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CHAPTER I

INTRODUCTION

In this chapter, the researcher discuss the following points : ¹²

Vocabulary mastery is ³¹ fundamental component of proficiency and all

Wen, J. (2024). According to Nation (2017), The basis for student ability to comprehend books, communicate effectively, and articulate ideas clearly is their vocabulary. Additionally, Webb and Nation (2017) stress the effective communication and the capacity to comprehend difficult concepts both orally and in writing depend on having a large vocabulary. Research by Schmitt (2020) also highlights that vocabulary size is highly correlated with reading comprehension and overall language achievement, as students with a broader vocabulary are better equipped to infer meaning and engage with authentic material.

In the context of speaking and listening, Alqahtani (2015) found that students with limited vocabulary often struggle to participate in conversations and understand spoken English, which can hinder their self-assurance and participation in the classroom. This is especially crucial ⁵⁰ (SMK) must learn English fulfill the needs of a fast changing technology environment and a worldwide workplace (Rahmawati, 2018). In addition, Sari and Putri (2020) observed that vocational school students with inadequate vocabulary mastery face greater challenges in understanding technical instructions and communicating in professional settings This highlights the necessity of including good language education in the curriculum of vocational schools.

Research by Webb and Nation (2017) demonstrates that meaningful vocabulary acquisition relies heavily on repeated encounters with words in varied

and authentic contexts, and learners who lack such exposure often struggle to develop both the breadth and depth of their vocabulary knowledge. Similarly, Sari and Putri (2020) found that Indonesian vocational students with limited real-life English exposure outside the classroom showed lower vocabulary retention and less ability to use new words in context, highlighting the importance of authentic language interaction for effective vocabulary learning.

Innovative and interactive teaching strategies are necessary to address these problems in order to promote deeper vocabulary knowledge and active language usage. One such strategy that has recently drawn a lot of attention is the Dictogloss technique (Mayhoub et al., 2023). With a focus on meaningful understanding and the contextual application of vocabulary and grammar, Dictogloss is a collaborative language learning approach that concurrently combines speaking, listening, reading, and writing abilities (Fitria, Sari, & Putri, 2021). The process typically involves students listening attentively to a short text read aloud by the teacher, during which they take notes of key words and phrases. Students are then encouraged to

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apply terminology in real-world circumstances as they recreate the text in groups using their own words (Wardani & Supriyadi, 2019).

This method not only promotes critical thinking but also improves pupils' to internalize and use new vocabulary meaningfully rather than through rote memorization. Furthermore, research has shown that the collaborative nature of Dictogloss increases student motivation and confidence, establishing an engaging and encouraging learning environment that works especially well for vocational students who need to apply English in real-life professional settings (Rahmi, 2019; Nguyen & Tran, 2021). By combining multiple language skills and fostering interaction, Dictogloss fits very nicely with the objectives of 21st-century education, which place a strong emphasis on critical thinking, teamwork, and communication.

Empirical research strongly supports the effect of the Dictogloss method in improving vocabulary mastery among pupils. Latif (2016) found that students taught using Dictogloss achieved significantly higher scores on vocabulary tests

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with , indicating

method facilitates deeper vocabulary retention. Similarly, Rahmi (2019) reported significant improvements not only in vocabulary but also in listening comprehension among students who received Dictogloss-based instruction.

Furthermore, Nguyen and Tran (2021) demonstrated that Dictogloss not only enhances vocabulary acquisition but also reduces performance disparities among students and boosts their confidence in understanding spoken English. Supporting these findings, Fitria, Sari, and Putri (2021) revealed that collaborative learning strategies like Dictogloss increase student engagement and motivation, which are critical factors for effective vocabulary learning. Additionally, Yohana (2018) conducted classroom action research at a vocational high school and found that Dictogloss significantly improved students listening and vocabulary skills, while also encouraging a more dynamic and interactive learning environment. These studies collectively confirm that Dictogloss is a powerful tool for vocational students, helping them to internalize vocabulary more effectively and prepare for real-world communication demands.

Rahmawati (2018) emphasizes that innovative techniques like Dictogloss can effectively address vocabulary limitations that often hinder listening and speaking skills development. By motivating pupils to actively use new vocabulary in meaningful contexts, Dictogloss facilitates deeper internalization than traditional memorization approaches. This ¹¹⁴ a Rahmawati, found students who engaged in Dictogloss activities showed significant improvement in their ability to comprehend and produce spoken English, attributed largely to enhanced vocabulary mastery through contextual use. Moreover, Fitria et al. (2021) assert that collaborative learning embedded in Dictogloss increases student motivation and creates a dynamic classroom atmosphere, which are crucial factors for successful vocabulary acquisition.

Their research demonstrated that students participating in collaborative Dictogloss tasks exhibited higher engagement levels and better retention of vocabulary compared to those in conventional classrooms. These findings align with Dörnyei's (2019) theory that motivation and active participation are key drivers in effective language learning, further validating Dictogloss as a method

that ¹¹⁰ vocabulary ⁷⁷ positive ⁷⁷ environment conducive to acquisition

In addition to its language advantages, Dictogloss helps ⁷⁷ that ⁷⁷ in the twenty first century workplace. Therefore, it is claimed that using Dictogloss at SMKN 2 Kota Kediri offers a creative and practical way to enhance the vocabulary knowledge of Grade 10 students. In order to give evidence-based suggestions for teaching English in vocational high schools, ¹²⁴ systematically and objectively assess the impact of the Dictogloss technique ³⁶ mastery.

as the primary learning outcome. Through the Dictogloss method, students are expected help enhance their comprehension of vocabulary's form, meaning, and use. The collaborative and contextual nature of Dictogloss provides opportunities enables pupils to actively learn new vocabulary and use them in meaningful conversations.

Based on various studies, the vocabulary mastery of vocational students in Indonesia remains low and is a major obstacle in the development of English language skills. Rini (2017) identified limited vocabulary as a primary barrier for students in understanding English, affecting not only listening but also speaking, reading, and writing abilities. Furthermore, the lack of exposure to English in authentic contexts restricts students' opportunities to practice and internalize new vocabulary effectively (Webb & Nation, 2017; Sari & Putri, 2020).

Conventional learning methods that still dominate are considered less effective in addressing this issue, as they often do not facilitate deep understanding of vocabulary in terms of form (spelling and word class), meaning (conceptual and contextual understanding), and use (application in communication). Therefore, an innovative and interactive approach such as Dictogloss is needed to support students in mastering vocabulary comprehensively covering form, meaning, and use through integrated language skills practice.

The problem limitation in this study is on ¹⁴ Dictogloss method ¹⁴ vocabulary mastery ¹⁴ 10th ¹⁴ of SMKN 2 Kota Kediri. This research specifically focuses on the development of students' vocabulary

mastery, emphasizing three main aspects: form (including spelling, and word class), meaning (both conceptual and contextual understanding), and use (the ability to appropriately apply vocabulary in various communicative contexts). While Dictogloss inherently

this highlights how the method facilitates vocabulary learning across those skills, without restricting the analysis to one particular skill.

During the Dictogloss process, students are encouraged to use their vocabulary knowledge to reconstruct and present texts, negotiate and clarify meaning in groups, and recognize and remember the form of new words while taking notes. Thus, the study intends to give a thorough knowledge of how Dictogloss promotes students mastery of vocabulary in terms of form, meaning, and usage, boosting their total English language competency via integrated skill practice.

B. Formulation of the Research

and problem restrictions,

:

How does the Dictogloss method effect the vocabulary mastery of 10th grade students of SMKN 2 Kota Kediri?

C. Purpose

formulation study

determine effect the Dictogloss method on vocabulary mastery of 10th grade students of SMKN 2 Kota Kediri.

D. Significance of The Research

contribute teaching English, especially with regard to vocabulary education. The following is a presentation of the research's significance:

1. For The English Teachers

This study is expected to provide English teachers with an alternative teaching method for improving students' vocabulary mastery. The findings demonstrate that the Dictogloss method can interactive collaborative by encouraging listen, take notes, discuss ideas, and reconstruct texts. Through these

activities, students are exposed to vocabulary in relevant situations, which helps them better understand vocabulary meaning and form.

Therefore, teachers may consider integrating the Dictogloss method into vocabulary instruction to promote students' active participation and enhance their vocabulary learning outcomes. In addition, the findings suggest that teachers may combine Dictogloss with productive language activities, such as speaking and writing exercises, to further improve students' ability to use vocabulary appropriately in communicative situations.

2. ⁹ [REDACTED]

[REDACTED] study [REDACTED] help [REDACTED] improve their vocabulary mastery through meaningful and collaborative learning activities. By participating in Dictogloss activities, students have opportunities to develop their understanding of vocabulary meaning, recognize word forms, and strengthen their listening and cooperative learning skills.

The findings are also expected to encourage students to become ¹ [REDACTED]. Furthermore, [REDACTED] may [REDACTED] better learning strategies by using contextual clues and peer discussion to understand and retain new vocabulary more effectively.

