CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Research Result

This research has been conducted by researcher at MA Bilingual Krian from 18th July 2016 until 30 June 2016. The data analyzed to answer three questions as bellow:

1. Students' achievement in learning English vocabulary in dictation method

   At the first step, researcher should analyze increasing students' vocabulary between pretest and posttest based on rubric from Promoting Literacy Development book by Patricia and Catherine. Here the result of students' score in pretest and posttest

   Table 4.1 The result of pretest

No	Name	WI	WM	RW	WW	Total	WL	WC	Total	Pre Test
1	A1	7	9	4	8	56	3	5	16	72
2	A2	5	7	7	9	56	4	5	18	74
3	A3	9	9	9	7	68	3	3	12	80
4	A4	7	7	8	5	54	2	2	8	62
5	A5	8	8	7	6	58	4	2	12	70
6	A6	5	6	6	8	50	5	1	12	62
7	A7	6	9	6	9	60	5	2	14	74
8	A8	8	7	7	8	60	3	5	16	76
9	A9	9	8	6	7	60	2	5	14	74
10	A10	6	8	7	7	56	2	3	10	66
11	A11	8	9	8	6	62	1	4	10	72
12	A12	7	6	9	4	52	2	2	8	60
13	A13	7	8	7	7	58	5	5	20	78
14	A14	8	7	5	9	58	5	2	14	72
15	A15	5	9	6	8	56	3	3	12	68

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16	A16	6	7	8	7	56	4	4	16	72
17	A17	9	8	9	6	64	2	4	12	76
18	A18	7	8	8	6	58	5	2	14	72
19	A19	8	8	7	7	60	2	5	14	74
20	A20	9	9	7	6	62	3	4	14	76
21	A21	9	9	6	7	62	4	2	12	74
22	A22	8	7	4	8	54	4	5	18	72
23	A23	7	9	7	8	62	2	2	8	70
24	A24	6	7	9	9	62	5	3	16	78
25	A25	7	9	8	7	62	5	4	18	80
26	A26	8	7	7	5	54	3	4	14	68
27	A27	9	8	6	6	58	4	2	12	70
28	A28	7	6	6	8	54	2	5	14	68
29	A29	5	9	7	9	60	5	3	16	76
30	A30	6	7	6	8	54	2	4	12	66
31	A31	7	8	7	7	58	3	2	10	68
32	A32	4	8	8	7	54	4	5	18	72
33	A33	7	9	9	6	62	2	2	8	70
34	A34	9	6	7	4	52	5	3	16	68
35	A35	8	8	5	7	56	2	4	12	68
36	A36	7	7	6	9	58	3	2	10	68
37	A37	6	9	8	8	62	4	5	18	80
38	A38	6	7	9	7	58	4	2	12	70
39	A39	7	8	8	6	58	2	3	10	68
40	A40	6	8	7	6	54	5	4	18	72
41	A41	7	8	7	7	58	5	4	18	76
42	A42	8	9	6	6	58	3	2	10	68
43	A43	9	9	4	7	58	4	5	18	76
44	A44	7	7	7	8	58	2	5	14	72
45	A45	5	9	9	8	62	5	3	16	78
46	A46	6	7	8	9	60	2	4	12	72
47	A47	8	9	7	7	62	2	2	8	70
48	A48	9	7	6	5	54	5	5	20	74
49	A49	8	8	6	6	56	2	2	8	64
50	A50	7	6	7	8	56	3	2	10	66
51	A51	7	9	6	9	62	4	5	18	80
52	A52	6	7	7	8	56	2	2	8	64
53	A53	5	8	8	7	56	5	3	16	72
54	A54	7	8	9	7	62	2	4	12	74

