CHAPTER I

INTRODUCTION

A. The background of the study

Language is a key staple for human life on this earth, because of the language people can interact with each other and the language is a resource for social life. The language can be used when mutual understanding or understand each other closely associated with the use of language resources that we have. We can understand the intent and purposes of others speak or talk when we listen carefully to what is being said.

With the development of globalization that requires people to master all the systems that exist in the world in various fields of science, technology, and media communication. Indonesian people who have a variety of different languages and cultures is required to master the international language in order to adapt to life in this era of globalization. And in the era of globalization is also a process of broad-paced life, not limited and can encapsulate all aspects of life such as political, social, economic and can be enjoyed by all human beings.

Therefore, the writer chose a media (electronic dictionary) for learning the English language, especially in terms of writing. Because writing is very important. And students regard, write it very difficult, so they are reluctant to write. Moreover, write in English.

However for the students the written is one of the most difficult skill of language. Writing as a part of language skills beside listening, speaking and reading, must be taught maximally by the teacher to the students. Writing is one of difficult subjects at school. So the teacher must create the subject so that the students can study the subject easily. Besides, the kinds of the text can also be important in teaching English in order to make the writing teaching successful. To select the appropriate texts, the teacher must consider the characteristics of the students, which directly related to the learning process. We can see the importance of writing in daily life and also in our social life, like in education and business aspects, for example, for writing a letter or an application letter. Although, writing is very important for us, it is a difficult subject

especially for the students. It is because writing is a mixture of our idea, vocabulary and also grammar.

> Some teachers have stressed the need to work simultaneously on more than one of the features in the composition diagram. Writing, they say, cannot be seen as composed of separate skills which are learned one by one. So, they devise writing task that lead students to pay attention to organization while they also work on the necessary grammar and syntax. For instance, to write a clear set of instructions on how to operate a calculator, the writer needs more than appropriate vocabulary. He needs the simple forms of verb; an organizational plan based of chronology; sequence words like first, then, finally; and perhaps even sentence structures like "when…, then…" during discussion and preparation of the task, all these are reviewed or taught for the first time. Students see the connection between what they are trying to write and what they need to write it. This approach, then, links the purpose of a piece of a writing to the forms that are needed to convey message[1].

Based on the KTSP English Curriculum that English is taught at every level (also in junior high school) involves four skills, those are listening, speaking, reading, and writing. All of skills should be mastered by students, which cannot be separated from one another if one expects to be able to communication freely in English. Among the skills, writing is the most difficult skill to be learnt, because it needs hard

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[1] Raimes.Ann.*Techniques in Teaching Writing*.Oxford New York.(Oxford University Press:1983).p.8

thinking and produces words, sentence, and paragraph at the same time. It is more than a medium of communication. It is a way of remembering and a way of thinking as well. Writing is also a way of finding out what someone knows and someone needs to learn. It is a way of learning.

The problem is the students have low motivation and are not interested in doing the task since the writing activities are not interesting. Usually, the students are asked to write sentences and paragraphs without being given some clue so that it is difficult for them to express their ideas on a piece of paper. As have known, writing is not easy. It is involves much works and practice. The process of writing integrates visual, motor, and conceptual ability. Therefore, the students should have extensive knowledge when they want to write anything. Intensive knowledge will support their writing, in order to be nice and interested reading. This evidence is supported by the writer's experience during the writer's experience in the first observation or mini research in the first grade of Junior High School Students SMPN 1 Pontang.

Therefore, to solve this problem needs a suitable technique, the writer used electronic dictionary. It helps students in their writing. By using electronic dictionary, the students will get new experience in the learning and get easily to write.

There are many kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. They are very useful for the teacher to achieves the instructional goals of teaching learning process and they can also be interesting for the students.

