

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, scope of the research, statement of the problem, objective of the research, significance of the research, hypothesis.

A. Background of the Research

One of the objectives of learning and teaching English at school is to make students able to communicate using the language in the form of oral and written communication. In learning a language especially English, the students have to be able to master all language elements such as spelling, vocabulary, pronunciation, grammar and so on. Among the elements, vocabulary has an important role to be mastered by the students because through using appropriate vocabulary correctly the students are expected to be able to pronounce the words in English.

Vocabulary is a component of English or a sub-skill that must be taught to students because vocabulary has a major role in a foreign language. In addition, teaching vocabulary not only to give the meaning of words but also to teach how the word works in sentences because there are many words that have many meanings. Learning the meaning of an English word or sentence is different from learning the meaning of words in Indonesian. Students sometimes do not remember well the meaning of words that have been taught or practiced because students feel difficult in remembering the meaning of the word so students must memorize the words that have been taught by their teacher.

A learner who just learns grammar without vocabulary will be difficult to convey what he or she wants to say. Rizky (2013) states 'Learning vocabulary is an important and inspirable part of learning a language'. Whenever we want to communicate with

other people using a language, we should have mastered a stock of words (vocabulary) related to the topic spoken. So, vocabulary is one of the components which support the speaker in communication. In other words, vocabulary plays a very important role in developing the four language skill.

In teaching and learning process, the basic problem is mastering vocabulary because vocabulary we use to refer to the kind of words that students must know to read increasingly demanding text with comprehension. The ability to master the vocabulary can be seen when students are able to speak well. Mastering vocabulary is the ability to get or to receive a lot of words. So, it can be the main goal that many people need to communicate with other people around the world.

Based on the researcher's preliminary observation, some students did not understand when their teacher spoke. Many of them did not have enough vocabulary when they tried to use words in English and also did not focus when they learn English at school. It was because some students were not able to communicate and write words correctly in English very well.

In improving the students' achievement in teaching learning process, teachers are in constant search of essential activities that allow students to improve their learning abilities of foreign language. The teachers must know the condition of the students. In the other hand, method or some technique has an important role in teaching learning process. The teacher must use technique in teaching learning process that can make students is easy to acquire the new vocabulary. Dictation is one technique that can make students feel enjoy in learning.

Dictation is an activity to write down something that someone says or reads out as it is being said, probably the best-known activity for intensive listening, but it fell

out of fashion soon after the arrival of the communicative approach (Harmer, (2009 : 12) in Rahman (2017).

In the Longman dictionary of applied Linguistics (2002:157), “dictation” is defined as a technique used in both language teaching and language testing in which a passage is read aloud to students or test takers, with pauses during which they must try to write down what they have heard as accurately as possible. Dictation provides a chance for the students to model many writing behavior including handwriting, matching sounds-to-letters to spell words, and sentence formation. Dictation has been used in language testing for a long time, but its benefit in language teaching and learning has been questioned by some language teachers. Currently dictation seems to be undergoing a revival as a useful teaching device. It is thought that dictation can help develop all language components, such as vocabulary, grammar and pronunciation. However, there are no data on the usefulness of dictation at tertiary level.

Based on the explanation above the researcher found the difficulties faced by students in eight grade at SMP Muhammadiyah 1 Tidore Kepulauan, that is why the researcher uses some approaches in learning process. In this case the researcher uses the dictation to practice and motivate students’ vocabulary mastery so their mastery in this language feature can be effectively improved. That is why the researcher wants to conduct research with the title “**Increasing Students’ Vocabulary Mastery through Dictation at SMP Muhammadiyah 1 Tidore Kepulauan**“ .

B. Scope of the Research

This research focuses on vocabulary of noun, verb and adjective by using dictation.

C. Statement of the Problem

Based on the background above, the researcher formulates the statement of the problem as stated : To what extent does the use of dictation significantly increase students' vocabulary mastery at the second year of SMP Muhammadiyah 1 Tidore Kepulauan.

D. Hypothesis

The hypotheses of the research are as follows :

Ho = The use of dictation does not significantly increase students' vocabulary at SMP Muhammadiyah 1 Tidore Kepulauan.

Hi = The use of dictation significantly increases students' vocabulary mastery at SMP Muhammadiyah 1 Tidore Kepulauan..

E. Objective of the Research

The objective of the research is to know dictation can significantly increase students' vocabulary at SMP Muhammadiyah 1 Tidore Kepulauan.

F. Significance of the Research

The findings of the present study are expected to provide both theoretical as well as practical significance.

a. Theoretical Significance

- b. The result of this research is expected to add information and expand literature of vocabulary by dictation to the readers how to increase students' ability in vocabulary mastery.

b. Practical Significance

The results of this research are expected to give some benefits to English teachers, students, and researchers.

a. For English Teachers

This research can benefit teachers in using dictation to increase students' vocabulary ability in teaching English. In addition, it is expected that English teacher can use the right way in teaching vocabulary. The findings of the present study can be used as indicator of success or failure of the teacher on the effort of helping the students in learning vocabulary.

b. For the Students

The result of this research can motivate the students to increase their vocabulary and the students can get a new experience in learning English by using dictation.

c. For other Researchers

The result of this research expected to be used as a reference for other researchers to know about vocabulary mastery and dictation.