55	A55	8	9	7	6	60	3	2	10	70
56	A56	6	6	5	4	42	4	5	18	60
57	A57	8	8	6	7	58	4	2	12	70
58	A58	9	7	8	9	66	2	3	10	76
59	A59	7	9	9	8	66	2	4	12	78
60	A60	6	7	8	7	56	3	4	14	70
61	A61	6	8	7	6	54	4	2	12	66
62	A62	7	8	7	6	56	4	2	12	68
63	A63	8	8	6	7	58	2	3	10	68
64	A64	9	9	4	6	56	5	2	14	70
65	A65	7	9	7	7	60	5	5	20	80
66	A66	6	7	9	8	60	3	5	16	76
67	A67	6	9	8	8	62	4	3	14	76
68	A68	5	7	7	9	56	2	4	12	68
69	A69	6	9	6	7	56	5	2	14	70
70	A70	6	7	6	5	48	2	5	14	62
71	A71	6	8	7	6	54	2	2	8	62
72	A72	7	6	6	8	54	4	2	12	66
73	A73	7	9	7	9	64	2	4	12	76
74	A74	8	7	8	8	62	5	2	14	76
75	A75	7	8	9	7	62	2	5	14	76
76	A76	8	8	7	7	60	2	2	8	68
77	A77	6	9	5	6	52	4	2	12	64
78	A78	8	6	6	4	48	2	4	12	60
79	A79	6	8	8	7	58	5	2	14	72
80	A80	8	7	9	9	66	2	5	14	80
				Total =						5690

Table 4.2 The result of posttest

No	Name	WI	WM	RW	WW	Total	WL	WC	Total	Post Test
1	A1	7	9	4	8	56	4	5	18	74
2	A2	6	7	7	9	58	4	5	18	76
3	A3	9	9	9	9	72	3	3	12	84
4	A4	7	7	8	7	58	2	2	8	66
5	A5	8	8	7	9	64	4	2	12	76
6	A6	5	6	6	7	48	5	1	12	60

7	A7	6	9	6	8	58	5	2	14	72
8	A8	8	7	7	6	56	3	5	16	72
9	A9	9	8	6	9	64	2	5	14	78
10	A10	6	8	9	7	60	2	3	10	70
11	A11	8	9	7	8	64	1	4	10	74
12	A12	7	6	9	8	60	2	2	8	68
13	A13	7	8	7	9	62	5	5	20	82
14	A14	8	7	8	9	64	5	2	14	78
15	A15	5	9	8	8	60	3	3	12	72
16	A16	6	7	8	9	60	3	4	14	74
17	A17	9	8	7	9	66	2	4	12	78
18	A18	7	8	8	7	60	5	2	14	74
19	A19	8	8	8	8	64	2	5	14	78
20	A20	9	9	9	8	70	3	4	14	84
21	A21	9	9	6	8	64	4	2	12	76
22	A22	9	7	8	9	66	4	5	18	84
23	A23	7	9	7	9	64	2	2	8	72
24	A24	9	7	9	9	68	5	3	16	84
25	A25	7	9	7	7	60	5	4	18	78
26	A26	8	7	8	5	56	3	4	14	70
27	A27	6	8	8	6	56	4	2	12	68
28	A28	9	6	8	8	62	2	5	14	76
29	A29	7	9	9	9	68	5	3	16	84
30	A30	8	7	9	8	64	2	4	12	76
31	A31	8	8	7	7	60	3	2	10	70
32	A32	9	8	8	7	64	4	5	18	82
33	A33	6	9	9	6	60	2	2	8	68
34	A34	8	6	7	4	50	5	3	16	66
35	A35	7	8	5	7	54	2	4	12	66
36	A36	9	7	6	9	62	3	2	10	72
37	A37	7	9	8	8	64	4	5	18	82
38	A38	8	7	9	7	62	4	2	12	74
39	A39	8	8	8	6	60	2	3	10	70
40	A40	8	8	7	6	58	5	4	18	76
41	A41	9	8	7	7	62	5	4	18	80
42	A42	9	9	6	6	60	3	2	10	70
43	A43	9	9	6	7	62	4	5	18	80
44	A44	7	7	9	8	62	3	5	16	78
45	A45	5	9	9	9	64	5	3	16	80