> There are various ways to organize the sentences in a piece of writing. One of them is descriptive text. Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, or other. Descriptive is used to describe to the reader on how something. The characteristic of process description is uses present and future tenses. Accuracy is important in a process description. Descriptive writing also describe about our felling, physical object, places, people or event.[2] Description uses sensory language, are sight, hearing, smell, taste and touch.
> Descriptive text is selected so that students of SMPN 1

Pontang can write describing in English language. Because writing a descriptive text makes the students imagination and

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[2] Judith L. Shrum & Eileen W. Glisan, *Teacher's Handbook contextualized Language Instruction*, (USA: Thomson Heinle, 2005), p.267.

creative with their writing. And descriptive text also not formal text for example writing news, so can be the students enjoy in writing. Due to foster a sense of want to write is the emergence of a sense of fun and not boring in writing, so that when they already enjoy to write, they naturally will get used to write in English language.

Dictionary is one of the tools to assist students' understanding as well as enlightening the skill of writing. Writing would be interesting if students can understand the material, and this is when the dictionary plays its role as a medium to facilitate the students in writing. Hence, this overcomes the difficulties in understanding the writing material. The increase in dictionary use to support writing and learning vocabulary may be a matter of children discovering the usefulness of a dictionary over time as their writing improves so that the definitions in a dictionary are actually comprehensible.

> Electronic Dictionary – refers to a dictionary used in electronic background whether in a compact disc or online. The difference between printed and electronic dictionary is that the latter can handle a larger amount of data and operate translation. This efficiency found in the

electronic dictionary has made it more practical and feasible to com bine sound, visual and text.[3]

For this research the writer focus on descriptive text's problem because sometimes students fill difficulties when write descriptive text. For example, difficulties to find out the mine idea of the text, to fine of out the main purpose of the text from the writer, to retell it in front of the class, summarize it after they have write. In order word, it can be said that Electronic Dictionary (E-Dictionary) method is a method to effectiveness students' writing ability on descriptive text through Electronic Dictionary (E-dictionary) method. Based on explanation above, in this case the writer is interested in talking the little about "The Effectiveness Of Using E- Dictionary for students' writing ability (An Experimental research at the first the grade of SMPN 1 Pontang in academic years 2015/2016).

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[3] *Al-Rabi'i, S. M. et. al. (2001). A complete dictionary for terminologies in computers and internet. Riyadh: Maktabah al Abikan. P.146.*

B. Statement of the Problems

In this research, the writer intends to find the answers of following questions

1. How is the students' writing abiliy before and after using E-Dictionary in descriptive text?

2. How is the effectiveness of E-Dictionary in descriptive text toward students' writing ability?

C. The Objects of Research

1. To know the students' writing ability before and after using electronic dictionary.

2. To know the effectiveness of electronic dictionary in descriptive text toward students' writing ability.

D. Hypothesis

Hypothesis is formal statement about an expected relationship between two or more variables which can be tested through an experiment. The hypothesis of this research can be mastered alternative and null hypothesis. The hypothesis of the research as follow:

1. Ha (The Alternative Hypothesis)

   There is a significant effectiveness of electronic dictionary in descriptive text toward student's writing ability.

2. H_0 (The Null Hypothesis)

   There is no a significant effectiveness of electronic dictionary in descriptive text toward student's writing ability.

E. Previous study

In conducting this researcher has read the following previous research as following:

1. Che Abdul Majid Bin Che Omar : The development of e-dictionary for the use with maharah-qiraah textbook at a marticulation centre in malaysia**.** The result of the research. This is an action research to develop an E-Dictionary for the use with Maharah al-Qiraah (Reading skills) textbook at a matriculation center. The research attempts to answer four research questions: a) What is the database model for an electronic dictionary using Microsoft Access for the use with Maharah al-Qiraah textbook? b) What are the features of a user-friendly electronic dictionary? c) How suitable is

