

CHAPTER I

INTRODUCTION

A. Background of The Study

In studying English, there are four basics skills for students to master English language, such as Listening, Speaking, Reading and Writing. Those skills are needed to learn integratedly in learner's development and they can not be instructed in the piecemeal design.

In each language, vocabulary is very important to convey the idea, express desire and feelings and to communicate with others. Vocabulary is one of the components, which supports the speakers in communication, at whatever point we need to speak with others utilizing a language. According to Harmer states that very little we can be conveyed without grammar, but nothing we can be conveyed without vocabulary.¹ It means that vocabulary is the main element in communication. Tarigan also points out the importance of vocabulary in language is essential for successful language use, because without an extensive someone will be unable to use structure and function that has learned for comprehensible communication.² Someone uses vocabulary to listen, read, speak, and write effectively. Students learn vocabulary indirectly and directly.

¹ Harmer J. *The Practice of English Language Teaching*: 3rd edition. (Malaysia: Longman, 2002), p.13

² Taringan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 2008) p.2

The students realize that English has so much benefits. Many scientific books have been written in English, which can help to their knowledge in their studies. The students must have wide knowledge from the world and almost all of the information they get through reading. In each subject, understudies learning exercises include perusing. The students need a variety of reading skills to understand the books, preferances materials, newspaper, etc. Therefore, if a student does not read them, she or he will miss the latest information of science or technology, or knowing the newest event or what happen in all over the world.

Students can express their ideas and comprehend other people's ideas if they have good vocabulary knowledge. Consequently, vocabulary learning is a fundamental part in unknown dialect learning as the implications of new words are frequently emphasized, whether in books or in classrooms. It is a paramount importance to a language learner and central to language teaching.

According to Alqahtani states that vocabulary is the total number of words that are needed to communicate and express ideas in speaking and writing as well as to understand the word meanings and to find the right definition in a multiple-choice task, or the ability to give a target language

paraphrase in reading and listening.³ It implies that vocabulary information requires the capacity to respond to words that students don't have to consider. In a multiple choice task students react to the multiple definitions of words therefore the words just come into students' minds to be used in an effective and natural way and they know exactly the meaning of the words to be translated. So, it can be seen clearly, when students have knowledge of a word they do not take much time to think about the word, they simply need to utilize the word normally and properly.

A study states that understanding a text also depends on the amount of vocabulary a person has. The importance of vocabulary is mentioned by Snow generally vocabulary that must be owned by beginner learners is between 1,000 and 2,000 words to support language learning and to be expressed in daily English interaction.⁴ Also, a study by Aziz revealed that on average Junior High School (JHS) English in National Examination texts belong to the 4,000-word level. Indeed, this is deficient in English language students in Indonesia. It is on the grounds that English is a foreign language

³ Mofarel Alqahtani. *The Importance of Vocabulary in Language Learning and How to Be Taught* (International Journal of Teaching and Education, 2015) p.26

⁴ Snow, John; Burns, Michael; & Griffin, Alex. *Teaching and Learning Vocabulary: Bringing Research to Practice*. (London: Lawrence Erlbaum Associates Publisher, 1998) p.176

so that the use of the language is just in various manners and in a several places.⁵

In the implementation of the English learning process, the writer found some students of English Education Department in UIN SMH Banten, the place where the writer studied had difficulty in achieving a basic competency. They often have difficulty understanding the meaning of a word because understanding their vocabulary is relatively inadequate which has an effect on their reading comprehension, so that the process of achieving a basic competency will last longer.

Looking at the constraints above, the writer tries to find various kinds of media and techniques so that can increase understanding of the English vocabulary in reading comprehension. In hope that students are accustomed to carry a dictionary, to memorize the vocabulary learned without seeing a dictionary or to wait for an answer from the teacher in understanding the meaning of a word. Therefore, this is expected to facilitate the achievement of a language competence while increasing student vocabulary mastery.

The writer assumes that one of the alternative ways which can be used by the teacher to teach English vocabulary is by using electronic dictionary (ED). Electronic dictionary is becoming increasingly popular as

⁵ Aziez F. Examining the vocabulary levels of Indonesia's English national Examination texts. (*Asian EFL Journal. Professional Teaching Articles, 2011*) p.16

new technological tools of vocabulary learning among foreign learners and as technology proceed, they will be used more widely by language learners.

Using mobile and wireless devices in education has led to revolutionary changes in the way teachers teach and learners learn. Mobile phones are considered as being potentially valuable learning tools due to their pervasiveness. However, use of mobile phones and apps for learning benefit in student personal lives is still open to research. Because of many kinds of them, Nesi states they offer unprecedented advantages with features such as ease of access, high speed, multimedia environment, co-references, and a nonlinear approach in giving vocabulary knowledge to the language learner. Besides that, many dictionary resources have become available on the Internet, it is called online dictionary.⁶ These dictionaries have grown in popularity throughout the world. However, these dictionaries require an Internet connection and a device powerful enough to render web pages. Then, a typical electronic dictionary is a dictionary application offline like Oxford Online Dictionary on smartphone (android or iPhone) application. This new technological tool may be affects to teacher decision on recommendations of dictionaries for learners, especially mobile dictionaries.

