

The Effect of Students Vocabulary Mastery through Dictation Games

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ABSTRACT

Game was an activity or form of entertainment that involved players in specific rules with the aim of creating a fun or challenging experience. Many students experienced difficulty in mastering English vocabulary, and for this reason, The purpose of this study was to use the dictation games method for assisting students in learning vocabulary in English. The research design employed was a quasi-experimental method, conducted at SMPN 1 Asembagus. The sample method employed was basic random sampling, and there were a total of 74 respondents divided into 37 respondents for the control group and 37 respondents for the experimental group. Subsequently, data processing and data analysis were conducted using a quantitative method. This research employed a questionnaire as the instrument for the pre- and post-tests. According to the study's findings, student's understanding of English vocabulary can be significantly impacted by the dictation games approach. The average score from the pre- and post-tests shows this. Pre-test mean score is 68.11; post-test mean score is 92.70. The result of the hypothesis test with the paired sample t-test is a t-score (+) 21.170 since the t-score > 1.729. The fact that the alternative hypothesis, or H1, is accepted and the null hypothesis, or H0, is rejected, it can be said that dictation game gives a positive effect on students' vocabulary mastery.

1. Introduction

Jargon is a significant language part in learning English. Without a relative measure of jargon anybody will experience issues talking (Rohmatillah, 2014), perusing, tuning in and composing. All in all, the primary thing that turns into an expert for language students in learning a language, particularly English (Ghazal, 2007). This implies that

learning jargon is vital, particularly for secondary school understudies. They should dominate English jargon and language structure rules to speak with others.

English is utilized in some particular information and all undertakings in this globalization time. (Kuiper & Allan, 2017), that makes English become a global language since it very well may be utilized to speak with individuals who live in various nations from us and individuals who have an alternate language from us (Hashemi, 2011).

Jargon likewise assumes a vital part in the principal language abilities: tuning in, talking, perusing and composing (Woodward-Kron, 2008). Authority of the expected jargon information can cause unknown dialect students to become powerful speakers, great audience members, peruses and scholars (Enesi et al., 2021). Then again, the absence of jargon fundamentally influences the four language abilities (Widodo, 2016). Accordingly, instructing, gaining jargon needs extraordinary consideration from the two educators, and understudies.

Jargon is a basic piece of each and every language growing experience. Learning a language without vocabulary is inconceivable (Ekayati et al., 2020). Chance that the design of language shapes a system of language, jargon gives crucial and new organs (Jeremy, 1983). Beginning from grade school, secondary school to school level, English subjects will constantly be one of the illustrations that should be satisfied in one of the learning educational programs (Ariastuti & Wahyudin, 2022).

Dominance of an unknown dialect, like English for a country, for instance Indonesia is a vital need dire and can't be deferred. It implied enemy work with the exchange of information (Abidin et al., 2021). Other than that, too as well with respect to the advancement of socio-social viewpoint among the world, particularly English clients as the language of Dictation and business (Vollmann, 2021).

Learning English is a major issue for most understudies. This should be visible during the educating and growing experience understudies feel exhausted, lethargic and some are drowsy (Pranawengtias, 2022). Likewise, understudies are less keen on learning English (Lestari & Wahyudin, 2020). They are not extremely dynamic in class and calm. The vast majority of them are quiet. It appears to be that they are deficient recorded as a hard copy ability. This is shown when they actually utilize their primary language during the English growing experience (Lestari & Wahyudin, 2020). English is utilized in numerous nations and in regular daily existence and schooling (Schmitt & Schmitt, 2020). By this reality, it is the reason English is additionally shown in each division of our college.

The instructor likewise utilizes the local language to guarantee that understudies comprehend the material that has been given by the educator (Blagojević, 2013). Running Dictation can be applied in helping English to foster understudies' inspiration and increment the abilities of the understudies (Syakur, 2015). Running Dictation a methodology that can be utilized by the instructor to accomplish understudies composing abilities (Belcher, 2009). Contextualization of language educating, should be acknowledged in genuine terms, not only verbally, as expressed in the KTSP which is in the educational plans, educators are urged to execute context oriented, integrative and

utilitarian standards. In other word, imaginatively and creatively with the goal that it can make an energizing, fun however successful growing experience (Pongsapan, 2015).

