CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching-Learning Process

1. Definition of Teaching

Teaching is a systematic plan to achieve a learning objective.¹⁵ Teaching process is the activity that occur in the class include how to teacher application the material and technique and also how is the interaction happen among teacher and students the purpose is to make someone understand. Brown define teaching is an activity which helping someone to learn something, giving instructions, guiding in the study of something, providing with knowledge, making someone to know or understand of something.¹⁶

Every individual has his own perspective in learning; one factor, which makes divergence, is the methods of teaching used by their professors, which are categorized generally into four types. Those methods are the Teacher Centered Method, Content Method, Learner Centered Method and Participative Method.¹⁷

¹⁴Salvador Algarabel and Carmen Dasí, "The Definition of Achievement and the Construction of Test for Its Measurement: A Review of the Main Trends" Psicológica (2001), 22, 43–66 (n.d.).

¹⁵Jeamarie R. Abanador, Guillian Christine D. Buesa, Guada Marie L. Remo, JovielynMañibo, "Teaching Methods and Learning Preferences in the Engineering Department of an Asian University."

¹⁶H. Douglas Brown, *Principles of Language Learning and Teaching*, fifth (New York: Pearson Education, 2007). p. 8

¹⁷Jeamarie R. Abanador, Guillian Christine D. Buesa, Guada Marie L. Remo, JovielynMañibo, "Teaching Methods and Learning Preferences in the Engineering Department of an Asian University." n 1

- a. Teacher/instructor-centered involves the teachers' action to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Teacher-centered instruction includes teaching strategies "in which the teacher's role is to present the knowledge to be learned and to direct, in a rather explicit manner, the learning process of the students.
- b. In content-focused teaching methods, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. Content-Focused Coaching is a professional development model designed to promote student learning and achievement by having a coach and a teacher work jointly in specific settings, guided by conceptual tools
- c. Learner-centered teaching is a teaching, which is focused on learning what the students are doing, is the central concern of the teacher. It is the teaching that encourages collaboration, acknowledging the classroom (be it virtual or real) as a community where everyone shares the learning agenda. The benefits of learner-centered education include increased motivation for learning and greater satisfaction with school; these outcomes lead to a greater academic achievement.
- d. The last type of the teaching method is the participatory/interactive method.

 Participatory method is driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the

teacher. The used of teaching methods produces a variety of results. It may be strong and effective in one case, may be weak and harmful in another case. Experience shows that this kind of result in possible if the teacher's exigency and convenience

2. Factors Influencing in Teaching Process

In successful language learning teaching process, we must consideration some factors such individual learner differences, school learning environment and teacher.

a. Individual Learner Differences

1) Students' Motivation

Motivation is one of the most important factors, which affect students' language learning achievement. It is obvious that learners who want to learn are likely to achieve more than those who do not. ¹⁸ Motivation is a key factor to understanding the student's affective state. Teacher should be aware and try to develop positive motivation for students.

a) Intrinsic motivation.

Student's motivation is not something we can touch like for example an headphone where we use to call someone. According to Bc. Lenka Svobodova motivation involves four aspects, a goal, effortful behavior, a

¹⁸SylwiaGrabiec, "Learner Factors Influencing Second Language Learnng," n.d., 1–5. p.3

desire to attain the goal and favorable attitudes toward the activity in question. The goals is a stimulus which gives rise to motivation, individuals differences in motivation itself are reflected in effortful behavior, a desire to attain the goal and favorable attitudes toward the activity aspects.

b) Extrinsic motivation.

There are many factors that can influence the internal and external affecting the individuals' motivation for example money, a praise or positive feedback.

2) Working Memory Capacity

Paul Nation describe that dictation as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then writer what they heard.¹⁹ Those definitions prove that work memory capacity give effect in dictation method.

