to analyze increasing students vocabulary and also the most effect variable in increasing students' vocabulary through dictation method. The researcher used quantitative as the design of her research. Data collection technique used in this research was observation, pre and post test and questionnaire. The observation was to know the situation of class, students' participation, students' pronunciation, and school learning environment.the pre and post test was to know individuals' increasing vocabulary achievement. The questionnaire was to know students' motivation, word learning strategies and the relationship between students and teacher. Based on the result of study, students' vocabulary achievement increase 15,67. The result research shows that 12 of 80 students has decreased despite a decline in students' vocabulary achievement through dictation method is not very significant. The result showed that the individuals' differences has the big effect in increasing students' vocabulary achievement through dictation method compare with school environment and teachers. The individuals' differences have 23% contribution in increasing students vocabulary, school environment have 0,6% effect in increasing students' vocabulary through dictation method and teacher have 10% contribution in increasing students vocabulary through dictation method.

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Kata kunci: Metode Dekte, Kosakata, Prestasi

Penelitian ini menganalisis pengaruh perbedaan peserta didik, lingkungan sekolah dan guru dalam meningkatkan kosakata siswa melalui metode pendiktean. Fokusnya adalah untuk menganalisis peningkatan kosa kata siswa dan juga variabel yang paling berpengaruh dalam meningkatkan kosakata siswa melalui metode pendiktean. Peneliti menggunakan kuantitatif sebagai perancangan penelitiannya. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, test pada sebelum dan sesudah dan kuesioner. Pengamatannya adalah untuk mengetahui situasi kelas, partisipasi siswa, pengucapan siswa, dan lingkungan belajar di sekolah. Tes awal dan tes akhir adalah untuk mengetahui peningkatan kosa kata individu. Kuesioner tersebut untuk mengetahui motivasi belajar siswa, strategi pembelajaran kosakata dan hubungan antara siswa dan guru. Berdasarkan hasil penelitian, prestasi kosa kata siswa meningkat 15,67. Hasil penelitian menunjukkan bahwa 12 dari 80 siswa mengalami penurunan meski terjadi penurunan prestasi kosa kata siswa melalui metode pendiktean yang tidak terlalu signifikan. Hasil penelitian menunjukkan bahwa perbedaan individu memiliki pengaruh besar dalam meningkatkan prestasi kosa kata siswa melalui metode pendiktean dibandingkan dengan lingkungan sekolah dan guru. Perbedaan individu memiliki kontribusi 23% dalam meningkatkan kosa kata siswa, lingkungan sekolah memiliki pengaruh 0,6% dalam meningkatkan kosakata siswa melalui metode pendiktean dan guru memiliki kontribusi 10% dalam meningkatkan kosakata siswa melalui metode pendiktean.

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