

CHAPTER I

INTRODUCTION

A. Background of The Study

English language used in many aspects over the world to communicate and cooperate. We can find English in every aspects such as Technology, Education, Social, and many more. English can helps us in facing our real life such as communication, trade, social culture, knowledge, education, and technology.

In learning English, students are expected to be able to master all language skills of English; listening, speaking, reading, and writing. It is based on the goal of teaching English. In learning or gaining knowledge, reading is the basic skill to obtain any information. Reading is the key of getting information. Reading also becomes the key of learning something, without reading we can't get any information and any knowledge, less read means lack of knowledge. Jeremy harmer states

“Reading is useful for language acquisition.”¹ Reading is necessary skill that should have be mastered by students. Students who have mastered reading will become easier to understand the other skills (speaking, listening, and writing). According to Jeremy harmer “reading has a positive effect on students’ vocabulary knowledge, grammar, or punctuation.”². Discussing about reading skill, students usually think reading is one of the easier skill to learn, because they assume that reading is read, so they only have to read some paper or some book, but in fact reading skill is not only about read but the reader have to know the meaning of the context and the purpose of the context.

In English there are many kinds of text such as descriptive text, narrative text, recount text, report text, analytical exposition text, procedure text, review texts, spoof text, announcement text, anecdote text, news item text, and explanation text. This research will talk about

¹ Jeremy Harmer, *How To Teach English*, New edition (Cambridge: Longman, 2007), 99.

² Jeremy Harmer, *How To Teach English*, New edition (Cambridge: Longman,2007), 99.

descriptive text, because descriptive text is taught in almost level of senior high school. Descriptive text is a kind of text with a purpose to give an information. The context of this kind of text is the description of particular thing, animal, person, or others. Descriptive text shows, through careful observation, how a thing is done (a place, a person, an animal), highlighting the features, qualities, distinctive aspects, in order to furnish a clear and complete conception.

Based on the researcher own experience while the researcher doing teaching practice in SMAN 1 Ciomas, the researcher found the problem about reading comprehension. The students still difficult to understand the main idea of the text because they did not know the meaning, so they can understand it well.

In learning English especially learning about reading, teacher usually ask the students to read some kind of text. It is become the important task that should be done by students. Students only asked to read the text and find out the main idea and any information based on the

text. It looks so easy but in the reality students can't find out the main idea and others information. This is because they don't know the meaning of the text that they read. The students usually use dictionary book to translate the vocabularies and it usually takes much time and the students feel confuse on find out the meaning of the words.

In several studies, multimedia applications have been found to enrich learners' linguistic skills by strengthening their overall language learning attitudes, self-instruction strategies, and self-confidence.³ There are many good applications in smart phone so we can use these applications to learn something and to gain information. Online dictionary is one of best application that we can use in learning English. It is very useful and very simple. Nowadays almost all of the students already have smart phone. So we can use smart phone to help students in learning English, for example in translating

³ Ahmad M. Bataineh, "The Effect of Electronic Dictionaries and Hypermedia Annotations on English Major Students' Reading Comprehension and Vocabulary Learning", *International Journal of Linguistics*, Vol. 6, No. 4 (August,2014), 103.

vocabularies. Using dictionary book is very good but it waste time and it makes the student can't focus to what they read. Online dictionary can help the students to find out the words easier than using dictionary book. Because in online dictionary we only have to write the words that we want to translate to target language and online dictionary will automatically translate it. Beside that using online dictionary will also make the students find new alternative or similar words. It will enrich their vocabulary. Sometimes students lazy to bring their manual dictionary book, in the other hand the students always bring their smart phone which is there is online dictionary with their phone. with online dictionary it will help them to solve the problem.

The other researcher find out the effectiveness of electronic dictionaries and hypermedia annotations on English major students' reading comprehension and vocabulary learning by Ahmad M. Bataineh⁴ and

⁴ Ahmad M. Bataineh, "The Effect of Electronic Dictionaries and Hypermedia Annotations on English Major Students' Reading Comprehension

facilitating reading comprehension with online dictionary by Xueping, Li.⁵ The researcher will enlarge the research about the use of online dictionary for facilitating reading. The researcher also will use the previous study for reference.

Finally, based on the backgrounds above, the researcher would like to conduct an experimental research, and the writer would like to carry out the research under the title **“the Effectiveness of Online Dictionary in Teaching Reading Descriptive text”** (A Quantitative Study on The Ten grade of Students SMAN 1 CIOMAS).

B. Limitation of The Study

To avoid misunderstanding in interpreting the problem, it's necessary for the researcher to make the limitation of the problem. The researcher limit the

and Vocabulary Learning”, *International Journal of Linguistics*, Vol. 6, No. 4 (August,2014), 103.

⁵ Xueping, Li, ” Facilitating Reading Comprehension with Online Dictionaries”, *International Journal of Languages and Literatures*, Vol. 2, No. 2, (June, 2014).

problem to examine the effective of using online dictionary on descriptive text in 10 grade at SMAN 1 CIOMAS.

C. Statement Problem

1. How is the students' reading descriptive text in SMAN 1 Ciomas?
2. Is there any significant effect in using online dictionary on students' comprehension of the text in SMAN 1 Ciomas?

D. The Aim of The Study

1. To know how is students' reading descriptive text in SMAN 1 Ciomas.
2. To know the significant effect in using online dictionary on students' comprehension of the text in SMAN 1 Ciomas.