Statistical results revealed that higher spans are better able to both comprehend and produce new vocabulary items in an 12 than lower spans individuals ²⁰

Working memory capacity cannot be known only by observation in students' value, but must be measured using an appropriate measuring tool

¹⁹Paul Nation, "Dictation, Dicto-Comp, and Related Techniques," *English Teaching Forum*, October 1991. P.12

²⁰Daniela MalheirosMendonça, "Working Memory Capacity and the Retention of L2 Vocabulary" (UNIVERSIDADE FEDERAL DE SANTA CATARINA, 2003).

called Intelligence Quotient test (IQ). IQ tests generally are reliable enough that most people ages ten and older have similar IQ scores throughout life. However, some individuals score very differently when taking the same test at different times or when taking more than one kind of IQ test at the same age.²¹ According to the Psychology Consultation, the use of intelligence test is to measure the special students' abilities. These abilities consist of nine sub-tests:

- SE (Satzerganzung), in terms to measuring the ability to making decision, use mind, an assessment that is closer to the reality or meaning of reality. The use of sub-test is expected to unfold the ability to think independently.
- WA (Wortauswahl), in terms to measuring verbal integrative thinking, understand the vision of a definition through the empathize ability which formulated in the language.
- AN (Analogien), in terms to measuring flexibility / agility of thinking ability, the ability to combine knowledge, understanding and depth in thinking, persistence think / do guess. This test is important for scientific development.

²¹Consultant Neurosurgeon, Lakeshore Hospital and Research Centre, India, "Factors Influencing Intelligence Quetient," August 25, 2014 1, no. 4 (n.d.).

- **GE** (*Gemeinsamkeiten*), in terms to measuring the abstraction ability that is the ability to make definition and reiterated in the form of verbal language and logical thinking in the language.
- ME (MerkAufgaben), in terms to measuring the ability of, memory or ability to save words that have been learned or memorized
- RA (*RachenReihen*), in terms to measuring the ability to think inductively practical or power raktis thinking in the count.
- **ZR** (*ZahlenReihan*), in terms to measuring the ability of theoretical thinking in using numbers or count, mathematical thinking, reasoning power and irregular components.
- FA (Form Auswahl), in terms to measuring the ability of theoretical thinking in using numbers or count, mathematical thinking, reasoning power and irregular components.
- WU (WurfelAufgaben), in terms to measuring the power of the shadows or three-dimensional space, construction-technical components.

b. School Learning Environment

The school environment is an important aspect of educational planning. The quality of education not only depends on the teacher as reflected on performance of their duties, but also in the effective coordination of the school environment. (Ajayi, 2001 and Oluchukwu, 2000) quote in Caroline Andisi

Mege stated that class size, facilities, instructional materials and school location are factors that influence on teaching-learning process.²²

According to Slameto school learning environment factors that affect learning are; Learning methods, curriculum, teacher relations with students, student relations with students, school Discipline, tools, learning time in school, standard lesson, location, methods of learning and homework.²³

Meanwhile, according to Muhib bin Syah, school environment is divided into two kinds, namely the social and nonsocial environmental.²⁴ Social environment includes teachers, education workers, and classmates. While nonsocial environment includes the school, school buildings, learning tools, and so on. Based on these descriptions, the school environment indicators in this study are:

1) Standard lesson

Teachers demanded students to mastery the material which must be adapted with students' abilities and most importantly the goals that have been formulated to be achieved.

2) Class Size

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²²Caroline AndisiMege, "Influence of School Environment Factors on Teaching-Learning Process in Public Primary Schools in Lower Nyokal Division, Homa-Bay District, Kenya" (University of Nairobi, 2014).

²³Slameto, "Learn and Factors That Influence," Rineka Reserved, 2010.

²⁴Syah, muhibbin, *PsikologiPendidikanDenganMetodePendekatan* (Pt remajarosdakarya, 2004).

The influence of class size has a great impact on the teaching-learning process. The smaller class size it's easier for the teacher-learner interaction thus improving the teaching-learning process because the teacher will be able to give the learner individual attention. The large class size impacts negatively to the teaching-learning process, it makes teacher cannot move freely to assess the students. Crowded classroom conditions not only make difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work. According to minister of national education No. 32 of August 9, 2011 standard class have descriptions in below.