3. For The Other Researchers

This study will be a helpful resource for future academics interested in studying language education related to vocabulary instruction or the implementation of the Dictogloss method. The findings provide empirical evidence regarding ⁴ [REDACTED] Dictogloss [REDACTED] students' [REDACTED] aspects [REDACTED] form, meaning, and use.

Other ¹⁶ [REDACTED], different educational levels, or experimental designs involving control groups to obtain more comprehensive findings. They could also look at how effectively Dictogloss works to other ¹¹³ [REDACTED], such as [REDACTED], or [REDACTED], or [REDACTED] instructional strategies

that specifically enhance students' ability to use vocabulary accurately in communicative contexts.

will discuss the following points:

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1. Vocabulary Mastery

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is 105 elements since it helps students comprehend meaning, articulate concepts, and communicate successfully in a variety of settings. 4 often difficulty, following spoken instructions, producing accurate language in speaking and writing. Vocabulary is therefore not only a list of words, but also a foundation for the development of communicative competence.

According to Nation (2017), vocabulary knowledge is the foundation of 29 because helps both. Additionally, Schmitt (2020) defines vocabulary mastery as the capacity to identify, comprehend, and employ words properly in a variety of circumstances. More recently, Waruwu et al. (2023) state that vocabulary mastery 32 use in communication understand words or phrases English. This means that vocabulary mastery involves 45 when or accurately.

In this study, is viewed as an important language component that supports students' performance in all language skills, especially when they are required to understand and use English in meaningful situations Stæhr, L. S. (2008). For vocational high school students, vocabulary mastery is particularly important because it helps them understand instructions, messages, and texts.

related to both academic and practical needs. Therefore, vocabulary mastery becomes a crucial aspect of English learning that should be developed through effective and meaningful teaching methods

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Role

Since [REDACTED] intimately related to all language abilities, it is essential to language acquisition. G. A. Amirzai (2021). Vocabulary is necessary for learners to convey what they wish to say or write, as well as to comprehend what they read and hear. [REDACTED] difficulty [REDACTED], following spoken instructions, [REDACTED] participating in communication. In this sense, vocabulary is not only a list of words but also a key foundation for communicative competence. Nation (2017) states [REDACTED] the foundation of [REDACTED] because [REDACTED] to [REDACTED]. In a similar vein, Schmitt (2020) describes vocabulary mastery as the capacity to identify, comprehend, and employ words correctly in a variety of situations.

Vocabulary also [REDACTED] Zhang et al (2020). In listening, students need to recognize familiar words and infer the meaning of new ones from context. In speaking, they need to retrieve words quickly and use them accurately. In reading, vocabulary helps learners understand sentences and main ideas in a text. In writing, it allows them to choose words that fit the message they want to convey. Alqahtani (2015) emphasizes that vocabulary is crucial because it supports all four language skills and facilitates meaningful communication. In addition, Webb and Nation (2017) contend that frequent use of terms in relevant circumstances help learners strengthen both the breadth and depth of vocabulary knowledge.

For vocational high school students, vocabulary mastery is especially important because they are expected to understand English in both academic and practical settings. Vocabulary helps them comprehend classroom instructions, read learning materials, and prepare for future workplace communication. Matin, M. F. (2023). As Sari and Putri (2020) note, students in vocational schools often face challenges in using English because of limited vocabulary exposure in authentic contexts. Therefore, vocabulary teaching should provide meaningful and interactive

activities that help students use new words in context rather than only memorize word lists.

3. Dimensions of Vocabulary Mastery: Form, Meaning, and Use

Vocabulary mastery involves more than simply knowing word lists. It refers to a learner's ability to ² form, ³⁹ a meaningful way. Form covers aspects such as spelling, pronunciation, and word class; meaning refers to both the conceptual meaning and the contextual meaning of words; while use refers to the ability to apply words appropriately in communication (Nation, 2013; Schmitt, 2020). These three dimensions are closely related because students cannot be said to truly master vocabulary if they only know the meaning of a word but cannot spell it correctly, pronounce it properly, or use it in a sentence.

According to Elisabeth (2006), students' vocabulary knowledge is demonstrated by their capacity to identify and generate ³⁹. This indicates that ³⁹ is both a productive and receptive component of language. Learners need vocabulary knowledge to construct sentences, understand texts, and communicate ideas ¹ forms. ¹ other words, ¹ all ¹ and becomes an important indicator of overall language competence.

For vocational high school students, This feature is really crucial because they are expected to understand technical and professional terms related to their fields (Sari & Putri, 2020). Their vocabulary knowledge should help them follow classroom instructions, comprehend subject-related texts, and communicate in situations that may occur in academic or workplace environments. As a result, mastery of vocabulary should be cultivated as both word memory and the capacity to comprehend and use words correctly, properly, and in context. As a result, mastery of vocabulary should be cultivated as both word memory and the capacity to comprehend and use words correctly, properly, and in context.

4. Principles and Strategies of Vocabulary Learning

Effective vocabulary teaching should go beyond presenting isolated word lists. Teachers need to provide clear explanations, repeated exposure, and

meaningful opportunities for ⁶⁹ in context. learning is stronger when students meet words through listening, reading, speaking, and writing activities rather than through memorization alone. In this view, vocabulary teaching should be planned intentionally so that students can develop both word knowledge and word use (Nation, 2001; Webb & Nation, 2017). Recent instructional guidance also emphasizes teaching vocabulary in depth through multiple modalities, such as oral discussion, written practice, visuals, and collaborative tasks, so that students can process words more actively and independently (IES, 2025).

One important principle in vocabulary instruction is contextual learning. Students learn words more effectively when teachers present them in meaningful sentences, texts, or tasks instead of in isolation. Context helps learners infer meaning, remember vocabulary longer, and understand how words function in real communication. Brown (2015) also notes that teachers should help students develop language understanding through context and encourage them to infer word meanings independently. In addition, repeated exposure is necessary because vocabulary cannot be mastered in one meeting; students need regular review and recycling of new words to strengthen retention (Cameron, 2001; Nation, 2001).

Another useful strategy is to involve students actively in the learning process. Vocabulary can be taught through games, group work, vocabulary notebooks, discussions, pictures, and guided practice. These activities make learning more engaging and help students connect new words with their prior knowledge. Teachers should also choose vocabulary that matches students' needs and proficiency level, especially in vocational high school settings where learners require words related to their future academic and professional contexts. Therefore, effective vocabulary instruction should be meaningful, repeated, student-centered, and connected to real communication (Webb & Nation, 2017; IES, 2025).

5. Definition of Dictogloss

In the classroom dictation exercise known as "Dictogloss," ⁵¹ important terms, and ⁵¹. Small and Jacobs (2003). Unlike traditional dictation, dictogloss does not require students to write every word exactly as they hear it.

Instead, it encourages them to process the language more deeply by focusing on meaning, vocabulary, and grammar while working in groups (British Council, n.d.; Bell Foundation, 2022). The technique was originally introduced by Wajnryb (1990) and has since been widely recognized as a collaborative language learning activity that integrates listening, speaking, reading, and writing.

Dictogloss considered an effective technique because it gives students meaningful exposure to language in context. During the activity, learners are expected to listen carefully, notice important words, discuss their ideas with peers, and rebuild the text using their own language Shin, S.Y., et al (2016). Through this method, students are able to improve not only their comprehension abilities but also their memory and proper use of terminology in communication. Additionally, in an interactive classroom setting, dictogloss can boost student engagement, encourage active involvement, and enhance the development of numerous language abilities, according to recent research (Alsamadani, 2022; Inovish Journal, 2022).

For vocational high school students, dictogloss is particularly useful because it provides opportunities to learn English through collaboration and context rather than memorization alone. The technique encourages students to process vocabulary more actively, which is important for improving their vocabulary mastery in a way that is both practical and meaningful (Wen,J 2024). Therefore, dictogloss can be viewed as an instructional strategy that supports vocabulary learning through integrated and student-centered language practice.

6. Dictogloss: An Innovative Approach to Vocabulary Development

Dictogloss is an innovative classroom technique that can support vocabulary development because it requires students to process language actively rather than passively receive it. During the activity, learners listen to a text, identify key words, discuss meanings with peers, and reconstruct the text in their own words. This process gives students repeated exposure to vocabulary in context, which helps them remember, understand, and use new words more effectively. The Bell Foundation (2022) explains that dictogloss is a supported dictation activity that may introduce new vocabulary or sentence structures at a level slightly above the learners' current ability, making it suitable for language development.

Dictogloss also encourages deeper vocabulary learning because students must pay attention to word form, meaning, and use while completing the task. Rather than memorizing vocabulary in isolation, learners encounter words in meaningful text and negotiate their understanding with classmates. This collaborative process strengthens retention and helps students notice how vocabulary functions in real communication. Recent studies have shown that dictogloss can significantly improve vocabulary mastery because it combines meaningful input, active processing, and group interaction in one learning activity (Scientific study, 2024; Applied Research on English Language, 2020).