E. Significant of Study`

The result of this research will be able to provide the information in detail about using dictionary. By

knowing the students' problem in translating the vocabulary.

The result of this research also will be useful for students who are going to have reading practice. The students can find out the best way to translate the vocabularies based on the situation. For the writer, the result of this research will give new knowledge about dictionary. And the last is for the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

F. The Organization of Writing

To make this research easy to comprehend, the writer divides this research into three chapters:

Chapter I is introduction. In this chapter the researcher puts some points: background of the study, the statement of the problem, the objective of the study, the significant of the study, the limitation of the study, and the writing organization.

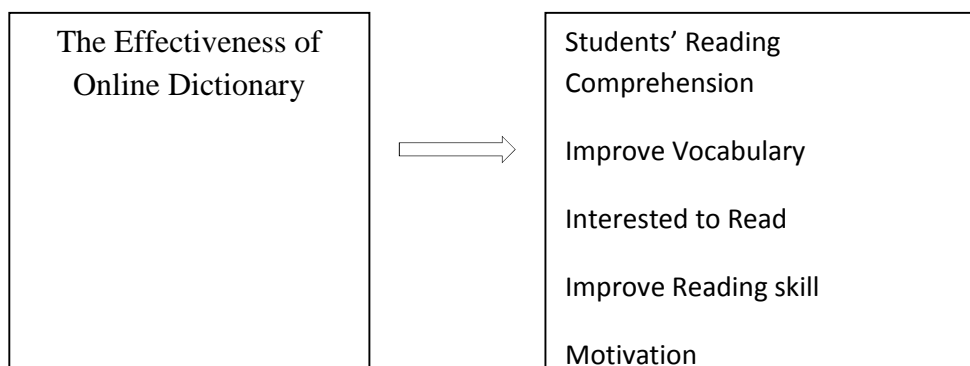
Chapter II is theoretical frameworks. This chapter consists of the theories from some experts who have conducted the research related to this research.

Chapter III is research methodology which consists of the methodology that writer going to use in conducting this research.

Chapter IV is result and discussion it provides the result of the effectiveness of online dictionary in teaching reading descriptive text and it covers description of data, data analysis, hypothesis testing (t-test), and data interpretation.

Chapter V is conclusion and suggestion. This chapter consist of the conclusion base on the analysis in chapter four as answer toward the statement of problem and giving suggestion related to the effectiveness of online dictionary in teaching reading descriptive text

G. Conceptual Framework



Online dictionary could be applied as an effort to improve the students' reading ability. Online dictionary could improve reading comprehension in the any subject. Online dictionary could be improving vocabulary. Online dictionary could be improved the students' motivation to read. And also online dictionary could be improved reading skill.

H. Previous Study

The writer finds some previous studies which are related to the title of the research that will be done by the writer and the researches are:

1. Xueping, Li (2014), "Facilitating Reading Comprehension with Online Dictionaries". He said that online dictionary is a new electronic product which gives so many advantages in learning process. It is very important online reference tool providing real time information that can be shared all over the

world. The population of this research is college students of Sophomore. The researcher used Longman dictionary of contemporary English. Online dictionary is the abundant resources of vocabulary. It can help students easier to find out the word and it probably will offer extra information about the word. This journal is intended to illustrate the practical application of online dictionaries in reading classroom activities based on the essence of reading.

Based on his research the result is online dictionary as a new electronic product based on multimedia technology has opened up a new range of tasks for English learners. Computer-learner interaction in online dictionary work combines learning and practice, so it is a practical approach in facilitating reading comprehension. Learners may take the opportunity to improve their learning ability besides improving reading comprehension⁶.

⁶ Xueping, Li, "Facilitating Reading Comprehension with Online Dictionaries", *International Journal of Languages and Literatures*, Vol. 2, No. 2, (June, 2014).

2. Ahmad M. Bataineh (2014), “The Effect of Electronic Dictionaries and Hypermedia Annotations on English Major Students' Reading Comprehension and Vocabulary Learning”. This study investigated the considerable differences between the experimental and control groups' results due to educational method (electronic bilingual dictionaries, hypermedia annotations, and glosses vs. paper bilingual dictionaries) on the reading comprehension and vocabulary acquisition. Results indicated that there was a significant difference between the achievement of the experimental and control groups, in favor of the experimental group. Using electronic dictionaries and hypermedia annotation gives students more opportunities to practice reading and to acquire a greater understanding of the vocabulary used. The researcher concluded that multimedia could facilitate students' learning vocabulary and improve receptive

language skill since they motivate and involve students in the teaching process.⁷

3. Rezaei and Muhammad Davoudi (2016), “The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension”. This study the researcher investigated the influence of electronic dictionary. The participants of this study is seventy college students. The participants were assigned to Electronic Dictionary group and Paper Dictionary group. The treatment lasted for 15 sessions. Based on the result, the score of participants in Electronic Dictionary group is bigger than Paper Dictionary. Overall the results indicated that Electronic Dictionary can improve vocabulary learning.⁸

⁷ Ahmad M. Bataineh, “The Effect of Electronic Dictionaries and Hypermedia Annotations on English Major Students' Reading Comprehension and Vocabulary Learning”, *International Journal of Linguistics*, Vol. 6, No. 4 (August,2014).

⁸ Rezaei M, Davoudi M. “The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension”, *Journal of Education and Learning*, Vol . 5 No. 3 (May, 2016)