Table 2.1: Rubric national education standard No. 32 of August 9, 2011

No.	National <mark>Edu</mark> cation Standards					Information	
1.	Class Standard	Complete	Uncompleted				
	 High-ceiling re Size of classro The width of te The ceramic fl method by SN The walls can 						
2.	Standard Classrooms' furniture					Complete	Uncompleted
	Furniture	Jum	P	L	T		
	The single students' desk	32	60	55	65-71		
	2. The double students desk	16	120	55	65-71		
	3. Teachers' desk	1	75	60	73		
	4. Students' seat	32	38	38	40		

5.	Teachers' seat	1	45	40	43			
6.	Whiteboard	1	240	120				
7.	Schedules board	1	60	40				
8.	The board of attendance	1	60	40				
9.	Picket board	1	80	60				
	The classroom cupboard	1	70-80	40-60	180			
11. The materials for students and teachers' table using								
12	wood with thickness 18 mm or multiplex 12. Materials for frame chair use wood with the backrest							
12.	holder from wooden board in thickness 18mm							
13.	13. Materials for whiteboard use tripleks 12mm thickness with wooden frames 4X6 used on the back							
	of the whiteboard							
14.	Whiteboard materials using 12 mm thickness							
15	multiplex with a frame of aluminum The materials for the frame using wood cabinets with							
	wall coverings of 4mm thick teak trim the edges							
	used for teak veneer.							
Note: Each point is fulfilled will get 10 scored, and unfulfilled will get 5 score								
Total = Total score : 10								

3) Physical facilities

The image of a school is depending on the quality of its infrastructure. The physical facilities of the school have a variety of effects on teachers, students and the teaching-learning process. The facilities include; administration office, staffrooms, classroom, chairs, toilets, laboratories, libraries and school ground.

Schools with equipped laboratory have their pupils performing better than their counterparts in school without laboratories or those with ill equipped laboratories. Laboratory work stimulates learners' interests as they are made to personally engage in useful scientific actives and experimentations (owoeye and yara, 2010).

4) Instructional Materials

Instructional materials include textbooks, exercise books, wall maps, charts, and atlas and science kits. According to Agosiobo (2007) the use of teaching resource is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson.

There is clear evidence that there is a relationship between adequate provision of books and achievement. Textbooks are often the most cost effective means of improving academic achievement and increasing the efficiency of schools (Psachropoulous& Wood hall, 1995).

5) School location

The extent to which students learning could be enhanced depends on the location of the school. When a school is built near a market canter, the noise from the market will distract the learners from concentrating thus affecting the process of teaching-learning process. The layout of the school building must fulfill requirements such as not too close to the noise road and qualified predetermined health for school sciences.²⁵

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²⁵sumadisuryabrata, *MetodologiPenelitian* (PT. raja grafindopersada, 2004).

Economic status of the school neighborhood also has an impact on the teaching-learning process. Aikens and Barbarin (2008) noted that schools located in low economic status communities are often under resourced and this affects the teaching-learning process. Parents from low economic status are unable to afford resources such as books, computers or tutors to create this positive literacy environment.

c. Teacher

Teacher brings individuals characteristics to the L2 classroom that may have an influence on the student's performance and in their result. Teachers have personal characteristics and individual differences that influence with their performance in the teaching-learning process.

1) The teachers' personality qualities

Other factors that influence the student's attitudes and motivation are teacher's personality and his/her behavior in the class. 26 Majority students want have teacher which show an interest, be patient, treat students well, have a good sense of humor, be friendly and funny to her students. Daniel Madrid study showed that students' motivation increase along with increasing a good teachers' personality. Other factor that influence in teachers' personality qualities are teacher's social class and ideology.

2) Training Experiences

²⁶Daniel Madrid, "IInternal and External Factors Affecting Foreign Language Teaching and Learning," n.d.

The teacher training experiences, his/her theoretical and practice preparation give big effect in dictation method. From teacher training experiences, teacher could reading sentences or texts with emphasis on pronunciations, the more experience teachers teach, it can affect the success of teachers in using dictation. The teachers' age may also be an important factor influence with teaching experience.

3) Teachers' work environment

Teachers who teach in favorable work environments report that they are more satisfied and less likely to plan to transfer or leave the profession than their peers in school with less favorable conditions.²⁷ Teachers' working conditions on their professional satisfaction and their students' achievement estimate the relationship between teachers working conditions measures and several outcomes, including teachers' satisfaction, teachers' career intentions and school-wide achievement growth.