For vocational high school students, dictogloss is especially useful because it provides a practical and interactive way to learn English. Students in vocational settings often need vocabulary for academic tasks, technical subjects, and future workplace communication Wen, J (2024). Dictogloss helps them learn words in context and use them more accurately, which is more effective than learning isolated word lists. Therefore, dictogloss can be viewed as a useful strategy for vocabulary development because it supports active engagement, contextual learning, and meaningful language use.

7. Dictogloss Procedure and Objectives

The procedure of Dictogloss generally consists of several stages that guide students from listening to reconstruction. First, the teacher prepares and reads a short text at a normal speed while students listen for the main ideas and key words. Second, students take brief notes based on what they hear. Third, Using their own language and shared notes, students recreate the text in small groups. Finally, the class discusses the reconstructed texts, and the teacher provides feedback on language use, vocabulary, and text accuracy (British Council, n.d.; Bell Foundation, 2022). This sequence makes Dictogloss a structured activity that supports both comprehension and production.

Dictogloss's primary goal is to assist students in actively and meaningfully processing language. By listening, noting, discussing, and reconstructing, students are encouraged to pay attention to vocabulary, grammar, and text organization at the same time. The technique also creates opportunities for collaborative learning, which can increase student engagement and confidence. According to the Bell

Foundation (2022), Dictogloss is particularly useful because it introduces language slightly above the learners' current level, allowing them to develop new vocabulary and sentence structures through supported practice.

In language teaching, Dictogloss is not only aimed at improving listening ability, but also at strengthening vocabulary mastery, speaking, and writing. The collaborative reconstruction stage requires learners to recall words, negotiate meaning, and apply language in context. This makes Dictogloss a useful technique for vocational high school students who need practical English skills for academic and workplace communication. Therefore, Dictogloss can be understood as a task-based activity that helps learners develop language knowledge through meaningful interaction and guided reconstruction.

8. Advantages of Dictogloss

Dictogloss offers several advantages in English language learning, particularly in enhancing pupils' vocabulary mastery and promoting active participation in the classroom. Unlike traditional teaching methods that emphasize memorization, According to Al-Obaydi et al. (2018), Dictogloss promotes vocabulary acquisition through meaningful conversation and teamwork.

First, Dictogloss promotes active learning. During the activity, students listen to a text, take notes, discuss ideas with their peers, and reconstruct the text collaboratively. This process encourages ²⁴ become rather than receiving information passively. According to Wajnryb (1990), Dictogloss provides opportunities for learners to notice language forms while focusing on meaning, which helps students develop deeper language awareness.

Second, Dictogloss enhances vocabulary acquisition. Students encounter vocabulary repeatedly through listening, note-taking, discussion, and text reconstruction activities. Repeated exposure to words in meaningful contexts helps students understand vocabulary form, meaning, and use more effectively (Nation, 2013; Webb & Nation, 2017). As a result, students ²⁵ new vocabulary.

Third, Dictogloss improves students' collaboration and communication skills. During group discussions, students negotiate meaning, exchange ideas, and solve

language problems together. This collaborative process encourages peer learning and increases students' confidence in using English. The Bell Foundation (2022) states that Dictogloss supports interaction and collaborative learning, which are important aspects of language development. Fourth, Dictogloss integrates the four language skills. Students listen to the text, discuss information orally, read their notes, and write the reconstructed text. The method gives student valuable chances to practice speaking, listening, reading, and writing all at once.

Finally, Dictogloss increases students' ⁵⁴ in learning. cooperative activity creates a positive classroom atmosphere and encourages students to participate actively. Several studies have shown that students become more motivated and confident when learning through collaborative techniques such as Dictogloss (Rahmi, 2019; Nguyen & Tran, 2021). Therefore, Dictogloss can be considered an effective teaching technique because it promotes active participation, contextual vocabulary learning, collaboration, integrated language skills, and student motivation.

9. Previous Studies Related to Dictogloss Method

⁴ investigated implementation the Dictogloss method English provide empirical evidence regarding ² Dictogloss language skills, particularly and listening comprehension.

Latif (2016) conducted an experimental study at SMPN 20 Bulukumba ⁷ Dictogloss vocabulary ⁸⁶ Dictogloss achieved significantly vocabulary using conventional methods. The study concluded that Dictogloss provides meaningful exposure to vocabulary and facilitates vocabulary retention through collaborative learning.

Rahmi (2019) examined ⁷ Dictogloss students' listening comprehension. ⁵ results showed that improved significantly Dictogloss. In addition, study found that students became more attentive and actively participated in classroom activities. Although the study primarily

focused on listening comprehension, it also indicated that Dictogloss contributed to vocabulary development through contextual learning activities

Nguyen and Tran (2021) investigated the effect of Dictogloss on listening comprehension and vocabulary mastery among Vietnamese EFL learners. Their findings demonstrated that Dictogloss significantly improved students' vocabulary acquisition and listening skills. Furthermore, students ³⁰ [REDACTED] Dictogloss [REDACTED] showed [REDACTED] confidence, [REDACTED] participation during [REDACTED] learning process.

Yohana (2018) conducted classroom action research at SMKN 3 Sorong to investigate ³⁸ [REDACTED] Dictogloss [REDACTED] improving [REDACTED] listening ability. [REDACTED] results showed that once Dictogloss was used, pupils' performance increased, the study also reported increased classroom participation and motivation among vocational high school students.

In addition, Fitria, Sari, and Putri (2021) emphasized ⁶⁶ [REDACTED] collaborative [REDACTED] in [REDACTED]. Their study found that collaborative activities such as Dictogloss increased student engagement, motivation, and vocabulary retention. The researchers concluded that meaningful interaction and peer collaboration contributed positively to students' vocabulary development.

The findings are evident from the aforementioned earlier studies that the majority of researchers discovered benefits from Dictogloss on vocabulary mastery, listening comprehension, and student engagement. However, several differences distinguish the present study from previous studies. First, many previous studies focused on listening comprehension or general vocabulary achievement. Second, previous studies rarely analyzed vocabulary mastery based on the three aspects proposed by Nation (2013), namely form, meaning, and use. Third, limited studies have investigated the implementation of Dictogloss among Grade 10 students in Indonesian vocational high schools, particularly at SMKN 2 Kediri.

¹⁴ [REDACTED] the existing research [REDACTED] investigating [REDACTED] Dictogloss method [REDACTED] vocabulary mastery [REDACTED] terms ²² [REDACTED] among Grade 10 [REDACTED] at SMKN 2 Kediri ⁶² [REDACTED]

It is anticipated this research will offer additional empirical evidence regarding which aspects of vocabulary mastery are most influenced by the implementation of the Dictogloss method.

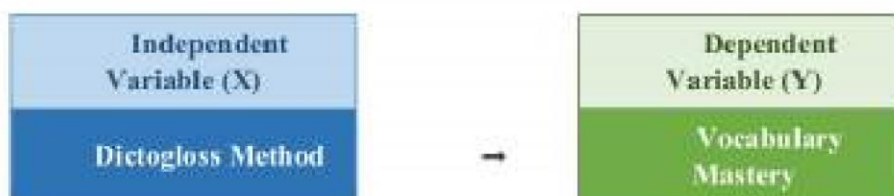
10. Conceptual Framework

The two main methods of teaching languages that form the basis of this study are (30) (30). Both strategies place a strong emphasis on contextualized language acquisition, meaningful communication, and active student engagement (Wajnryb, 1990; Jacobs, 2003). These frameworks allow students to actively interact with language and build knowledge via teamwork and interaction.

The Dictogloss method serves as the independent variable (X) in this study. It (7) collaborative (7) technique (6) a text, take notes of important information, and (6) using (6) words. This process exposes students to vocabulary in meaningful contexts and requires them to identify, discuss, and apply words appropriately. Through these activities, students develop vocabulary knowledge not only by memorizing words, but also by understanding their form, meaning, and use in context.

In this study, vocabulary mastery is the dependent variable (Y). It refers to students' ability to recognize and use vocabulary appropriately across three dimensions: form (spelling and word class), meaning (conceptual and contextual understanding), and use (appropriate application in communication) (Nation, 2013; Schmitt, 2020). Through repeated exposure, discussion, note-taking, and text reconstruction activities within Dictogloss, (69) strengthen (69) improve word accuracy.