an E-Dictionary for the use with Maharah al-Qiraah textbook? and; d) Is E-Dictionary suitable and easy to use? Two types of instrument are used for the research: the E-Dictionary itself and two sets of evaluation form filled by three experienced Arabic teachers and 3 computer experts. The data obtained from questionnaires are analyzed using Statistical Package for Social Science (SPSS) version 11.0 to obtain the mean of the evaluation form. The results of the study indicate that an electronic dictionary model using Microsoft Access is valid and suitable. Presenting electronic dictionary in a CD-ROM with an attractive screen is the major feature of a user-friendly electronic dictionary. E-Dictionary is also valid in terms of the Maharah al-Qiraah textbook content and it is convenient to use. The findings of this study is hoped to provide information on the development of Arabic electronic dictionary.

2. Harley Hamilton: *the efficacy of dictionary use while reading for learning new word.*The result of the research. This paper describes a study investigating the use of three

types of dictionaries by deaf (i.e., with severe to profound hearing loss) high school students while reading to determine the effectiveness of each type for acquiring the meanings of unknown vocabulary in text. The dictionary types used include an online bilingual multimedia English-ASL dictionary (OBMEAD), a paper English-ASL dictionary (PBEAD), and an online monolingual English dictionary (OMED). Results indicate that for immediate recall of target words the OBMEAD was superior to both the PBEAD and the OMED. For later recall, no significant difference appeared between the recall for words learned via use of OBMEAD and PBEAD. Recall for each of these was statistically superior to recall for words learned via OMED.

3. Gloria M. Tang: *Pocket Electronic Dictionaries for Second Language Learning: Help or Hindrance*. The result of the research. This article reports on a study that addresses the concerns of ESL teachers about their students' use of pocket bilingual electronic dictionaries (EDs). The purpose is to communicate to content and language teachers: (a) the

features of the ED, (b) the uses secondary level ESL students make of the pocket ED as a tool for learning English, (c) the effectiveness of the ED in helping ESL students' comprehension and production of English, (d) students' perception of the usefulness of the ED, and (e) the strengths and weaknesses of the ED as perceived by ESL teachers. The findings indicate that not only do a large number of Chinese ESL students own EDs, but they also make consistent use of them during reading comprehension and writing classes. Examples are given of the students' successful and unsuccessful attempts using the ED, and recommendations are made for ESL teachers to teach dictionary skills.

Equation from all the researcher is research of about more simple students in translating difficult sentence or vocabulary without using dictionary of thick paper or manual and disturb so that more practical to add the motivation and make easy the process learn all students.

Difference from all of researcher is about their way in using method of research, method of intake of sample and

different researcher viewpoint in making analysis of about the problems. Viewpoint of Che Abdul Majid Bin Che Omar orient to development E-Dictionary (Eds), at viewpoint of Harley Hamilton orient at vocabulary study newly, While at viewpoint Gloria M. Forceps more orienting at target of use E-Dictionary (Eds) to give the skill instruction use the E-Dictionary (The Eds).

Perceiving technological growth of E-Dictionary (Eds) which sophisticated progressively and variate of moment right now, researcher focus to collect the information and know furthermore about influence of use E-Dictionary (Eds) to student skill in writing of descriptive text so that researcher can know of influence E-Dictionary (Eds) to process learn all students specially in one of junior high school at Serang Banten that is SMPN 1 Pontang of years academic 2015 / 2016.

F. Organization of Writing

The paper is consisting of five chapters as follows:

The first chapter discusses about an introduction that concludes about the background of research, the statement of

research, limitation of research, the objects of the study, hypothesis, previous study, and organization of writing.

The second chapter explains about the theoretical framework, those are writing (definition of writing, theory of writing, types of writing, and teaching writing), descriptive, and electronic dictionary.

The third chapter discusses about methodology of research that consist of research method, place and time research, population and sample, technique of data collecting and technique of data analyzing.

The forth chapter explains about the result of research that are the data analysis.

The fifth chapter discusses about conclusion and suggestions.