

BAB IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, research finding and discussion to answer the research question and presented. The research question is how is the students' vocabulary mastery in reading comprehension through electronic dictionary by the students' at fifth-semester in UIN SMH Banten.

A. Research Findings

1. The Result of the Test

The researcher used a test. The test is an objective test in the form of multiple-choice. There were 20 items of questions.

The final score is calculated = $\frac{\text{students' correct answer}}{\text{the number of item}} \times 100$ and here the final

result:

Table 4.1 The Result of Students Test

no	name	score
1	SPP	75
2	RA	80
3	SA	75
4	RH	80

5	AD	65
6	EA	75
7	S	60
8	AM	85
9	SS	75
10	AS	75
11	MM	75
12	HF	75
13	AA	65
14	RSP	75
15	PS	70
16	ER	65
17	AN	85
18	SA	80
19	MA	85
20	FA	80
21	MF	65

The table showed that student number 1 got 75 final score from the test. There were 5 wrong choices (5, 10, 14, 18, and 19). The student number 2 got score 80 with 4 wrong answers (1, 11, 18, and 19). Student number 3 has 75 score with 5 wrong answers (3, 9, 16, 17, and 18) next student number 4 has 80 total score with 4 wrong answers (3, 13, 18, and 20), student number 5 has 65 with calculation 7 wrong answers (2, 5, 8, 8, 12, 17, 19)

Student number 6 got score 75 with 5 wrong answers (3, 4, 6, 19, 20) student number 7 only got 60 score with 8 wrong answers (3, 9, 13, 18, 19, 20) and just passed question number 6. Next, student number 8 got 85 score with only 3 wrong choices (17, 19, and 20). Student number 9 got 75 for the result score with 5 wrong answers (4, 13, 17, 19, 20). Student number 10 also has 75 for her score with 5 wrong choices (1, 4, 18, 19, 20)

Student number 11 got 75 with 5 wrong choices (1, 6, 14, 16, 19). Next student number 12 also has 75 score with 5 wrong choices (8, 14, 9, 19, 20). Student number 13 got 65 with 7 wrong answers (1, 3, 8, 14, 17, 18, 20). Student number 14 got 75 with 5 wrong answers (4, 13, 17, 18, 20). Student number 15 has 70 score with 6 wrong answers (4, 13, 17, 18, 19, 20)

Student number 16 got 65 score with 7 wrong answers (1, 4, 6, 13, 18, 20). Student number 17 got 85 score with 5 wrong choices (1, 19, 20).

Student number 18 with 4 wrong choices (13, 17, 19, 20). Student number 19 got 85

score with 3 wrong answers (1, 14, 19). Student number 20 has 80 scores with 4 wrong answers (4, 18, 19, 20) and the last student has 65 score with 7 wrong answers (1, 8, 12, 14, 18, 19, 20).

From the data 4.1 the result of the test show that more students can achieve their vocabulary mastery in reading comprehension above the average. The total average of 21 students are 74,5. So that the students who achieve above the average has been successfully to mastery their vocabulary and reading comprehension based on the test. There were 15 students got the score above the average and there were 6 students got the below average.

The table above, showed that some students were trapped to to answer the right choice. Especially in number 13, 14, 17, 18, 19 and 20. Each question has different level of difficulties, so that many students were trapped in answer the questions. Whereas, in number 1-12, 15-16 most of students answer the right choice, only some of students answer with the wrong choice in these number.

1. The Result of Questionnaire

Table 4.2 The Result of Students Questionnaire's Answer in Percentage

No	Questionnaire	The Percentage of Students Preference				Total
		SA %	A %	D %	SD %	100%
1	using electronic dictionary (Oxford) at the classroom gives a new fun experience in learning English Language	28,6%	71,4%			100%
2	The electronic dictionary that I used (Oxford) helps me in learning English	38,1%	61,9%			100%
3	Teaching vocabulary through electronic dictionary (Oxford) helps me in Reading Comprehension	19%	66,7%	14,3%		100%

4	Teaching vocabulary through electronic dictionary (Oxford) helps me to find English vocabulary faster and more effective in reading comprehension.	33,3%	66,7%			100%
5	Lack of meaning can affects on my reading comprehension	19%	76,2%	4,8%		100%
6	The electronic dictionary (Oxford) that I used can not to help me in learning English		14,3%	71,4%	14,3%	100%
7	The electronic dictionary (Oxford) that I used can not to help me understand the meaning in my reading comprehension		19%	62%	19%	100%
8	I'm not interested and it is		19%	57,2%	23,8%	100%

	not necessary for me to memorize and understand the vocabulary because of the existence of electronic dictionary (Oxford)					
9	Lack of meaning can not to affects in my reading comprehension	4,8%	28,6%	42,8%	23,8%	100%
10	The electronic dictionary is useless to vocabulary mastery in reading comprehension		33,3%	52,4%	14,3%	100%

Note:

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

From the table 4.2, statement 1 “*using electronic dictionary (ofrord) at the classroom gives a new fun experience in learning English Language*” the table above showed that 15 students of 21 (71,4%) choose agree on statement that using electronic dictionary (Oxford) at the classroom gives a

new fun experience in learning English Language. Then, 6 students (28,6%) chose strongly agree. Moreover, none of the student choose disagree and strongly disagree

From the table 4.2, statement 2 “*The electronic dictionary that I used (Oxford) helps me in learning English*” showed that 13 students (61,9%) agree on this statement and 8 students choose strongly agree (38,1%) from total 21 students.