The connection between (98) (98) in this study can be illustrated in the following conceptual framework diagram :



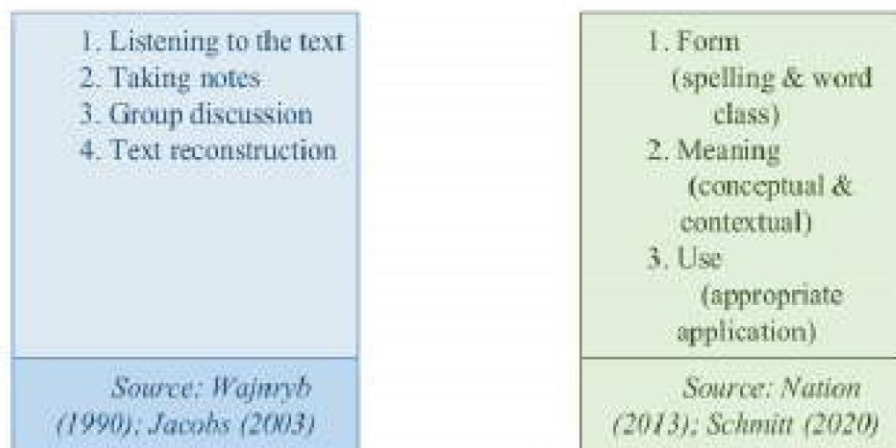


Diagram 2.1 Conceptual Framework

Based on this framework, the researcher assumes that students who engage in Dictogloss activities will demonstrate improved vocabulary mastery because the method actively involves them in processing, discussing, and applying vocabulary in meaningful learning situations. The diagram above illustrates the directional relationship from the Dictogloss method (X) as the cause, toward vocabulary mastery (Y) as the expected outcome.

11. Hypothesis

statistically using the collected data. In quantitative research, a hypothesis is formulated

independent use the Dictogloss method, dependent students' vocabulary mastery. presented hypotheses are formulated :

a. the Dictogloss method the 10 SMKN Kediri.

b. Alternative (H₁)

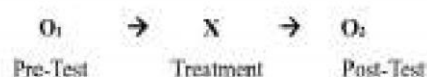
The Dictogloss method has a significant impact 10th- SMKN Kediri.

¹⁶ presents study. It covers several key components, including the research design, research variables, research instrument, population and sample, research procedures, ³⁹ study, and data analysis techniques.

■. Design

⁶⁷ adopted . In this design, ¹⁸ was assessed the Dictogloss technique to examine its effectiveness. ¹¹⁸ researcher was able to identify changes in students' vocabulary achievement that occurred following the treatment. The analysis focused on three essential dimensions of vocabulary mastery, namely form, meaning, and use. Furthermore, the comparison of scores obtained from both tests provided evidence of whether the improvement after the intervention was statistically significant.

This study used a ³⁸ pre-experimental research ¹¹² et al. (), a excludes random assignment . Instead, one receives treatment, and their achievement ¹³ Dictogloss is compared. The can be illustrated as follows:



B. Variable of Research

Variables are important elements in quantitative research because they represent the characteristics that are measured and analyzed to answer the research problem. According to Creswell (2012), a variable is a characteristic or attribute that can be measured or observed and varies among individuals or groups.

This study consisted of two variables, namely the ⁴⁸ the

) defines as one that affects or impacts another. The use of the Dictogloss approach in vocabulary instruction served as the study's independent variable.

⁴⁸ defines as the result that the independent variable affects. Students' vocabulary competence was the dependent variable in this study, and it was assessed using vocabulary examinations that included three areas: ⁶⁶.

C. Instruments Research

test was developed to assess students' mastery in three dimensions: form (spelling, word class), meaning (conceptual and contextual understanding), and use (application in sentences or communicative contexts). The test is ²⁷ measure progress.

vocabulary test consisted of ten items designed to assess the three key aspects of vocabulary mastery: form, meaning, and use. ⁷⁶

, word meaning identification tasks, and sentence completion exercises. To measure students' vocabulary development ⁴, the same instrument ¹⁹ twice, first as later as treatment.

Scoring Rubric

As presented in the table above, the vocabulary ¹ ten developed three aspects of : form, meaning, and use. Of the three aspects, the **meaning** component was measured using four test items, while the **form** and **use** components were each assessed through three items. The distribution of these test items was based on the vocabulary knowledge framework proposed by Nation (2013).

Tabel 3.1 Scoring Rubric Vocabulary

Aspect	Item Numbers	Number of item	Score item	Maximum score
Form	1,8	2	1	20
Meaning	6,7,2,9	4	1	40
Use	3,4,5,10	4	1	40
Total	-	10	-	100

Each correct answer was scored one point, while incorrect answers received zero points. The maximum raw score was 10 points. The raw scores were then converted into a scale of 0–100 using the following formula:

$$Score = \frac{Correct\ Answers}{Total\ Items} \times 100$$

The same scoring procedure was applied to in both the ⁷⁹ they received instruction through the Dictogloss method. This consistent scoring system ensured that the results from both tests could be compared accurately.

¹¹⁵ collected IBM SPSS ¹²³ version 26. The statistical procedures included descriptive statistics, ¹²³ examine ¹², and ¹² the ¹² the ¹². These analyses were conducted to identify the distribution of the data and to evaluate whether the implementation of the Dictogloss method produced ¹⁸ enhancement ¹⁸

Content Validity Test

¹¹ vocabulary test used in this study was validated through expert judgment before being administered to the students. The validation process was conducted by the research advisor ¹¹ indicators ¹¹, namely form, meaning, and use.

² English curriculum for Grade 10 students at SMKN 2 Kediri. Furthermore, the test was

constructed according to the learning objectives and vocabulary materials taught during the implementation of the Dictogloss method. Therefore, the instrument was considered to have content validity because the test items appropriately represented the vocabulary components being measured.

The instrument was evaluated through an expert judgment process to ensure its quality and suitability for the study. The evaluation covered several important aspects, including the alignment of the test items with the research objectives, the clarity of the test instructions, the appropriateness of the selected vocabulary items, and the consistency of the items with the indicators of vocabulary mastery. Based on the expert's assessment, the instrument was deemed valid and appropriate for assessing ²³ [REDACTED].

Because this ⁶³ [REDACTED] and ⁵⁵ [REDACTED] same ²⁷ [REDACTED] instrument ⁵⁵ [REDACTED] and after ²⁷ [REDACTED] provide consistent measurement. Both ⁵⁵ [REDACTED] were constructed ²⁷ [REDACTED] same indicators ²⁷ [REDACTED] mastery—form, meaning, and use—so that they assessed identical learning outcomes and allowed for an accurate comparison ²⁷ [REDACTED]' performance ²⁷ [REDACTED] the ²⁷ [REDACTED] method.

Furthermore, the scoring rubric was used consistently in assessing students' answers in both ³² [REDACTED] use ³² [REDACTED] same indicators ³² [REDACTED] scoring criteria helped maintain the consistency of the instrument and ensured that students' vocabulary achievement was measured objectively. Therefore, the vocabulary test used in this study was considered valid because it had been reviewed through expert judgment and developed based on the curriculum, learning objectives, and vocabulary indicators relevant to ¹⁰⁹ [REDACTED].

To achieve [redacted] objectives [redacted] this study, it is essential to clearly identify both the population and the sample, as these components serve as the foundation for interpreting and generalizing the research findings.

1. Population:

[redacted]² research consists [redacted] 10th-[redacted] SMKN [redacted] Kota Kediri [redacted] 2024/2025. According to school records, there are two classes at this level, which serve as the population of the study. This research employs [redacted]⁶².

2. Sample:

[redacted] sample is [redacted] purposive [redacted], focusing on one class X MPLB 2 that meets the criteria of accessibility, homogeneity in academic background, and teacher recommendation. The sample consisted of 36 students allowing for focused implementation and observation [redacted]⁷ Dictogloss [redacted] within [redacted].

D. Procedure of Research

1. Preparing The Instrument

Prior ¹⁹ implementation researcher prepared the and instructional materials needed for the data collection process. The primary instrument was a vocabulary test developed to assess students' vocabulary mastery across three dimensions: form, meaning, and use. The instrument comprised ten items presented in ¹⁰⁴ sentence completion (fill-in-the-blank) tasks. The use of these different item types was intended to provide a comprehensive evaluation of students' vocabulary knowledge by measuring their ability to recognize vocabulary, understand its meaning, and apply it appropriately in context.

² English curriculum for Grade 10 students at SMKN 2 Kediri, the learning objectives, and the vocabulary materials taught through the Dictogloss method. Furthermore, the instrument was constructed according to the indicators of vocabulary mastery, namely form, meaning, and use, to ensure that each aspect was adequately represented in the assessment. Before being administered to the students, the test was reviewed and validated through expert judgment by the research advisor ¹⁹ its research objectives.

In addition to preparing the vocabulary test, the researcher also prepared several instructional materials and supporting documents required during the implementation of the research. These resources were designed to guarantee that the therapy was administered in a methodical manner and to aid ⁶⁵ process. supporting materials :

1. Lesson plans for three treatment meetings.
2. Dictogloss learning texts used during the treatment.
3. Students' worksheets for note-taking and text reconstruction activities.
4. Vocabulary learning materials related to the selected topics.
5. Pre-test and post-test questions.

2. Pretest Administration

Prior to ⁴ pre- the ¹⁷ sample class to assess their initial level of vocabulary mastery. ¹⁷ administered written ⁸ assessment covering three key aspects of vocabulary knowledge: form, including spelling and word class; meaning, referring to conceptual and contextual understanding; and use, which focused on the appropriate use of vocabulary in sentences or specific contexts. ⁸ comparison with the ' post-test performance following the treatment.