46	A46	6	7	8	7	56	2	4	12	68
47	A47	8	9	7	9	66	2	2	8	74
48	A48	9	7	6	7	58	5	5	20	78
49	A49	8	8	6	8	60	2	2	8	68
50	A50	7	6	7	6	52	3	2	10	62
51	A51	7	9	7	10	66	4	5	18	84
52	A52	6	7	7	7	54	2	2	8	62
53	A53	5	8	8	8	58	5	3	16	74
54	A54	7	8	9	8	64	2	4	12	76
55	A55	8	9	7	9	66	3	2	10	76
56	A56	6	6	5	6	46	4	5	18	64
57	A57	8	8	6	8	60	4	2	12	72
58	A58	9	7	8	7	62	2	3	10	72
59	A59	7	9	9	9	68	2	4	12	80
60	A60	9	9	8	10	72	3	5	16	88
61	A61	6	8	7	8	58	4	2	12	70
62	A62	7	8	7	8	60	4	2	12	72
63	A63	8	8	6	8	60	2	3	10	70
64	A64	9	9	4	9	62	5	2	14	76
65	A65	7	9	7	9	64	5	5	20	84
66	A66	9	7	9	8	66	3	5	16	82
67	A67	7	9	8	8	64	4	3	14	78
68	A68	9	7	7	9	64	2	4	12	76
69	A69	7	9	6	7	58	5	2	14	72
70	A70	8	7	6	5	52	2	5	14	66
71	A71	8	8	7	8	62	2	2	8	70
72	A72	9	6	6	8	58	4	2	12	70
73	A73	7	9	7	9	64	4	4	16	80
74	A74	8	7	8	8	62	5	4	18	80
75	A75	8	8	9	7	64	2	5	14	78
76	A76	9	8	7	7	62	2	2	8	70
77	A77	6	9	5	6	52	4	4	16	68
78	A78	8	6	6	4	48	3	4	14	62
79	A79	7	8	8	7	60	5	2	14	74
80	A80	9	7	9	9	68	2	5	14	82
Total =										5950

Information:

WI   =   Word Identification

WM =   Word Meaning

RW =   Reading the Word

WW =   Writing the Word

WL =   Word-Learning Strategies

WC =   Word Consciousness

Then, to find the differences between student achievement at pre-test and post-test, researchers use T Test Paired One Sample. In this test, the researchers do not need normal distribution data.

Table 4.3 One-Sample Statistics

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	80	40,45	23,868	2,668
Post Test	80	56,12	22,268	2,490

From table one-sample statistics we can see that number of student are 80, N=80. Mean of students' achievement in vocabulary at Pre Test is 40,45 whereas mean in Post Test is 56,12. It means that students' vocabulary achievement increase 15,67.

2. The relationship between individuals' differences, school environment and teachers

To answer research question number 2, researcher uses multiple regression linearity tests.

Table 4.4 Anova

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,481	3	,494	1,596	,197[b]
	Residual	23,507	76	,309		
	Total	24,987	79			

a. Dependent Variable: Increas

b. Predictors: (Constant), Teachers, School Environment, Individual Differences

The table is used to see whether simultaneously variable Individuals 'differences, school environment and teacher has an influence on increasing students' vocabulary through dictation method. Ho is rejected if the significance value higher than F-test value > 0.05. The conclusion of the table with 95% confidence level is the independent variable has no significant impact on increasing students' vocabulary through dictation method.

Table 4.5 Correlations

Correlations

		Increase	Individual Differences	School Environment	Teachers
Pearson Correlation	Increase	1,000	,232	,069	,101
	Individual Differences	,232	1,000	,013	,507
	School Environment	,069	,013	1,000	,170
	Teachers	,101	,507	,170	1,000
Sig. (1-tailed)	Increas	.	,019	,273	,187
	Individual Differences	,019	.	,456	,000

	School Environment	,273	,456	.	,066
	Teachers	,187	,000	,066	.
N	Increase	80	80	80	80
	Individual Differences	80	80	80	80
	School Environment	80	80	80	80
	Teachers	80	80	80	80

In this section is the correlation matrix between the variables increasing students' vocabulary achievement with individual differences obtained r = 0.232 with probability 0.019 < 0.05. It means that r value smaller than significance value so it indicates there are relationship / significant correlation between increasing students' vocabulary achievement through dictation method with individual differences.

School environment variable with a value of r = 0.069 with probability 0.273 > 0.05. It means that r value bigger than significance value so there is no significant relationship between the school environment and increasing students' vocabulary achievement through dictation method.

For the teacher variables obtained r = 0,101 with probability 0.187 > 0.05. It means that r value bigger than significance value so there is no significant relationship between increasing students' vocabulary achievement through dictation method and teachers.

