# CHAPTER 1
# INTRODUCTION

## A. The Background of the Problem

Nowadays, science and technology go on rapidly. So it is very important for us to get those kinds of information. The development of science and technology cannot be separated from the role of English as means of communication. Many books, magazines, newspapers, and also internet communications are written in English. It is not only use in written communication but also in spoken communication. Many international communications and radio programs use English to broadcast the news. In the case, the students should understand those media in order to gain science and technology.

In understanding written communication, we have to be able to read it well. The language skill that is very important in this skill is reading. Vocabulary plays available contribution in reading activity. Our understanding and comprehension can decrease because of lacking of vocabulary. We should build our vocabulary to improve our reading comprehension.

There is paradox which states that to be able to read well, we need a strong vocabulary and to build vocabulary, we need to read well. Kustaryo (1988:13) says that a good student who wants to understand a target language must have a good vocabulary, though learning a language does not merely mean learning words.

It should be kept in mind that reading and vocabulary have a close relationship in improving those skills. The lack of vocabulary can decrease someone's reading comprehension. When the students read an English text, they often find words that they do not understand. At this case they use dictionaries,

try to guess the unknown words or ask for help from their teachers or friends. In learning vocabulary, Wallace (1982:9) explains that there are some symptoms of bad vocabulary learning and teaching as follows:

1) Inability to retrieve vocabulary that has been taught,
2) The use of vocabulary inappropriately to the given situation,
3) Use the vocabulary at the wrong level of formality,
4) Possessing the wrong kind of vocabulary,
5) Using vocabulary in an unidiomatic way,
6) Using vocabulary in a meaningless way,
7) Incorrect use of dictionary,
8) Use of incorrect form, spelling, pronunciation of stress.

The phenomenon above such as the incorrect use of dictionary is very disadvantage. In this case the students tend to focus on the words rather than entire text, they are tied to dictionaries therefore they read slowly and word by word. As a result the students can be frustrated because they need much time to look up in a dictionary, nevertheless, they complain, about forgetting the new words easily and they get nothing in getting new vocabulary. Language teacher, like English, should help his/her students improve their vocabulary. The language teacher should explain how to use dictionary correctly.

In this paper, the writer makes an effort to investigated whether the use of dictionary can help a reader to improve his/her English vocabulary while reading.

## B. The Formulation of the Problem

To formulate the problem of the research, the writer has divide it into three parts as follows:

1. Identification of the research which consist of:

   a. The field of the research

      The field of the research of this thesis is concerning in vocabulary building.

b. The approach of the research

In this case the writer uses a descriptive approach that is the writer collects, organizes, analyzes, compares, and summarizes the data in order to make a systematic, valid and reasonable indicators of the events and situation.

c. The kinds of the problem

The kind of the problem in this thesis is to compare between students' mastery in leaning vocabulary from reading texts by using dictionary and without using dictionary.

2. Limitation of the Problem

To handle misunderstanding and misinterpreting, the writer ties down the problem into three kinds. They are the students' mastery in learning vocabulary from reading texts by using dictionary, the students' mastery in learning vocabulary from reading texts without using dictionary, and the comparison of results between learning vocabulary by using dictionary and without using dictionary.

3. Questions of the Research

The writer formulates some questions of the research as follows:

a. How is the students' mastery in learning vocabulary from reading texts by using dictionary?

b. How is the students' mastery in learning vocabulary from reading texts without using dictionary?

c. Are there any positive and significant comparison between the result of learning vocabulary by using dictionary and without using dictionary?

## C. The Aims of the Research

The aims of research that will be obtained in this research are as follows :

1. To find out the data of the students' mastery in learning vocabulary from readingtexts by using dictionary ($X_1$ variabel).

2. To find out the data of the students' mastery in learning vocabulary from reading texts without using dictionary ($X_2$ variabel).

3. To describe wheter there are any positive and significant distinctions or not between the result of the students' mastery in learning vocabulary from reading texts with and without using dictionary.

## D. The Frame of Thinking

Today, there are more attentions to techniques for teaching vocabulary. We can state communication will break down when the people do not use the right words and communication will stop when learners lack of vocabulary. It takes place not only in the classroom environment, but also in general situation. The student will not understand the meanings of the words when they get many unknown words. Language teachers should realize that vocabulary is very important in understanding a target language.