3. Treatment Implementation

The Dictogloss method was applied over a series of classroom sessions. Each session followed the standard Dictogloss procedure:

- a Teacher read aloud a short, dense text while students listened and joted down key words/phrases.
- b Students worked in small groups to reconstruct the text collaboratively.
- c The groups presented their reconstructed texts and discussed the vocabulary used.
- d The researcher observed and facilitated the sessions to ensure the technique was implemented as planned.

4. Posttest Administration

After the treatment, the same vocabulary test used in the pretest was administered as a posttest to measure any ⁸ compared with pretest to determine the effect of the Dictogloss method.

E. Place and Time of The Research

SMKN 2 Kediri was selected as the research site because ¹⁹ setting ⁷⁴ the Dictogloss method enhancing students' vocabulary mastery. The school implements ⁷⁴ interactive teaching methods. These characteristics are in line with the objectives

⁹ [REDACTED], which sought [REDACTED] investigate [REDACTED] Dictogloss method [REDACTED].

The participants ² [REDACTED] the tenth- [REDACTED] X MPLB [REDACTED] at SMKN 2 Kediri ¹⁴ [REDACTED]. The class consisted of 36 students and was selected because it met the research criteria and was accessible to the researcher. During the research, the students participated in learning activities using the Dictogloss method, including listening to texts, taking notes, discussing vocabulary with peers, and reconstructing the texts collaboratively. These activities were expected to improve students' vocabulary mastery, particularly ²² [REDACTED].

A well-planned research schedule is essential to ensure that every stage of the research is conducted systematically and within the predetermined timeframe. Prior to the implementation of ¹ [REDACTED] [REDACTED] school [REDACTED] and [REDACTED] SMKN 2 Kediri. After receiving approval, the researcher carried out the study ¹⁴ [REDACTED].

The research consisted of several stages, including preparing the research instruments, validating the instrument, administering the pre-test, conducting three treatment sessions using the Dictogloss method, administering ⁷ [REDACTED], analyzing [REDACTED] collected [REDACTED] IBM [REDACTED] Statistics [REDACTED], and interpreting [REDACTED] research findings. The following table shows the whole timetable for the research activities.

Tabel 3.2 Time of The Research

No	Procedure and Activities	⁷⁸ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
1	Preliminary Study	✓				
2	Pre test		✓			
3	Treatment implementation using dictogloss method		✓	✓	✓	
4	Post test				✓	

5	Writing the Research Report					✓
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F. Techniques of ⁶

The ³³ descriptive and ¹⁸ whether ⁴⁰ implementation of the Dictogloss method ⁴⁴ statistically significant ⁵ achievement ³ Dictogloss method. The analysis included ⁶³ for both ⁶³ mean score represented ⁶³ average ⁶³, whereas ⁶³ standard deviation indicated ⁶³ degree of variation among their scores. A comparison of these descriptive statistics enabled the researcher to observe changes in students' vocabulary mastery and determine whether their performance improved following the treatment.

2. ¹³ testing the research ¹³ conducted ¹³ collected ¹³. Assessing data normality is a necessary step because it helps determine the most appropriate statistical procedure for data analysis. Since ⁷⁰ ¹⁰¹ selected ¹⁰¹ evaluate ¹⁰¹ normality of the ¹⁰¹ explained ⁵² Ghasemi ⁵² Zahediasl (2012), a significance value (p-value) ⁵² a ⁵² below ⁵² suggests ⁵² do ⁵² meet the assumption of normality. ⁹³ of ⁹³ A ³⁵ (Sig.) ³⁵ are ³⁵ b. A ³⁵ (Sig.) below ³⁵ indicates ³⁵ do ³⁵

results of normality were used to determine statistical should applied in

3. ⁵⁶

After normality had been completed, the research hypothesis was tested using ⁶⁴. This test suitable assumption of normality is not met. In the present study, the ⁴⁷ used existed the following Dictogloss method. The comparison of the two sets of scores enabled the researcher ²³ the Dictogloss method improving decision criteria ⁵⁶ were ¹⁰ :

1. less (H₁) accepted.
2. (Sig.) ¹⁰ (H₁)

Therefore, obtained from the analysis ⁶⁸ Dictogloss method significantly affects students' vocabulary mastery.

5. Software ³⁷

data in The software was utilized to generate descriptive statistics, assess data normality through the Shapiro–Wilk test, and examine the research hypothesis using ⁵⁶. Employing SPSS enabled researcher perform statistical calculations efficiently and accurately. The statistical output generated by the software was then interpreted ⁸¹ and evaluate proposed research hypothesis

G. Hypotesis Testing

Before conducting the hypothesis testing, the researcher first examined ¹⁹ result of ¹⁰⁶ the appropriate hypothesis testing. Since ⁵⁸ chosen non-parametric test

examine variation since regularly

by the researcher assess students' vocabulary mastery before and after the Dictogloss approach was implemented differed significantly. According to Field (2018), when the do not meet assumption normality. Since results of normality considered most appropriate statistical analysis for this study.

The research hypothesis was the IBM SPSS Statistics version 26. The following decision criteria were applied to interpret the results:

- a. indicated that should be (H₀). Under criterion, Dictogloss method was considered to have a statistically significant effect 10 SMKN Kediri.
- b. A significance value (Asymp. Sig. 2-tailed) indicated that should be, whereas should be. Under this criterion, Dictogloss method considered not to have a statistically significant effect 10 SMKN Kediri.

RESEARCH

discussed about result Dictogloss Method 10 SMKN Kediri. There are four main sub chapters on research finding and discussion. Those are : Variables, Testing of Hypothesis, and Discussion.

A. Research Findings

The author presents the findings of the research in this session before the students are taught using dictogloss method in pre-test and after they are taught using dictogloss method in post-test.

1. The Description of Students' Vocabulary Mastery Before Giving Treatment

The study began with the administration of students' level of prior to implementation the Dictogloss method. The assessment was based on a narrative text entitled *The Crying Stone* and consisted of a written vocabulary test. It included various types of questions, namely multiple-choice items, fill-in-the-blank exercises, and sentence construction tasks. These question formats were developed to evaluate students' vocabulary knowledge across three dimensions:

asked to answer questions such as identifying the correct past tense, choosing appropriate adjectives, understanding word meanings, and constructing simple sentences. administered sample class Grade 10 at SMKN 2 Kediri. All students participated in the results reflected initial level mastery prior to the implementation of the Dictogloss method.

From the score, the researcher knew the students score per aspects The researcher had calculated the total score of each student that got from the total score of all aspects. The total mean score of form aspect was 14,44, total mean score of meaning aspect was 31,94 total mean score of use aspect was 35,83 From those result, the researcher found the highest score aspect is form,

meaning and use. The total score all of students from pre-test 2950 and the mean score was 81,94.

The table below illustrates the frequency distribution of the students' vocabulary scores obtained in the pre-test.

Tabel 4.1 Student Pretest Score

No.	Class Limit	Class Boundaries	Middle Point	Frequency	Percentage	Categories
1.	30 - 40	29.5 -40.5	35	1	2,8%	Very poor
2.	41 - 51	40.5 51.5	46	3	8,3%	Poor
3.	52 - 62	51.5 -62.5	57	3	8,3%	Fair
4.	63 - 73	62.5 -73.5	68	3	8,3%	Fair
5.	74 - 84	73.5 - 84.5	79	5	13,9%	Good
6.	85 - 95	84.5 -95.5	90	12	33,3%	Very Good
7.	96 - 100	95.5 -106.5	101	9	25%	Excellent

From the pre-test score frequency chart above, it can be seen that 1 student got class limit 30-40, class boundaries 29.5-40.5, mid point 35 and percentage 2.8% with very poor category. 3 students got class limit 41-51, class boundaries 40.5-51.5, mid point 46 and percentage 8.3% with poor category. 3 students got class limit 52-62, class boundaries 51.5-62.5, mid point 57 and percentage 8.3% with fair category. 3 students got class limit 63-73, class boundaries 62.5-73.5, mid point 68 and percentage 8.3% with fair category. 5 students got class limit 74-84, class boundaries 73.5-84.5, mid point 79 and percentage 13.9% with good category. 12 students got class limit 85-95, class boundaries 84.5-95.5, mid point 90 and percentage 33.3% with very good category. 9 students got class limit 96-106, class boundaries 95.5-106.5, mid point 101 and percentage 25% with excellent category.