We conclude that a range of working conditions matter to teachers, but the most important—those that both help retain teachers in low-income, high-minority schools and make it possible for their students to achieve—are the ones that shape the social context of teaching and learning. These are not conventional working conditions such as facilities, school resources, or

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²⁷Susan Moore Johnson Matthew A. Kraft John P. Papay, "How Context Matters in High-Need Schools: The Effects of Teachers' Working Conditions on Their Professional Satisfaction and Their Students' Achievement" 114(10) (n.d.): 1–39.

planning time, but elements like the school culture, the principal's leadership, and the relationships with their students. It is surely important to have safe facilities, adequate resources, and sufficient time for preparation, but if teachers are to achieve success with their students—particularly low-income and high-minority students who rely most on the school for their learning—they also must be able to count on their colleagues, their principal, and the organizational culture of the school to make success possible.

Horng (2009) finds that working conditions – particularly administrative support, school facilities, and class size – are more important to teachers than salary and much more important than student demographics

B. Dictation

1. Definition of Dictation

Paul Nation describe that dictation as a technique where the learners receive some spoken input, hold this in their memory for a short time, and then writer what they heard²⁸. Dictation can be assessments tool to measure students' understanding in

²⁸Paul Nation, "Dictation, Dicto-Comp, and Related Techniques." P.12

spelling and the meaning of a word²⁹ it means that dictation most effective when it involves known vocabulary.³⁰

Dictation is used to evaluate most of the aspects of language: grammar, oral communication, pronunciation, and listening comprehension.³¹ Its main purpose is to check the proficiency of the students about the language being learned such grammatical mistakes, it ensures attentive listening and trains students to distinguish sound, helps learning punctuation and develops aural comprehension.³² It means that when students do dictation test, they do not only pay attention to the sound of the words but also understand about the meaning of that words, so that the student will be able to apply those words in new sentences.

²⁹IkaRatnaMelawanti, "DICTATION AS A TESTING TECHNIQUE IN MEASURING THE STUDENTS' LISTENING MASTERY (A Case Study of the Fifth Grade Students of SD NegeriWonorejo 01 KaranganyarDemak in the Academic Year of 2006/2007)" (Semarang State University, 2007). p.7

³⁰Paul Nation, "Dictation, Dicto-Comp, and Related Techniques." p.12

³¹Galina Kavaliauskienė and Irena Darginavičienė, "Dictation In the ESP Classroom: A Tool to Improve LanguageProviciency." p.1

³²Ibid. p.2

2. Kind of Dictation

Dictation has listening input and written output. According to Ruth Montalvan in Guidelines for teacher-training workshop, there are several of dictation techniques some of them are.³³

a. Question to Statement

Dictate a question and ask the students to change to statement.

b. Cloze Dictation

Most of the dictations in this text are partial dictations where words, phrases, or chunks of language have been deleted, and students are required to listen and write down the missing words. All the dictations should be discussed upon completion. Pair work is encouraged, and spelling can be corrected at the time of completion.

c. Dicto-comp

This type of dictation is actually a combination of two word forms, namely dictation and composition.³⁴ In the dicto-comp, the learners listen as the teacher reads a text to them. The teacher may read it several times. The main differences in dicto-comp is the learners have to remember the ideas in a text

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³³Montalvan, "Dictation Updated: Guidelines for Teacher-Training Workshops," *English for Specific Purposes World* 8, no. 23 (1990), http://www.esp-world.info/.

³⁴IkaRatnaMelawanti, "DICTATION AS A TESTING TECHNIQUE IN MEASURING THE STUDENTS' LISTENING MASTERY (A Case Study of the Fifth Grade Students of SD NegeriWonorejo 01 KaranganyarDemak in the Academic Year of 2006/2007)." p. 9

that is more than a hundred words and writes the word use original form or use their own word.³⁵

d. Dictoglos

In this kind of dictation, the focus is on getting the main idea of a sentence. Dictogloss is specifically designed to teach grammar.³⁶ In the first step, teacher introduces the topic of the passage. Next students are told that they will hear a sentence more than once; after they are to jot down the words, they can recall and try to reconstruct the sentence in writing as accurately as they can. When the first student is done, the teacher will probably have to allow the students a second reading until they discover that they need to pay attention the first time around. Students can work in pairs or groups of three or four. Some teachers like to have students write their sentences on the board for all to see, correct, and discuss. The use of this listening into writing task helps the students focus on key features of spoken English such as contractions and weak forms.³⁷

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³⁵Paul Nation, "Dictation, Dicto-Comp, and Related Techniques."