Table 4.6 Model Summary

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,243^a	,059	,022	,556

a. Predictors: (Constant), Teachers, School Environment, Individual Differences

b. Dependent Variable: Increase

The table explains the magnitude of the correlation between school environments with increasing students' vocabulary. Based on figures obtained table R2 (R Square) of 0, 059 or (5.9%). This shows that the percentage contribution of the three variables influence on increasing students' vocabulary using dictation method is 5.9% while the remaining 94.1% is influenced by other variables which not included in this study

3. The most affecting factor through increasing students' vocabulary using dictation method

Based on figure 4.5 correlation matrix between the variables increasing students' vocabulary achievement with individual differences obtained r = 0.23, School environment variable with a value of r = 0.069 and for the teacher variables obtained r = 0,101. According to Sarwono, if r value close to numbers 0 it means that the correlation between them is low. The analysis of r value between three variables, individuals' differences have higher r value. It means

that individuals' differences have more effect in increasing students' vocabulary achievement through dictation method.

B. Discussion

The researcher result analysis on the effect of individual learner differences, school environment and teacher use dictation method in increasing students' vocabulary at MA Bilingual Krian, leads to the discussion on *The Effect of Individual Learner Differences, School Environment and Teacher in Increasing Students' Vocabulary through Dictation Method at MA Bilingual Krian*:

1. Increasing students' vocabulary in dictation method

In this section discuss about students' vocabulary achievement. Based on the research finding in chapter IV, students' vocabulary achievement through dictation method 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 most dominant increasing students' vocabulary achievement is in the writing the word criterion while a minimum increasing students' vocabulary achievement value is word meaning. This finding support by some analysis results such Bushra in his journal result stated that dictation involve the knowledge about content of the text.[60] Qu Tang

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[60]BushraSadoon Mohammed, "Using Dictation in Teaching College Students."

applied dictation method into vocabulary teaching in his journal and the result is dictation method help students to effectively memorize English word and great achievement have been made in his efforts.[61]

2. Variable differences in giving effect at vocabulary achievement

In second research finding, all of variables give small effect in students' vocabulary achievement, it just 5,9%. But all of them give positive effect in students' vocabulary achievement through dictation method.

Grabiec Sylwia stated that motivation is one of the most important factors, which affect students' language learning achievement; it is proven by research result which showed that individual differences which consist of motivation and students' IQ have the most effect in students' vocabulary achievement through dictation method. The students' differences have 23% contribution in increasing students' vocabulary.

Andisi Mege stated that class size, facilities, instructional materials and school location are factors that influence on teaching-learning process. In observation data, researcher found that facilities in MA Bilingual Krian stand in low standard. Dictation is an activity to write down something that someone says or reads out as it is being said or immediately after it is said. In this teaching process need a room which soundproof. In fact, MA Bilingual Krian just has one English laboratory which enables to use many class in one time.

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[61]Qu Tang, "The Effectiveness of Dictation Method in College English Vocabulary Teaching."

Some of classes are in the outdoor classrooms which demand every teacher to say with high sound. This condition make teaching learning process through dictation method does not work optimally and school environment have 0,6% effect in increasing students' vocabulary through dictation method.

Teachers have personal characteristics and individual differences that influence with their performance in the teaching-learning process. The result of research which obtainable by interview and questionnaire shows that teacher has low standard experience with English but she have high personal characteristics and attractiveness which make students' feel interest and like to study English. This situation make student to have big motivation too so that teacher have higher effect in students' vocabulary achievement through dictation method than school environment.

3. Individuals' Differences in Increasing Students' Vocabulary through Dictation Method

The individuals' differences have most effect in increasing students' vocabulary achievement. It can be look by differentiate Students' IQ which have variant value in addition differences in students' motivation have big effect on students' vocabulary achievement too. The finding supported by Bc. Lenka Svobodova motivation involves four aspects one of them is a goal. In students' questionnaire especially about students' motivation in number 4 and 5, students' have high value in number 4. It means that students' interest in

study English because they feel English is important for them. They aware and know that study English is not just for finding a job. So students' do many effort to increasing students' vocabulary achievement.