Talking abilities are essential abilities that understudies should have. All understudies should dominate talking abilities. Since, having great communicating in abilities in a few dialects will be more useful for understudies (Kaur & Aziz, 2020). Exactly understudies will find it more straightforward to speak with local individuals or others from different nations by utilizing English. Subsequently, having a class with understudies who need talking abilities, the educator ought to attempt to draw in understudy inspiration as well as understudy abilities (Maryam, 2020). Talking is one of the essential language abilities that should be dominated by unfamiliar English students since it is critical and is utilized to convey (Dewi et al., 2017).

It is vital to have the option to communicate in English since it is the most regularly acknowledged language in the world so it will be exceptionally helpful for the people who comprehend it not exclusively to expand their insight and abilities yet (Wahyuni & Yulianti, 2016), in addition more straightforward for them to find a new line of work. Likewise, they will experience no difficulty conveying and connecting with individuals all over the planet while in a hurry. During field practice at SMPN 1 Asembagus in the eighth grade, most of the students had problems mastering vocabulary, based on this reason I made a thesis entitled.

The advantage of running Dictation is simpler to apply in the homeroom. Running transcription can assist understudies with improving and practice their perusing, tuning in, talking, composing, and decisive reasoning expertise (McCrocklin, 2019). Involving running transcription has varieties in the homeroom; it can utilize pictures, numerous sentences, place, use testing or testing learning, and as a hotter (Nurdianingsih & Rahmawati, 2018).

Running Dictation game is a game that utilizes transcription strategies and can be applied recorded as a hard copy classes (Arcon et al., 2017). Since this method is much of the time used to make the class wake up and infuse understudy bliss into learning (Romeo & Hubbard, 2011). Thus, by making a charming climate in the homeroom, it can persuade understudies to learn English (Gönülal, 2020). This can be an issue solver for most understudies particularly for EF.

The goal of the research is a). To ascertain the effect of students' grasp of vocabulary by implementing the dictation games method at the Eight Grade of SMPN 1 Asembagus,). To determine the extent to which language mastery benefits students with the dictation games method at the Eight Grade of SMPN 1 Asembagus.

2. Methods

This The study employed experimental of quasi design using a quantitative research approach to investigate the relationship between a dependent and an independent variable.(Schreiber & Asner-Self, 2011). A experiment quasi however, does not depend on random assignment, in contrast to an actual experiment. Rather, groups of subjects are formed using non-random criteria. (Arikunto, 2021). When conducting real trials is

impractical or unethical, quasi-experimental design may be a useful method. (Thomas, 2023).

In this study, Mastery of vocabulary is the variable that is independent (X) and dictation games are the dependent variable (Y). The total number of population were 287 students, there are 9 classes, the researcher used *probability sampling* composed *simple random sampling*, (Yusuf, 2005). Six classes were agreed upon for testing, and they were split into two groups: the experimental class and the controlled class. Slovin's hypothesis was used to conduct the sampling. The information gathered through testing and observing tools (Muljono, 2002), (Sugiono, 2016). The multiple-choice test, which is administered to 74 eighth-grade SMPN 1 Asembagus students, measures vocabulary proficiency and dictation game skills with 10 item questions. At the data analysis stage, researchers used IBM SPSS version 21 software. The decision making stages included normality, homogeneity, linearity, and T-test to get the results (Heck et al., 2013).

3. Result

The results of the research suggested that there was an impact on students' Mastery of vocabulary when the dictation game was used in the eighth-grade classes at SMPN 1 Asembagus. The T-test analysis results, which revealed a significant value of $0.000 < 0.05$, corroborated this. Therefore, in the eighth-grade courses at SMPN 1 Asembagus, the dictation game affected the pupils' grasp of vocabulary. The experimental class's table of pre- and post-test results indicates that the dictation game has an impact.

Education plays a pivotal role in enhancing the skills and competencies of the workforce. Schools, being the primary institutions for formal education, cater to a diverse range of students with varying needs and backgrounds. Given these differences in environmental conditions, schools must be adaptable and innovative in fulfilling their roles in improving teaching capabilities.