⁶Hilary Nesi, *The Oxford History of English Lexicography* Chapter: Dictionaries in electronic form, (Oxford University Press), p.458

With regard to this point, this study aims to analysis of vocabulary mastery in reading comprehension through electronic dictionaries on students.

B. Identification of the Problem

Based on the description in previous part, there are some problems that can be identified as follows:

1. Electronic dictionary helps on vocabulary mastery in reading comprehension at 5th semester of TBI UIN SMH Banten
2. The students who have low vocabulary knowledge not be able to understand the reading text and answer the question in English and not be able to express their ideas.

C. Statement of the Problem

Based on the background above, the writers identify the problem. The problem above can be formulated as follow:

1. How is the students' vocabulary mastery in reading comprehension through electronic dictionary?
2. Could Oxford Electronic helps students to increase their vocabulary mastery in reading comprehension?

D. Objectives of the Research

Based on the statements of problem, the objectives of research are to know:

1. Teaching of vocabulary through electronic dictionary help student in reading comprehension.
2. Oxford Electronic helps students to increase their vocabulary mastery in reading comprehension

E. Significance of The Research

Generally, the results of this study are expected to improve education quality, here are two significances of this study:

1. Theoretical Significance

Theoretical significance is determined to teacher, students, and other researchers. First, for teachers, it will give information related to electronic dictionaries that could be used in students reading comprehension to improve vocabulary knowledge. Second, is for students to help them to increase their vocabulary easily through electronic dictionaries. Third, is for other researchers, it can increase the knowledge related to using media in teaching student vocabulary knowledge.

2. Practical Significance

First, for the teacher, it will give the alternative solution in teaching vocabulary. Second is for students. It assists them to solve their problems in increasing their vocabulary and it could help them to develop their reading comprehension. Last is for other researchers to

provide information in conducting research related to vocabulary knowledge.

F. Previous study

The first, Paramita Rizkie Prihasiwi, English Education of Yogyakarta State University (2011) *Improving Student's Vocabulary Mastery in Reading Comprehension Through Deducing Meaning of Unfamiliar Words from the Context and Vocabulary Building*. This study is action research aimed to improve the students' reading comprehension through deducing meaning of unfamiliar words from the context and vocabulary building in Class VIIG of SMPN 2 Pleret in the academic year of 2010/2011. Based on the preliminary observation in Class VIIG of SMPN 2 Pleret, there was main problem related to the students' reading comprehension. The students find it difficult to understand the meanings of the unfamiliar words in the text.

Second, Sri Yanti, English Education Department, University of Kuningan (2016) *Improving Students' Vocabulary Mastery Through Electronic Dictionary*. This research is designed to investigate the use of electronic dictionary in improving students' vocabulary mastery. This quantitative research applied quasi-experimental with nonequivalent control group design by involving 65 second-grader of SMAN 1 Garawangi. There were two instruments used in this research, namely test, consisted of pretest

and posttest, and questionnaire. As result, the findings showed that the mean score of experimental class on *pretest* was 53, and the mean score of *experimental class achieved 86* after the treatment. The researcher concludes that the use of electronic dictionary can improve students' vocabulary mastery.

Third, Siti Fahda Fadila, English Education Departemnt of Syarif Hidayatullah State Islamic University Jakarta (2019) *The Effect of Electonic Dictionary and Reading Interest on Students' Vocabulary Knowldege*. The objective of this research is to prove empirically the effect of electronic dictionary and reading interest on students' vocabulary knowledge at the eighth graders of SMP Al-Falah, Mampang Prapatan, Jakarta. It was conducted by using a quantitative method with quasi-experimental research. Overall, the researcher found that the students' vocabulary knowledge was influenced by using of electronic dictionary and students who have a high reading interest more suitable to used electronic dictionary than students who have low reading interest.

From the previous study above, the researcher makes this graduating paper that was different from them. The researcher conducts a research on students' vocabulary mastery in reading comprehension through electronic dictionary.

G. Organization of Writing

This paper is divided into five chapters:

CHAPTER I : INTRODUCTION in which the writer explains background of the study, identification of problem, statement of the problem, objectives of the research significance of the study, previous study and organization of writing.

CHAPTER II : THEORITICAL REVIEW explain four large of explanations. First, it contains the definition of concept of reading, types of reading, technique of reading, purpose of reading. Second, it contains the definition of vocabulary, aspect of vocabulary, importance of vocabulary. Third, it contains of definition of electronic dictionary

CHAPTER III : METHODOLOGY OF THE RESEARCH, this chapter contains research method, place and time of the research, population and sample, technique of data collection, technique of data analysis.

CHAPTER IV : RESEARCH FINDING AND DISCUSSION the writer describes the result of the research findings and analysis

CHAPTER V : CLOSING the writer gives the conclusions and suggestions.=