Statement3 “*Teaching vocabulary through electronic dictionary (Oxford) helps me in Reading Comprehension*” showed that 4 students (19%) are strongly agree, 14 students are agree (66,7%) and, 3 students disagree (14,3%)

Statement 4 “*Teaching vocabulary through electronic dictionary (Oxford) helps me to find English vocabulary faster and more effective in reading comprehension*” showed that 7 students of 21 (33,3%) choose strongly agree on statement, 14 students (66,7%) chose agree. None of the student chose strongly agree and strongly disagree.

From the table 4.2 statement 5 “*Lack of meaning can affects on my reading comprehension*” the data shows that 4 student (19%) chose strongly agree and 16 students (71,4%) are agree, and 1 student choose disagree with this statement

From the table 4.2, statement 6 “*The electronic dictionary that I used (Oxford) can not help me in learning English*” showed that 3 students choose agree (14,3%), 15 students choose disagree (71,4%) and 3 students choose strongly disagree (14,3%)

Statement 7 “*The electronic dictionary that I used (Oxford) can not help me to understand the meaning in my reading comprehension*” showed that 4 students (19%) chose agree and 13 students (62%) chose disagree, and 4 students choose strongly disagree (19%)

From the table 4.2 statement 8 “*I'm not interested and it is not necessary for me to memorize and understand the vocabulary because of the existence of electronic dictionary (Oxford)*” showed that 4 students (19%) chose agree, 12 students (57,2%) chose disagree and 5 students (23,8%) chose strongly disagree. And none of student chose strongly agree.

From the table 4.2 statement 9 “*Lack of meaning can not to affects in my reading comprehension*” showed that 1 students (4,8%) chose strongly agree, 6 students (28,6%) choose agree, 9 students (42,8) students chose disagree, 5 students choose strongly disagree (23,8%)

From the table 4.2 statement 10 “*The electronic dictionary is useless to vocabulary mastery in reading comprehension*” showed that 7 students (33,3%) chose agree, 11 students (52,4%) chose disagree, and 3 student chose strongly disagree (14,3%),

From the table 4.2, the statement 1-10, the conclusion is more students agree that teaching vocabulary mastery through electronic dictionary (Oxford Online Dictionary) as a media can help students more effective on their learning English, especially to the reading comprehension.

B. Discussion

1. The use of electronic dictionary (Oxford)

The researcher used questionnaire to know the data of the use of electronic dictionary (Oxford Online Dictionary). All of students are agree that the electronic dictionary that they used (Oxford Online Dictionary) helps them in learning English and teaching vocabulary through electronic dictionary (Oxford Online Dictionary) helps them in Reading Comprehension. It could be seen in table 4.2

According to Hayati and Fattahzadeh as cited in Huang and Eslami recommend that learners consult a dictionary for the meaning of an unfamiliar word to make certain that their assumptions are accurate based on the contextual information.¹ It supported the result of the questionnaire that explained students used of dictionary.

¹ Hayati M, Fattahzadeh A. *The Effect of Monolingual and Bilingual Dictionaries on Vocabulary Recall and Retention of EFL Learners*. The Reading Matrix vol.6 No.2

Furthermore, the researcher found that an electronic dictionary (Oxford Online Dictionary) gave them simplicity in their English Learning, especially in reading comprehension, this statement emphasized with the interview from each students. So, the data collected can be more specific and more variable. In conclusion, the data from the questionnaire and the interview showed that electronic dictionary (Oxford Online Dictionary) help students and give them the simplicity that they need in English learning, in this context it related to reading comprehension.

2. Vocabulary mastery is important thing in reading comprehension

The researcher found that all students assumed that vocabulary mastery as an important thing in reading comprehension. The reason is because if students know what they understand about the meaning is, it could be easier to them to get information or aim of the text. The data also showed in table 4.2, that lack of meaning can affect enough for students to achieve their comprehend in learning English, especially in reading.

Cameron (2001) stated knowing and understanding words mean knowing their "form" (how they sound, how they spelled, grammatical change that could be made to them), their "meaning" (their conceptual content, and how they relate to other words in particular types of language use. It can be concluded that in learning vocabulary, learners have to know the meaning or translation, can pronounce correctly, also understand and can

use it in sentence context. This statement emphasizes the main reason of vocabulary mastery.

According to Ali (2012), using dictionaries can be seen as an explicit strategy for learning a foreign language vocabulary or as communication strategy. It means that the use of dictionary can be a strategy in mastering vocabulary. Then, from the research by Xu (2010) the consultation of the dictionary has a positive impact on vocabulary learning and reading comprehension. So, the learners who want to successful in vocabulary mastery, they have to use dictionary to help them mastering a lot of vocabulary.

The data showed that vocabulary mastery was being an important role to in English learning, if we know the vocabulary is, we can know and understand the information appropriately and it could be more helpful if the students use an electronic dictionary (Oxford Online Dictionary) as a learning English media of vocabulary mastery in their reading comprehension.

In conclusion, the researcher deduced that the electronic dictionary is quite successful media to the students at 5th semester in UIN SMH Banten to increase their vocabulary mastery in their reading comprehension.