To make the researcher eaiser to know which score that the most frequent, the researcher also provided the data frequency of Pretest by using diagram, as follow ;

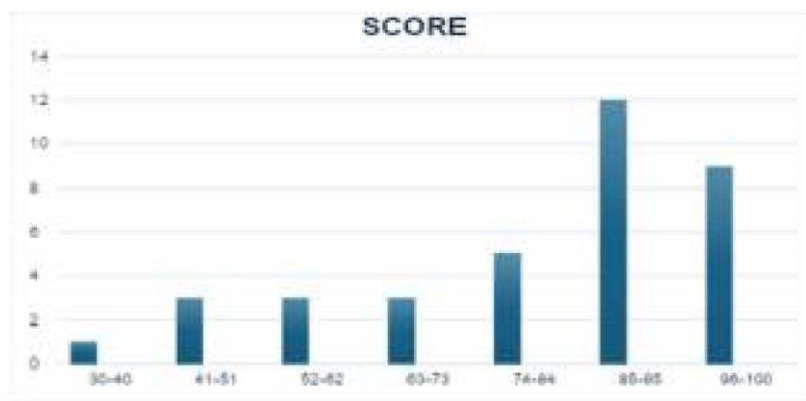


Diagram 4.1 Diagram Frequency of Pre-

frequency distribution pre- results diagram, one student a score ranging from 30 to 40, which was categorized as **very poor**. Three students scored between 41 and 51, placing them in the **poor** category. Another three students achieved scores ranging from 52 to 62, while three more obtained scores between 63 and 73; both score ranges were classified as **fair**. In addition, five students were in the **good** category with scores ranging from 74 to 84. The **very good** category included twelve students who scored between 85 and 95. Finally, nine students achieved scores between 96 and 106, placing them in the **excellent** category. Overall, the total score obtained by all students in the pre-test was 2,950.

2. Teaching Vocabulary by Using Dictogloss Method

Following the administration of the pre-test, the treatment sessions were conducted over several meetings. The primary objective of these sessions was to enhance students' vocabulary mastery through the implementation of the Dictogloss method. During session, Dictogloss presented learning materials related to vocabulary in narrative texts. In addition, the researcher explained the three key aspects of vocabulary mastery form, meaning, and use to familiarize students with the objectives of the instructional activities. Before the session concluded, students were invited to raise questions and obtain clarification regarding the learning content as well as the procedures involved in the Dictogloss method.

In the implementation of Dictogloss, narrative activity was to listen carefully. activity was

conducted in two stages. In the first stage, [redacted] [22] [redacted] were not allowed [redacted] take notes. In [redacted] second stage, [redacted] researcher [redacted] [92] [redacted] the [redacted] were [redacted] of important vocabulary, such as key words and main ideas. Afterward, the students were divided into pairs to carry out the Dictogloss activity collaboratively. Working with their partners, they used the notes they had taken to reconstruct the text in their own words and discuss their ideas. Throughout this activity, the students were encouraged to select appropriate vocabulary while paying close attention to the correct [redacted] [87] [redacted] the [redacted] reconstructed text.

During [redacted] activity, [redacted] actively participated in discussing and sharing ideas with their group members. The researcher monitored the students' activities and provided guidance when needed. After completing the task, the students presented their results, and the researcher gave feedback and corrections, especially on vocabulary usage.

3. The Description of Students' Vocabulary Mastery After Giving Treatment [redacted] [5]

Upon completion of the treatment sessions using the Dictogloss method, [redacted] [redacted] assess the [redacted] [redacted] instructional [redacted] was conducted during the final meeting of the study, and all participants completed the assessment. The post-test used a similar format as the pre-test, which consisted of a vocabulary test based on a narrative text. To evaluate students' knowledge of [redacted] [redacted] [22] [redacted] use, [redacted] exam had multiple-choice questions, fill-in-the-blank items, and sentence building exercises.

The post-test required students to complete a range of vocabulary tasks, including identifying correct word forms, recognizing word meanings, and applying vocabulary appropriately in sentences. The assessment was designed [redacted] [redacted] [redacted] implementation of [redacted] Dictogloss method. [redacted] [redacted] [redacted] [redacted] were subsequently compared [redacted] [redacted] results to [redacted] instructional method. It was expected that students would demonstrate an improvement in their vocabulary mastery after participating in the Dictogloss-based learning activities.

The researcher had calculated the total score of each student that got from the total of all The total of form aspect was 16,94, total mean score of meaning aspect was 37,50, total mean score of use aspect was 35,56 From those result, the researcher found the highest score aspect was form, meaning and use.

all students from 3240 and mean 90,00.

provided level vocabulary

posttest on frequency below :

Tabel 4.2 Student Posttest Score

No	Class Limit	Class Boundaries	Middle Point	Frequency	Percentage	Categories
1.	80-82	79.5 -82.5	81	14	38.9%	Good
2.	83-85	82.5 -85.5	84	0	0%	Good
3.	86-88	85.5 -88.5	87	0	0%	Very good
4.	89-91	88.5 -91.5	90	10	27.8%	Very good
5.	92-94	91.5 -94.5	93	0	0%	Very good
6.	95-97	94.5 -97.5	96	0	0%	Excellent
7.	98-100	97.5 -100.5	99	12	33.3%	Excellent

From the post-test score frequency table it can be seen that 14 students got class limit 80-82, class boundaries 79.5-82.5, mid point 81 and percentage 38.9% with good category. There was no student who got class limit 83-85, class boundaries 82.5-85.5, mid point 84 and percentage 0% with good category. There was no student who got class limit 86-88, class boundaries 85.5-88.5, mid point 87 and percentage 0% with very good category. 10 students got class limit 89-91, class boundaries 88.5-91.5, mid point 90 and percentage 27.8% with very good category. There was no student who got class limit 92-94, class boundaries 91.5-94.5, mid point 93 and percentage 0% with very good category. There was no student who got class limit 95-97, class boundaries 94.5-97.5, mid point 96 and percentage 0% with excellent category. 12 students got class limit 98-100, class boundaries 97.5-100.5, mid point 99 and percentage 33.3% with excellent category.

To make the researcher easier to know which score that the most frequent, the researcher also provided the data frequency of Pretest by using diagram, as follow :



Diagram 4.2 Diagram Frequency of Post-Test

It is evident from the post-test frequency diagram that 14 students received scores in the excellent range (80–82). There was no student who got score 83–85 with good category. No students obtained scores ranging from 86 to 88, which fall within the very good category. A total of 10 students achieved scores between 89 and 91, placing them in the very good category. Likewise, no students scored within the ranges of 92–94 (very good) or 95–97 (excellent). Meanwhile, 12 students obtained 25 98 7, which excellent. Overall, the total 7 achieved 3,240.

4. Analysis of Data

collected 24 whether implementation Dictogloss method 18 significant 53. To achieve this objective, both descriptive and 40 data. 40, which facilitated accurate data processing and reliable interpretation of the research findings.

1. Descriptive Statistics

Tabel 4.3 Descriptive statistics analysis

Descriptives			Statistics	Std. Error
PRETEST	Mean		81.9444	3.00316
	95% Confidence Interval for Mean	Lower Bound	75.8472	
		Upper Bound	88.0412	
	5% Trimmed Mean		82.3333	
	Median		80.0000	
	Variance		324.683	
	Std. Deviation		18.01895	
	Minimum		30.00	
	Maximum		100.00	
	Range		70.00	
	Interquartile Range		27.50	
	Skewness		-1.115	.380
	Kurtosis		.640	.798
POSTTEST	Mean		90.0000	1.36013
	95% Confidence Interval for Mean	Lower Bound	87.1982	
		Upper Bound	92.8018	
	5% Trimmed Mean		90.0000	
	Median		90.0000	
	Variance		88.871	
	Std. Deviation		9.42679	
	Minimum		80.00	
	Maximum		100.00	
	Range		20.00	
	Interquartile Range		20.00	
	Skewness		.000	.393
	Kurtosis		-1.544	.798

Descriptive statistics

26

achievement

implementation of the Dictogloss method. The descriptive statistics included both the scores. result showed that mean score was 81.94, mean score post-test increased to 90.00.

This finding indicates that students achieved better vocabulary scores after receiving the Dictogloss treatment. The rise in the mean score indicates that using the Dictogloss approach improved students' vocabulary mastery. Furthermore, the higher post-test mean score suggests that students experienced improvement in their vocabulary achievement after participating in the Dictogloss activities. Therefore, descriptive statistics indicate a positive development in students' vocabulary mastery after the treatment.

2. Normality test

Tabel 4.4 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,256	36	,000	,653	36	,000
POSTEST	,220	36	,000	,795	36	,000

Prior to conducting the hypothesis test, the researcher first examined the normality of the data. Since the study included fewer than 50 participants, the researcher considered the Shapiro-Wilk test most suitable statistical procedure for evaluating data normality. Based on the Shapiro-Wilk decision (Sig. < 0.05 -value), the data follow a normal distribution, and the data meet the assumption of normality.

The normality test revealed that the data yielded a value of .000. As these values were below .05, the data were determined to be violated, the use of parametric samples was not appropriate. Consequently, the researcher selected the non-parametric test to examine the research hypothesis.

3.

POSTEST - PRETEST	
Z	2,308 ^a
Asymp. Sig. (2-tailed)	,018

After the normality assessment had been completed, the researcher employed the Mann-Whitney U test. The test was statistically significant for the students' scores. The test was chosen because the data did not satisfy the assumptions of a non-parametric procedure more appropriate. The analysis yielded an (Sig.) value of .018. The data was subsequently compared to the control group.

to determine whether research should be accepted or rejected.

According to the predetermined decision criteria, $t_{count} > t_{table}$ when t_{count} is below t_{table} , which was lower than the specified significance level ($0.018 < 0.05$). Consequently, H_0 is rejected, whereas H_a is accepted. These results demonstrate that the Dictogloss method is effective in enhancing the vocabulary mastery of 10 grade SMKN 1 Kediri.