In this study, 74 students from classes VIII G, VIII H, and VIII I were chosen as a sample using simple random sampling in a Group Pre-test and Post-test manner. A dictation game approach was used as part of the instructional intervention. The study explored how this approach enhanced students' mastery of vocabulary.

To assess students' progress, tests were administered, and their scores were computed using SPSS version 21. In the process of gathering relevant data, the researcher undertook several steps. These included conducting observations at SMPN 1 Asembagus, Situbondo to understand the school's environment and conditions. The researcher sought permission from the school's headmaster and the English teacher to address identified issues.

The research issue concerning the impact of the dictation game on students' vocabulary knowledge was the main emphasis of the study's findings. The data analysis indicated that the dictation game method was indeed effective in enhancing vocabulary skills among students in classes VIII G, VIII H, and VIII I at SMPN 1 Asembagus.

The research was carried out over two sessions in each class. It involved an introduction to the research topic delivered by the researcher. Subsequently, students were encouraged to introduce themselves orally in front of the class. In the pre-test,

students were asked to provide information about them, including their names, places of residence, schools, hobbies, and aspirations. The assessment of students' vocabulary skills relied on an oral scoring rubric, adapted from established language assessment principles and classroom practices. The pre-test took place on August 11th for VIII G, August 12th for VIII H, and August 14th for VIII I, during specific time slots. The treatment, which involved the dictation game, was conducted on the same day immediately following the pre-test.

After the pre-test and the introduction of the treatment, the researcher proceeded with the dictation game as the educational intervention. The post-test required each student to come forward and write down some vocabulary words to evaluate their progress.

A. Descriptive Test Pre-Post Experiment Group and Control Group

Table 1
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre_test_eksperiment	37	40	90	2520	68.11	12.875
post_test_eksperiment	37	70	100	3430	92.70	8.045
pre_test_control	37	50	90	2650	71.62	10.412
post_test_control	37	50	100	2670	72.16	10.576
Valid N (listwise)	37					

The amount of exposure and explanations for the research data in the above table were obtained from the findings of the descriptive statistical analysis that was performed on the pre- and post-test data from the experimental group and the control group. Comprises the amount of data, the average, the highest and lowest numbers, and the remaining information. This study used a sample (N) of the 37 students from the experimental group and 37 students from a control class. The pre-test score range for the experimental group was forty for the lowest possible score and ninety for the best possible score. In the pre-test session, the control group scored a minimum of fifty and a maximum of ninety. The experimental group received a minimum score of 70 and a maximum score of during the post-testing phase.

As can be seen in the "Standard Deviation" table, the control group's the pre-test results had a deviation from the mean of 12.875, whereas their post-test findings revealed a standard deviation of 9.045. These results imply that the experimental group's scores underwent a significant change. On the other hand, the "Standard Deviation" table for the control group showed a deviation from the mean of 10.412 for the pre-test session and 10.576 for the post-test one. These two figures show that there was no appreciable variation in the control group's results.

B. Normality test of Student's Mastery of Vocabulary Through Dictation Games

Table 2

Student's Mastery of Vocabulary Through Dictation Games

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	4.28611032
Most Extreme Differences	Absolute	.091
	Positive	.091
	Negative	-.091
Kolmogorov-Smirnov Z		.556
Asymp. Sig. (2-tailed)		.917

a. Test distribution is Normal.
b. Calculated from data.

The significance value for all of the data is $0,917 > 0,05$, as indicated by the output or data shown above. The study data is hence frequently transmitted, it can be concluded. The investigator works with a single sample. Analysis of Kolmogorov-Smirnov.

C. Homogeneity Student's Mastery of Vocabulary Through Dictation Games

Table 3
Student's Mastery of Vocabulary Through Dictation Games

Test of Homogeneity of Variances			
Hasil belajar			
Levene Statistic	df1	df2	Sig.
.852	3	144	.468

The researcher uses a homogeneity test in one way based on the data presented before. Based on the mean, the significance value is $0,468 > 0,05$. So, it is possible to say that all of the data are homogeneous.