³⁶Richard Kidd, "Teaching ESL Grammar through Dictation," *TESL CANADA JOURNAL* 10, no. 1 (1992). p.57

³⁷ Lesson Plan: Relationships Dictation," *British Council*, n.d., 1–7. p.2

3. The Advantages of Dictation

Dictation has many advantages, but currently dictation is not widely used in teaching English. The reasons are that dictation method classified into teacher-centered and impressed old fashioned. Dictations have numerous advantages. The most common advantages of dictation are help students to diagnose and correct grammatical mistakes. Others advantages of dictation are:

- a. Dictation can help develop all four-language skills in an integrated way.³⁸
- b. Dictation offers a context-rich method of displaying learners' linguistic competence and involves the knowledge about the content of the text.³⁹
- c. Useful for reinforcing the correlation between the spelling system and sound system of a language.⁴⁰
- d. Ensures attentive listening and trains students to distinguish sounds, helps learning punctuation and develops aural comprehension.⁴¹

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³⁸Montalvan, "Dictation Updated: Guidelines for Teacher-Training Workshops."

³⁹BushraSadoon Mohammed, "Using Dictation in Teaching College Students." p.206

⁴⁰Ibid.

⁴¹Galina Kavaliauskienė and Irena Darginavičienė, "Dictation In the ESP Classroom: A Tool to Improve LanguageProviciency." p.2

C. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. Vocabulary is more than a list of words, and although the size of one's vocabulary matters, it knows how to use it which matters most.⁴² In other hand, vocabulary has well known as the knowledge of words and word meanings.⁴³ Thus, it can be stated that we use vocabulary to refer to the kind of words that students must know to read text with comprehension.

According to Nation Vocabulary, there are two kinds of vocabulary, namely productive/active vocabulary and receptive/passive vocabulary. Student understands well, can pronounce correctly and use those words in speaking and writing, we call it active vocabulary. On the other hand, student can recognize and understand when they are reading or listening someone, but they do not use the words in speaking or in writing, we call it passive vocabulary.

The Partnership for Reading (2003) has used the following three levels to describe students' knowledge for word meanings.⁴⁵

⁴²Teaching Effective Vocabulary (Department for Children, 2008), www.teachernet.gov.uk/publications. p.3

⁴³Shari Butler, Kelsi Urrutia, AnnetaBuenger, Nina Gonzalez, Maria Hunt, and Corinne Eisenhanrt, *A Riview of the Current Research on Vocabulary Instruction*. p.1

⁴⁴Nation, L.S.P, "Teaching and Learning Language," New York: New Burry House, 1990. p.29

⁴⁵Patricia and Catherine, *Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners* (SAGE Publications, 2012). p.84

- a. Unknown: The word is completely unfamiliar and its meaning is unknown.
- Acquainted: The word is somewhat familiar; the student has some idea of its basic meaning.
- c. Established: The word is very familiar; the student can immediately recognize its meaning and use the word correctly.

2. Important of Vocabulary

Vocabulary is the basic component for students who want mastering language. They will easy to learn and practice that language if they have enough vocabulary. Contrary, students cannot write a word or make sentence without it. Developing a good vocabulary will help student to improve their speaking, listening, writing and reading skills.⁴⁶

According to Dian Novitasari vocabulary is very useful to understand other people idea and explain easily. The others advantages from vocabulary are:

a. By creating language-rich learning environments where interesting, unusual, useful, emotional, controversial, and difficult words are noticed and celebrated, students become more attuned to language and accustomed to using sophisticated and academic language.⁴⁷

⁴⁷Sheelah M. Sweeny, Ph.D., "Research-Based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12," August 2011. p.2

