

**THE EFFECT OF DICTOGLOSS METHOD ON VOCABULARY
MASTERY OF TENTH GRADE STUDENTS AT SMKN 2 KEDIRI**

SKRIPSI

Presented as Partial Fulfillment of the Requirement to Obtain the Sarjana Degree
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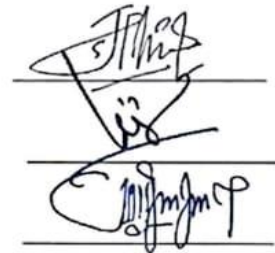
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MOTTO AND DEDICATION

MOTTO:

“ Words inspire, actions transform.”

DEDICATION:

This skripsi is dedicated to Allah SWT for His endless blessings, guidance, and mercy throughout my academic journey. I would like to express my deepest gratitude to my beloved parents, sister, niece, and family for their unconditional love, support, sacrifices, and prayers that have always strengthened me in every situation. And also, to my friends who have shared both struggles and laughter throughout the process of completing this research. My sincere appreciation also goes to everyone who has contributed directly or indirectly to this achievement. Lastly, this skripsi is dedicated to myself for staying strong, trusting the process, and never giving up despite the challenges. May this achievement become a stepping stone toward a brighter future and bring benefits to many people.

ABSTRACT

Brilliana Raisa Asfara: 2026. The Effect of the Dictogloss Method on Vocabulary Mastery of Tenth-Grade Students at SMKN 2 Kediri. English Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri.

Keywords: Dictogloss Method, Vocabulary Mastery.

Vocabulary mastery is one of the fundamental components of English language learning because it supports students in developing listening, speaking, reading, and writing skills. However, many students still experience difficulties in understanding and using English vocabulary appropriately. Therefore, the implementation of an effective teaching method is necessary to improve students' vocabulary mastery. This study aimed to investigate whether the Dictogloss method had a significant effect on the vocabulary mastery of Grade 10 students at SMKN 2 Kediri.

This study employed a quantitative approach using a pre-experimental research design with a one-group pre-test and post-test design. The participants were 36 students of Grade 10 MPLB 2 at SMKN 2 Kediri in the 2025/2026 academic year. The research instrument was a vocabulary test designed to measure three aspects of vocabulary mastery: form (students' ability to recognize and produce the correct spelling and grammatical form of words), meaning (students' understanding of word meanings), and use (students' ability to use words appropriately in different contexts). The collected data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test.

The findings revealed that students' vocabulary mastery improved after the implementation of the Dictogloss method. The mean score increased from 81.94 in the pre-test to 90.00 in the post-test. The hypothesis testing showed that the significance value (Asymp. Sig. 2-tailed) was 0.018, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that the Dictogloss method had a significant effect on students' vocabulary mastery. Furthermore, the analysis of the three vocabulary aspects showed that the meaning aspect achieved the highest improvement, followed by the form aspect, while the use aspect showed a slight decrease. This result suggests that the Dictogloss method was more effective in enhancing students' understanding of vocabulary meaning and recognition of word forms than in improving their ability to use vocabulary appropriately in context.

In conclusion, the Dictogloss method was effective in improving the vocabulary mastery of Grade 10 students at SMKN 2 Kediri, particularly in enhancing students' understanding of vocabulary meaning and recognition of word forms. However, additional instructional activities are recommended to improve students' ability to use vocabulary accurately in communicative contexts.

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The title of this skripsi is “The Effect of the Dictogloss Method on Vocabulary Mastery of Tenth-Grade Students at SMKN 2 Kediri”. It is realized that this skripsi still has many shortcomings, so criticism and suggestions from various parties are highly expected.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the following points : Background of the Research Formulation of the Problem Purpose of the Research and Significance of the Research.

A. Background of the Research

Vocabulary mastery is a fundamental component of language proficiency and plays an important role in the development of all four language skills : listening, speaking, reading and writing 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 for vocational high school (SMK) students, who must learn English in order to fulfill the needs of a fast changing technology environment and a worldwide workplace Rahmawati (2018). In addition, Sari & 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.

However by Webb & Nation (2017) demonstrate 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 & 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 Jose J (2022). 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 et al. (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 actively interact with the language, negotiate meaning, and 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). 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 compared to those taught with conventional methods,

indicating that the 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 & 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 et al. (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 is supported by a study conducted by Rahmawati, which found that 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 not only improves vocabulary but also fosters a positive learning environment conducive to acquisition.

Although previous studies have consistently reported that the Dictogloss method improves students' vocabulary learning and listening comprehension, several research gaps remain. Most previous studies focused on overall vocabulary achievement or listening skills without examining vocabulary mastery based on Nation's (2013) three dimensions: form, meaning, and use. In addition, only a limited number of studies have investigated the implementation of the Dictogloss method among Grade 10 vocational high school students in the Indonesian context, particularly at SMKN 2 Kediri. Therefore, this study seeks to address these gaps by examining the effect of the Dictogloss method on students' vocabulary mastery across the aspects of form, meaning, and use using a one-group pre-test and post-test design.

This study focuses on vocabulary mastery as the primary learning outcome. Through the Dictogloss method, students are expected to 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.

This study investigates the effect of the Dictogloss method on the vocabulary mastery of Grade 10 students at SMKN 2 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 integrates all four language skills listening, speaking, reading, and writing this study 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 vocabulary in terms of form, meaning, and usage, boosting their total English language competency via integrated skill practice.

B. Formulation of the Research

Based on the background and problem restrictions, the problem formulations in this study is:

How does the use of the Dictogloss method affect the vocabulary mastery of tenth grade students of SMKN 2 Kota Kediri?

C. Purpose of the Research

Based on the problem formulation above, the objective of this study is:

To determine whether the Dictogloss method affects the vocabulary mastery of Grade tenth students at SMKN 2 Kediri or not.

D. Significance of The Research

This study contribute both theoretically and practically to the teaching of 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 create a more interactive and collaborative learning environment by encouraging students to listen, take notes, discuss ideas, and reconstruct texts. Through these activities, students are exposed to vocabulary in 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. For The Student

This study is expected to help students 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 more active and confident during the learning process. Furthermore, students may develop 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 the effectiveness of Dictogloss in improving students' vocabulary mastery, particularly the aspects of form, meaning, and use.

Other researchers are encouraged to conduct studies with larger samples, 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 English language skills, such as listening, speaking, reading, or writing, or explore instructional strategies that specifically enhance students' ability to use vocabulary accurately in communicative contexts.

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