D. T-Test Student's Mastery of Vocabulary Through Dictation Games

Table 4.
Student's Mastery of Vocabulary Through Dictation Games

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest-eksperimen	60.00	37	6.667	1.096
	kategori kelas	83.51	37	6.332	1.041
Pair 2	pretest-control	60.81	37	7.218	1.187
	posttest-control	66.22	37	5.940	.977

It is clear from the aforementioned data that there is a considerable difference between the experiment and control groups' values. The "mean" scores of the pre- and post-tests for the experimental group, which vary from 60,00 to 83,51, clearly show this. In contrast, the "mean" results of the pre- and post-tests in the control group range from 60,81 to 66,22.

The experimental group, who received education via dictation games, was deemed to be more valuable than the controls' group, which received teaching in a conventional manner, based on the statistics provided.

Table 4
Samples Test of paired Student's Mastery of Vocabulary Through Dictation Games

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest-eksperimen - kategori kelas	-23.514	6.756	1.111	-25.766	-21.261	-21.170	36	.000
Pair 2	pretest-control - posttest-control	-5.405	5.575	.917	-7.264	-3.547	-5.898	36	.000

The previously mentioned evidence indicates that there may be a difference in the mean learning outcomes of the students in the pre- and post-test experiment classrooms. For Pair 1, significant variance value $0.0001 < 0.05$ was discovered.

A significance level of $0,000 < 0,05$ was determined by analyzing the output of pair 2. As a result, it can be claimed that students who took part in the control class had a change in their pre- and post-test averages.

The study's T test result raises the possibility that students' vocabulary competence may be impacted by the dictation game. You answer the question in the third section of the first section as follows, taking into account all the information:

The study's findings showed that using the dictation game in the eighth-grade classes at SMPN 1 Asembagus had any effect on the students' mastery of vocabulary. The T-test analysis results, which revealed a significant value of $0.000 < 0.05$, validated this. Therefore, in the eighth-grade courses at SMPN 1 Asembagus, the dictating game affected the pupils' grasp of vocabulary.

Based on the table of pre-test and post-test scores in the experimental class, it was observed that 36 out of a total of 37 students had shown improved scores. In this case, it could be concluded that the magnitude of the effect of the dictation game was 92% with an anticipated error occurrence of 5%.

4. Discussion

This study set out to determine how much the dictation game effected eighth-grade pupils at SMPN 1 Asembagus' vocabulary competency in the academic year 2023–2024. The dictation game has an impact on pupils' vocabulary mastery, according to the T test findings. Furthermore, the explanation of the reliability test is based on the previously mentioned findings. Since the Cronbach's Alpha value is $0,827 > 0.6$ (standardization), it can be said that the questionnaire is reliable.

It is known from the analysis of test data that the normality test that the research data is normally distributed when the significant value (Sig) for all data on the one sample Kolmogorof and Smirnov Tests > 0.05 .

Furthermore, the homogeneity test indicates that the variation of the after the test data for the Experimental class and the post-test for the Control class is homogeneous since the significant value (Sig) based on the mean is $0,486 > 0,05$. Consequently, one of the independent sample T-test's non-absolute conditions has been met.

A significance (Sig.) of $0.000 < 0.05$ was found based on Pair 2's output on the T-test test data analysis. Thus, it can be said that the average student learning outcomes for the Control class post-test and Control class pre-test differ from one another. The findings of the T test in this study suggest that students' vocabulary competence was impacted by the dictation game.

The research's use of the dictated vocabulary games in eighth-grade classes at SMPN 1 Asembagus greatly increased students' vocabulary mastery, according to a T-test with a significance value of $0.000 < 0.05$. In the experimental class, 36 out of 37 students improved their scores. This suggests that the dictation game had an effect size of 92% (with a 5% margin for potential error).

5. Conclusion

The following conclusion can be drawn by the researcher based on the discussion in the preceding chapters:

Based on this criteria, the researcher deduces that the dictation game can help students active and the learning process fun. Students can open their minds to mention or pronounce and write new vocabulary, students are also easier to remember words letter by letter than just giving a vocabulary list.

The study showed that implementing the dictation game in eighth-grade classes at SMPN 1 Asembagus had a substantial and positive effect on students' vocabulary mastery. In essence, this implies that the dictation game had a noteworthy effect size of 92%, with a 5% allowance for potential errors.

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