⁴⁶Dian Novitasari, "The Influence of Slap the Word Game on the Students' Vocabulary Mastery at SMPN 2 JatirejoMojokerto" (UIN SunanAmpel Surabaya, 2013).

 b. Learning new vocabulary through context also helps the student understand the word's correct usage and prevents students from making sentences from dictionary.⁴⁸

Those advantages show us about the correlation between vocabulary and students ability to build communication use certain language. In the same case, Thomburry stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In other word, even without grammar listener will be able to understand what are speaker mean, without vocabulary speaker cannot express their idea and listeners cannot understand what speaker mean. The more words we know the easier for us to make communication.

3. Teaching Vocabulary

Teaching vocabulary is not only giving the word to the students but also elaborates the new word in communication. Teaching vocabulary is concern with the techniques uses in study word. Learning vocabulary is not easy, it is because successful in vocabulary cannot be assess by how much students know words but by how depth students' understand word and apply it.

In fact, one word is not only having one meaning. This is one of students' problems. Student and teacher must work together to avoid that problem. Teacher has to use the appropriate technique in teaching vocabulary. Soebottom suggests "first,

⁴⁸Jeff G. Mehring, "Developing Vocabulary in Second Language Acquisition: From Theories to the Classroom," 2005.

learn the words that are important to the subjects they are studying. Second, learn the words that they read repeatedly. Third, learn the words that they know they will often want to use". 49

Students' vocabulary acquisition, students just not only spend time in learning or memorizing like grammar. Acquisition requires the learner to be disciplined, spending time each day working on words he/he does not know in order for learners to remember high frequency words and put them into their long-term memory. Teacher should developing lesson, which allow the student to know new words multiple times, lowing them to put the new words into his long-term memory. ⁵⁰

4. Assessing Vocabulary

The decision teachers have to make when assessing their students' vocabulary knowledge is whether to test it discretely or embedded in other skill areas.⁵¹ Discrete vocabulary testing looks at assessing a student's knowledge at the word level whereas embedded vocabulary testing looks at the students' use of vocabulary as it pertains to a text that the student has produced such as a written essay or spoken text. In this study, researcher will test students' vocabulary using both discretely and embedded.

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⁴⁹http://www.esl.fis.edu/learners/advice/vocab.htm, retrieved 08.23 06/06/2016

⁵⁰Jeff G. Mehring, "Developing Vocabulary in Second Language Acquisition: From Theories to the Classroom." p.4

⁵¹Christine Coombe, "Assessing Vocabulary in the Classroom," *Dubai, UAE: TESOL Arabia Publications*, no. 2 (n.d.). p.113

According to Kay (1995), assessment is the last stages in lesson plan. Assessing student learning is a critical component of effective teaching and achievement. To assess students' vocabulary achievement, the researcher use rubric from Promoting Literacy Development book by Patricia and Catherine. The rubric contains six criteria related to the goals of the vocabulary instructional program.⁵²

Table 2.2: Rubric for Assessing Vocabulary Development

		5		
Criterion	Level #3 Advanced (3 Points)	Level #2 Developing (2 Points)	Level #1 Striving (1 Point)	
Word identification	The student is proficient in saying, reading, or writing the word.	The student has some difficulty saying, reading, or writing the word.	The student has a lot of difficulty saying, reading, or writing the word.	
Word meaning	The student knows the comprehensive meaning of the word and can discuss multiple meanings of the word.	The student knows a partial meaning of the word but has difficulty discussing a full meaning of the word.	The student does not know the meaning of the word and cannot discuss it.	
Reading the word	The student offers a rich explanation of the contextual meaning of the word.	The student offers a partial explanation of the contextual meaning of the word.	The student is not able to explain the contextual meaning of the word.	
Writing the word	The student uses the word with a high degree of accuracy within the context of writing.	The student uses the word with some degree of accuracy within the context of writing.	The student does not attempt to use the word within the context of writing.	
Word-learning strategies	The student uses a range of word-learning strategies, along with varied resources, to learn new words.	The student uses few word-learning strategies and resources to learn new words.	The student does not use word-learning strategies and resources to learn new words.	
Word consciousness	The student demonstrates an awareness and interest in learning and using new words.	The student demonstrates a minimal awareness and interest in learning and using new words.	The student does not demonstrate an awareness and interest in learning and using new words.	
Overall level of vocabulary development	Advanced level 18–13 points	Developing level 12–7 points	Striving level 6–0 points	