Furthermore, the increase in students' scores indicates that the implementation of the Dictogloss method made a positive contribution to their vocabulary mastery. The learning activities involved in the method, including listening, note-taking, group discussion, and text reconstruction, provided students with repeated exposure to vocabulary in meaningful contexts. Through active participation in these activities, students had opportunities to recognize, understand, and apply new vocabulary more effectively, which ultimately enhanced their vocabulary mastery.

5. The results of the Paired Samples Statistics table are as follows: $t_{count} = 81.94$, $t_{table} = 18.02$, and $p = 90.00$, $p = 8.28$, according to the Paired Samples Statistics table below. Each exam included 36 students as participants (N).

		Mean		Std. Deviation	
Exam	Pre-Test	81,94	36	10,019	1,003
	Post-Test	90,00	36	8,281	1,380

6. The different results of the Dictogloss method are as follows:

In this subchapter showed difference of the student's result from the student's Pretest and Posttest score. It helped the resarcher to know the different before and after taught by the technique.

Table 4.7 The Difference Total Score Per Aspects

Aspect	Form	Meaning	Use
Pretest	14.44	31.94	35.83
Posttest	16.94	37.50	35.56
Difference	2.50	5.56	-0.27

As shown in above, results revealed different levels of improvement across the three aspects of vocabulary mastery. The greatest increase was found in the **meaning** aspect, with a gain score of 5.56, followed by the **form** aspect, which improved by 2.50 points. **use** aspect a difference of -0.27. implementation the Dictogloss method most improving students' understanding of vocabulary meaning, while it had a more limited effect on the aspects of form and use.

Table 4.8 Different

Class	Total	Total	Pretest	Mean Posttest
Grade 10	2950	3240	81.94	90

the above, 81.94 on 90.00 on . Both completed by same group 36 students (N = 36), allowing for a direct comparison of their the Dictogloss method.

7. Interpretation of

The showed mastery Dictogloss method. The descriptive 81.94 on 90.00 on . This improvement in the average score indicates that students achieved a higher level of vocabulary mastery after taking part in the Dictogloss learning activities.

The pre-test findings indicated that several students encountered difficulties in understanding word meanings, recognizing appropriate word forms, and

applying vocabulary accurately in context. However, following the implementation of the Dictogloss method, students showed improved performance on the post-test. Their active involvement in learning activities, such as listening to texts, taking notes, engaging in group discussions, and collaboratively reconstructing texts, appeared to support the development of their vocabulary mastery.

Prior to testing the research hypothesis, the researcher conducted the Shapiro Wilk normality test to examine whether ⁷² analysis revealed ⁸⁵ both pre-test and post-test produced significance values of 0.000 which were below the ⁸⁵. Accordingly ⁸⁵ were considered not ⁸⁵.

Since ⁵⁰ assumption of normality was not fulfilled, the researcher employed ¹¹¹ an ¹⁵ .018, ¹⁵ was below ¹⁵ established ¹⁵. Therefore, ¹⁵ (H_0) ¹⁵ (H_1) ²¹ results show that the students' ²¹ differed significantly following ²¹ use ²¹ Dictogloss ²¹.

⁴² analysis of the three aspects of vocabulary mastery showed varying levels of change after the implementation of the Dictogloss method. The most substantial improvement was found in the **meaning** aspect, ⁴² 31.94 ⁴² 37.50. **form** aspect also demonstrated progress, rising from 14.44 to 16.94. In contrast, the **use** aspect experienced a slight decline, decreasing from 35.83 to 35.56. These results suggest that the Dictogloss method was particularly effective in enhancing students' understanding of vocabulary meaning within context. Overall, the findings indicate ¹³ Dictogloss ¹³ contributed ¹³ to improving ¹³ vocabulary mastery ¹³ Grade 10 students at SMKN 2 Kediri.

8. Hypotesis Testing

The purpose of the hypothesis testing was ⁹ implementation ⁹ Dictogloss method produced ⁹ statistically ⁹ vocabulary mastery ¹⁰ SMKN 2 Kediri. Before conducting the hypothesis test, the researcher first examined ³³ the

normality test. analysis showed that the below , indicating that not . Since assumption of normality was not met, employed the appropriate method students' .

1.): The Dictogloss method has no 10th- SMKN Kediri.
 2. H_1 (Alternative Hypothesis): The Dictogloss method has 10th- SMKN Kediri.
- decision criteria :

1. less rejected (H_1) accepted.
2. (Sig.) (H_1)

Wilcoxon Signed-Rank produced an Asymp.) value of .018, was predetermined .018 <). Accordingly, (H_0) was , whereas (H_1) was . results demonstrate implementation the Dictogloss method statistically positive 10 SMKN Kediri.

B. Discussion

The study was carried out based on the understanding that vocabulary mastery component English the development of ' listening, speaking, reading, and writing skills. However, many forms, meanings, appropriate usage in communicative contexts. Preliminary observations at SMKN 2 Kediri indicated that students had limited vocabulary mastery, particularly in recognizing word meanings and applying vocabulary appropriately. Therefore, it was necessary to implement an instructional technique that could help students learn vocabulary through meaningful and collaborative learning activities.

Dictogloss was selected as the instructional method in this study because it provides students with opportunities to read texts, discuss vocabulary, and use texts. Through these activities, students repeatedly use meaningful language, which may facilitate vocabulary acquisition. Therefore, this study aims to determine whether the implementation of the Dictogloss method significantly improved the vocabulary mastery of 10 students at SMKN 1 Kediri, focusing on the aspects of form, meaning, and use.

The study demonstrates the implementation of the Dictogloss method. The research employed a pre-test and post-test design involving 36 students from Class X MPLB 2. Based on the results, the average score was 81.94 on the pre-test and 90.00 on the post-test, while the total score rose from 2,950 to 3,240. In addition, the distribution of students' achievement levels demonstrated that a greater number of students attained higher score categories after the treatment. In general, the results provide evidence that the Dictogloss instructional method significantly improved students' vocabulary mastery.

The Signed-Rank test produced a p-value of 0.018, which was below the significance level of 0.05 (H_0), whereas the alternative hypothesis (H_1) was accepted. This finding demonstrates that the implementation of the Dictogloss method resulted in a statistically significant improvement in the vocabulary mastery of 10 students at SMKN 1 Kediri.

The observed results may be attributed to the learning processes embedded in the Dictogloss method. Throughout the instructional sessions, students actively engaged in listening to a text, taking notes, discussing key vocabulary with their peers, and collaboratively reconstructing the text. These interactive activities exposed students to vocabulary repeatedly within meaningful contexts, allowing them to process and use new words more deeply. Such repeated contextual exposure supports stronger vocabulary retention than learning words in isolation.

comprehend, retain, appropriately use

Dictogloss-based

analysis of vocabulary aspects revealed different levels of improvement in each aspect of vocabulary mastery. The form aspect increased from 14.44 to 16.94, resulting in a difference score of 2.50. The meaning aspect showed the highest improvement, increasing from 31.94 to 37.50 with a difference score of 5.56. However, the use aspect slightly decreased from 35.83 to 35.56, resulting in a difference score of -0.27.

The highest improvement in the meaning aspect indicates that the Dictogloss method was particularly effective in helping students understand vocabulary meaning both conceptually and contextually. During Dictogloss activities, students were required to identify unfamiliar words, discuss their meanings with peers, and reconstruct texts using contextual information. These processes enabled students to learn vocabulary through meaningful interaction rather than simple memorization. developed better word meanings were able to recognize vocabulary more accurately.

The improvement in the form aspect suggests that Dictogloss also helped students become more aware of spelling patterns, word recognition, and vocabulary forms. During the listening and note-taking stages, students repeatedly encountered the same vocabulary items, which increased their familiarity with word forms. Furthermore, the reconstruction process encouraged students to pay attention to spelling and word structure, helping them recognize vocabulary more accurately.

However, the use aspect showed a slight decrease after the treatment. This finding indicates that understanding vocabulary meaning does not automatically enable students to use vocabulary appropriately in communicative situations. Students may still experience difficulties in selecting appropriate words, applying grammatical rules, and using vocabulary in meaningful sentences. Vocabulary use requires productive language skills, such as speaking and writing, which often need longer practice and repeated application. Therefore, although Dictogloss effectively improved vocabulary recognition and comprehension, additional instructional

activities may be necessary to develop students' ability to use vocabulary appropriately.

The results of this investigation can also be clarified by Nation's theory of vocabulary knowledge. According to Nation (2013), vocabulary knowledge consists of three important aspects: form, meaning, and use. The results of this study indicate that Dictogloss was particularly effective in improving the form and meaning aspects, while the use aspect remained relatively difficult for students. This finding supports Nation's view that vocabulary use is the most complex aspect because it requires learners to apply vocabulary in real communicative contexts.