⁵²Patricia and Catherine, *Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners*. p.85

To assessing students' vocabulary levels, the researcher will conduct pre and post-test, which consist of open questions formats, Reading Aloud and questionnaires. Open questions formats will be held to assess Word Meaning which measuring student knows the comprehensive meaning of the word and can discuss multiple meanings of the word. The researcher takes 10 items stems, which should be answer by student. In open questions, formats will be followed by fill chart figure 2.1⁵³ the purpose is to assess Reading the Word and Writing the Word criterion which student is asked to offers a rich explanation of the contextual meaning of the word and uses the word with a high degree of accuracy within the context of writing.

Figure 2.1 Stages of Word Knowledge Assessment

- 1. Read the word in column one
- 2. After you read the word, think about your knowledge of that word
- 3. Select the column that matches your knowledge of the word
 - b. If you have never seen that word before, check column 1.
 - c. If you have seen the word before, but you do not know what it means, check column 2.
 - d. If you think, you know what the word means, write the meaning in column
 - e. If you have seen this word before and are sure you know what it means, write the meaning in column 4.
 - f. If you wrote the definition in column four, go to column 5 and write the word in a complete sentence.

Points Awarded > Section V	1	2	3	4	5
Word	I have never seen this word before.	I've seen this word, but I do not know what it means	I think it means	I know this word. It means	I can use this word in a sentence. My sentence is (you must also

⁵³Rasinski, Padak, Newton, & Newton, "Vocabulary: Informal Assessments" 14, no. 22 (n.d.): 30–38. p.34

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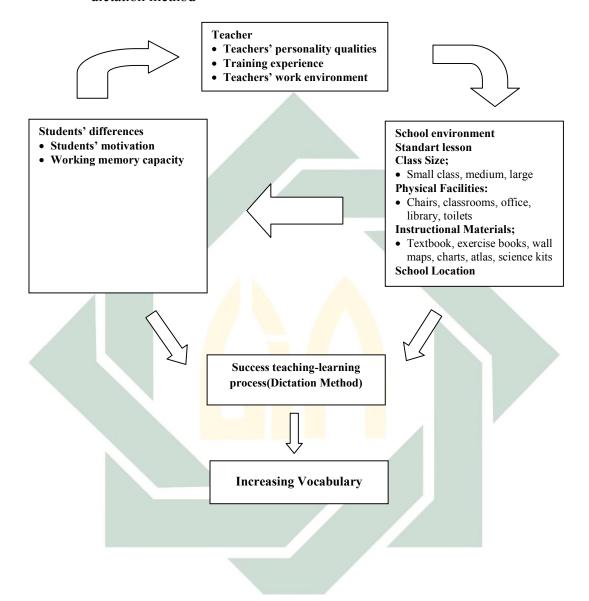
fill in column 4)

Reading Aloud to assess Word Identification, which consist of; proficient in saying, reading or writing the word? The researcher takes 25 items stems, which should be read or saying. Score is gotten by following formula:

Figure 2.2 Formula to assess word identification

The last criterion should be assess is Word-Learning Strategies and Word Consciousness. To assess those criterion researcher will be conduct questionnaire together with assess students factors that most effect the students in learning vocabulary using dictation.

Figure 2.3 Mind map three variables in increasing students' vocabulary through dictation method



D. PREVIOUS STUDY

There are some previous studies in dictation method. Firstly, *Dictation The Effectiveness of Dictation Method in College English Vocabulary Teaching* by Qu Tang. He is focused to find out how the teachers should do to help the students enhance. This paper introduces the theories that support dictation method and the effective strategies for review and test vocabulary. Qu Tang also explains students' enthusiasm, motivation and confidence for learning. The purpose of this study are reduce students difficulty improve their own language skills and to raise the efficiency of memorizing vocabulary. At the end of the study, Qu Tang gives suggestion to use dictation method to increase students' enthusiasm and improve their efficiency of memorizing words⁵⁴.

Second, Dictation in the ESP Classroom: a Tool to Improve Language Proficiensy by Galina Kavaliauskienė and Irena Darginavičienė. The aims of research are to determine students' attitudes to dictation as a language learning tool. The research methods include learners' feedback on prior-, during- and post-dictation activities. The intended outcome of the research is to draw conclusions on the benefits of using dictation as a teaching / learning tool at tertiary level. The participants in this study are students of two different specializations who study English for Specific Purposes at the Faculty of Social Policy, Mykolas Romeris University, Lithuania. The results of that study are: First, class dictations of authentic

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⁵⁴Qu Tang, "The Effectiveness of Dictation Method in College English Vocabulary Teaching."

materials are beneficial to students at tertiary level, as they help perfect listening and writing skills and raise awareness of problematic language areas. Second, class dictations are designed to create a friendly learning environment in which students collaborate in pairs or small groups. Third, dictation activities provide opportunities for each learner to compare her/his written work with a peer's work. Fourth, post-dictation comprehension exercises proved beneficial, but pre-teaching vocabulary might be optional depending on the students' general proficiency in language. Finally, self-checking of ones written work by comparing it with original transcripts of the dictated material allows students to assess their achievements individually.⁵⁵

Third, *Dictation as a Testing Technique in Measuring the Students' Listening Masteri*a thesis by Ika Ratna Melawati student of Semarang State University. The researchers want to know how dictation is used to measure listening mastery of the fifth grade students of elementary school. The result of study, Ika Ratna found that students have good proficiency in listening skill, not only in understanding written English but also perceiving the contents of the passage and recognizing all the words and phrases being read. It proves that dictation as a testing technique can be used to measure listening mastery of the fifth grade students of elementary school.⁵⁶

⁵⁵Galina Kavaliauskienė and Irena Darginavičienė, "Dictation In the ESP Classroom: A Tool to Improve LanguageProviciency."

⁵⁶IkaRatnaMelawanti, "DICTATION AS A TESTING TECHNIQUE IN MEASURING THE STUDENTS' LISTENING MASTERY (A Case Study of the Fifth Grade Students of SD NegeriWonorejo 01 KaranganyarDemak in the Academic Year of 2006/2007)."

Fourth, *Effective Teaching with Dictation* by Aoyama Gakuin. This article discusses several ways of using dictation activities in a student-centered and fun way in an EFL or ELF setting. A step-by-step description of various dictation activities including 'Rapid Connected-Speech Dictation,' 'Form-Focused Dictation' and 'Discussion Question Dictation.' will be shared in this paper.⁵⁷

Azadeh Nemati. The present study was an attempt to compare the impacts of teaching through memory strategies on experimental group comparison to control group, where students were taught the meaning of new vocabulary items through giving synonyms and mini-contexts. The results are reflected in the students' short-term and long-term retention. The participants of the study comprised 310 Indian preuniversity females. The results indicated that the students of experimental group outperformed both in short-term and long-term scores, portrayed the superiority of memory strategies in short-term and long-term retention.⁵⁸

Sixth previous study is "Penerapan Spelling Melalui Teknik Dictation untuk Meningkatkan Hasil Belajar Siswa dalam Pembelajaran Writing di Sekolah Dasar" by Desy Rahmah Sari, Winti Ananthia, Kurniawati. The aim of this research is to increase students' achievement in writing after do spelling using dictation method

⁵⁷Jonah Glick, "Effective Teaching with Dictation."

⁵⁸AzadehNemati, "Memory Vocabulary Learning Strategies and Long-Term Retention," *International Journal of Vocational and Technical Education* 1, no. 2 (October 2009): 014–024.

and the result of this study is spelling using dictation method have positive impact in writing so that can increase student achievement.⁵⁹



⁵⁹DesyRahmah Sari, WintiAnanthia, Kurniawati, "Penerapan Spelling MelaluiTeknik Dictation UntukMeningkatkanHasilBelajarSiswaDalamPembelajaran Writing Di SekolahDasar," July 2015.