Additionally, the results align with the tenets of ³⁰ [redacted] [redacted], which [redacted] contextualized learning, [redacted] engagement, [redacted] teamwork. Through listening, discussion, note-taking, and text reconstruction activities, students actively processed language input and negotiated meaning with their peers. These learning experiences enabled students to construct vocabulary knowledge more effectively and promoted deeper vocabulary retention.

²⁴ [redacted] of [redacted] also supported by [redacted] concerning [redacted] implementation [redacted] Dictogloss method. Latif (2016) found that students taught through Dictogloss ⁶⁵ [redacted] higher [redacted] scores [redacted] taught [redacted] conventional [redacted]. Rahmi (2019) reported that Dictogloss improved students' vocabulary mastery as well as listening comprehension. Similarly, Nguyen and Tran (2021) revealed that Dictogloss enhanced vocabulary acquisition, increased students' confidence, and reduced learning gaps among students. Yohana (2018) also found that Dictogloss effectively improved vocabulary mastery and listening ability among vocational high school students. Furthermore, Fitria, Sari, and Putri (2021) emphasized that collaborative learning strategies such as Dictogloss increased students' engagement, ⁸ [redacted] [redacted].

Although [redacted] generally [redacted] previous [redacted], this research provides additional findings regarding the three aspects of vocabulary mastery. Most previous studies focused on general vocabulary achievement or listening comprehension, whereas this study specifically examined form, meaning, and use.

The results revealed that the meaning aspect showed the greatest improvement, while the use aspect remained challenging for students. Therefore, this study contributes additional evidence regarding which aspects of vocabulary mastery are most influenced by Dictogloss activities.

Despite the positive ⁹¹ [REDACTED]. First, ²⁶ [REDACTED] only one class consisting of 36 students and ¹¹ [REDACTED]. Second, ²⁶ [REDACTED] treatment was conducted in only three meetings, which may not have been sufficient to improve all aspects of vocabulary mastery equally. Third, although ¹¹ [REDACTED] the form ²⁶ [REDACTED] aspects, ²⁶ [REDACTED] use ²⁶ [REDACTED] did not improve significantly. ²⁶ [REDACTED] researchers ²⁶ [REDACTED] larger samples, apply ²⁶ [REDACTED] treatment ²⁶ [REDACTED] employ control groups to obtain more comprehensive findings regarding the effectiveness of the Dictogloss method.

Overall, the findings demonstrate ¹³ [REDACTED] Dictogloss ²⁶ [REDACTED] teaching technique ²⁶ [REDACTED] students' vocabulary mastery. The method particularly improved students' understanding of vocabulary meaning and helped them recognize vocabulary forms through meaningful interaction and collaborative learning. However, additional activities focusing on vocabulary use may be needed to help students apply vocabulary appropriately in communicative contexts. As a result, this study advances the creation of vocabulary teaching methods for English language learners and offers empirical proof of Dictogloss' efficacy.

In [REDACTED], the researcher [REDACTED] the research [REDACTED], implications, [REDACTED]. Those obtained [REDACTED] research.

A. Conclusion

[REDACTED] investigated [REDACTED] the Dictogloss method [REDACTED] the [REDACTED] of [REDACTED] 10 [REDACTED] at SMKN 2 Kediri by focusing on three key aspects of vocabulary mastery: form, meaning, and use. [REDACTED] adopted [REDACTED] students from Class X MPLB 2. Based on the findings, the implementation of the Dictogloss method resulted in a statistically significant enhancement of the students' vocabulary mastery.

[REDACTED] [REDACTED] value [REDACTED].018, [REDACTED] established [REDACTED]. Consequently, [REDACTED] null [REDACTED] rejected, [REDACTED] alternative [REDACTED] accepted. [REDACTED] demonstrates [REDACTED] the implementation of the Dictogloss method resulted in a statistically [REDACTED] in [REDACTED] the [REDACTED] the [REDACTED]

[REDACTED] descriptive analysis further demonstrated an [REDACTED] students' [REDACTED] achievement. [REDACTED] average [REDACTED] 81.94 on [REDACTED] 90.00 on [REDACTED], reflecting better performance after the implementation of the Dictogloss method. This improvement suggests that the learning activities incorporated in the Dictogloss method provided meaningful learning experiences, enabling students to develop a deeper understanding of vocabulary.

Furthermore, the analysis of vocabulary aspects revealed different levels of improvement among the three aspects of vocabulary mastery. The meaning aspect showed the highest improvement, indicating the Dictogloss method was particularly effective in helping students understand vocabulary meaning in context. The form aspect also improved, suggesting that repeated exposure to vocabulary during listening and text reconstruction activities helped students recognize word forms and spelling patterns. However, the use aspect showed a

slight decrease,

appropriately communicative situations.

Dictogloss method provides meaningful and collaborative learning experiences. Through listening, note-taking, discussion, and text reconstruction activities, students actively process language input and negotiate meaning with their peers instead of just learning words by heart, these exercises help kids acquire vocabulary in context. As a result, Dictogloss may be regarded as a successful teaching method for raising students' vocabulary proficiency.

Furthermore, this study provides additional empirical evidence supporting the effectiveness of the Dictogloss method in teaching vocabulary, particularly in the context of vocational high schools. The findings suggest that the method enhances students' vocabulary mastery while producing varying levels of improvement across the three aspects of vocabulary mastery. Among these aspects, **meaning** showed the greatest improvement, whereas **use** demonstrated the least progress, indicating that this aspect may require further instructional attention and support.

In conclusion, the Dictogloss method especially effective in improving students' understanding of vocabulary meaning and word form, although further instructional activities may be necessary to improve students' ability to use vocabulary accurately in communicative context

B. Implication

The study's conclusions have theoretical and practical ramifications for teaching English, especially when it comes to teaching vocabulary. The theoretical underpinnings of contextualized acquisition, meaningful engagement, teamwork, are supported by this study. The findings indicate that vocabulary learning can be improved through activities that involve listening, discussion, note-taking, and text reconstruction. Dictogloss instructional facilitating vocabulary acquisition in meaningful contexts.

Furthermore, ⁵⁵ existing ³² regarding ³² implementation ³² Dictogloss ³² vocabulary learning, especially in vocational high school settings. The findings reveal that the Dictogloss method affects different aspects of vocabulary mastery differently. Among the three aspects investigated, the meaning aspect showed the highest improvement, followed by the form aspect, while the use aspect showed limited improvement. This finding provides additional evidence regarding which aspects of vocabulary mastery are most influenced by Dictogloss activities.

From a practical perspective, the findings suggest that ³² Dictogloss method ³² an ³² teaching technique ³² improve students' vocabulary mastery. The method encourages active participation, collaboration, and meaningful learning experiences. However, because the use aspect showed only limited improvement, teachers may need to integrate additional speaking and writing activities to help students apply vocabulary more accurately in communicative situations.

Moreover, the findings indicate that ¹⁶ focus ¹⁶ memorizing ¹⁶ emphasize contextual understanding and meaningful language use. Therefore, the implementation of interactive and collaborative teaching techniques such as Dictogloss may contribute to more effective vocabulary learning in English classrooms.

C. Suggestion

²⁵ this ²⁵

1. For the ²⁵

English teachers ²⁵ consider the Dictogloss method ⁴ ¹⁵ strategy ⁴ teaching ⁴, as ¹⁵ it can enhance ¹⁵ understanding of vocabulary, particularly the meaning aspect, while promoting active participation in the learning process. To maximize its effectiveness, teachers should select engaging learning materials and provide clear, well-structured instructions throughout the Dictogloss activities. In addition greater emphasis should be placed on activities that develop students' ability to use vocabulary

appropriately in context as the **use** aspect demonstrated the least improvement in this study.

2. For the Student Students

For the student are encouraged to participate actively in every stage of the Dictogloss learning activities, including listening carefully to the text, taking notes, discussing ideas with their peers, and reconstructing the text collaboratively. Active participation in these activities can help students understand vocabulary more effectively and improve their mastery of vocabulary in meaningful contexts.

In addition, students are expected to practice using newly learned vocabulary not only by memorizing word meanings but also by applying the words in speaking and writing activities. Since ⁵³ meaning aspect improved the most while the use aspect showed limited improvement, students should increase their practice in using vocabulary appropriately in sentences and real-life communication. Regular practice through reading English texts, writing short paragraphs, participating in classroom discussions, and engaging in daily conversations in English can help students strengthen their vocabulary mastery ³¹ vocabulary.

2. For the Other Researchers

The researcher suggests other researchers conduct further studies related to Dictogloss Technique in different English skills, materials, or educational levels. other researchers are also suggested to focus more on improving the use aspect of vocabulary mastery because this aspect showed the lowest improvement in this study. This research ³ other studies vocabulary mastery Dictogloss Technique.

Among ¹¹ three aspects vocabulary mastery, meaning aspect showed the highest improvement with the difference score 5.56. It indicated that Dictogloss method was effective in helping students understand vocabulary meaning contextually through listening and group discussion activities. Meanwhile, ¹¹ use aspect became the lowest aspect with the difference score -0.27 because some had appropriately sentences and communication

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