If we want the students learn a word well, we have to teach it well since optimal learning is facilitated by effective teaching. Learning vocabulary cannot be sparated from the role of dictionary. Dictionary plays an important role to know certain unknown words, their pronunciation and spelling. However, the use of dictionary is generally expected and actively encouraged in most schools in our country.

To master and know the meanings of the words in the reading texts is very important. If we do not know the meanings of unfamiliar words in the reading texts, we have to look them up in a dictionary. That is why when we are reading a reading text a complete dictionary must be always with us.

During the observation at MTs Daarul Uluum Majalengka, the writer knows that there are very few of students who use dictionaries when they are asked to read and to understand the content of a reading text. So in this case the writer would like to try to teach reading texts to second year students of MTs Daarul Uluum Majalengka by using dictionary and without using dictionary.

## E. The Steps of the Research

The steps of the research which have been done by the writer are as follow:

1. Population and Sample Determination
   a. Population

      Winarno Surakhmad (1980:93) states that a population is a number of subjects either they are human beings, symptoms, results of test or events.

      Based on the statement above, the writer has decided that the population of this research is human beings, that is the second year students of MTs Daarul Uluum Majalengka with the number of 50 students (two classroom).

   b. Sample

      From the number of population above (50 students), the writer takes all of them as the sample of the research. Taking such a sample is based on Suharsimi Arikunto's theory. She furthermore states that:

The research may be carried out if the subjects of the population are really homogenous. If the number of the subjects is less than 100, it is better to take them all as the sample, so that the research becomes a total population research. But if the subjects are more than 100, the research may take 10-15% or 20-25% or more than this (Suharsimi Arikunto, 1992:107)

2. Data Resources

a. Theoretical Data Resources

To find out these data, the writer has read the 1994 English curriculum for MTs/SLTP students, the English books used for teaching and learning English at MTs Daarul Uluum Majalengka, either they are prescribed English text-books printed by DEPDIKNAS or supplementary text-books used at that school, some scientific books on teaching and learning vocabulary and books on how to use dictionary effectively, either these books are written in English or in Indonesian which are in line with the topic of the thesis.

b. Empirical Data Resources

1) The Primary Data of the Students

From the primary data of the students, the writer gets the data of the whole number of second year students of MTs Daarul Uluum Majalengka, the economical condition of their parents, their basic knowledge of English, their interest in learning English, and everything concerns with the students. All theses primary data of the students will determine the success and the failure of their learning English at school.

2) The Secondary Data of the Teachers

From the secondary data of the teachers, the writer gets the data of the amount of the English teachers who teach English at MTs Daarul Uluum Majalengka, the years of their experiences in

teaching English, their responsibility to do their professional jobs, their capability to manage the classroom, and their performance when explaining the lesson in the classroom. All these data will also determine the success and the failure of students' achievement in learning English as a foreign language.

3. Techniques of Collecting the Data

The techniques of collecting the data the writer applies in this research are as follows:

a. Observation

For the observation, the writer has visited MTs Daarul Uluum Majalengka several times. In this case she observes and notices the process of teaching and learning English reading texts without using dictionary carried out by the teacher and the students in the classroom. In addition to it, she also tries the English vocabulary taken from the reading texts by using dictionary.

b. Interview

Besides doing the observation mentioned above, the writer has also interviewed the principal, the English teachers, the administrators, and the students of MTs Daarul Uluum Majalengka. The reason for doing an interview is to find out the data of the objective condition of the school, the teachers, the staff, the students, and the facilities provided by the school for teaching and learning English.

c. Test

After the writer has taught the English vocabulary from reading texts by using dictionary, she gives the test to the students in order to know how far they have understood and mastered the materials which have been taught to them. The form of the test is multiples choice test

with four options. This test is also given to the students who are taught vocabulary from the reading texts without using dictionary. The materials in the test presented to the students who are taught vocabulary from reading text by using dictionary are similar to those which are presented to the students taught vocabulary from reading texts without using dictionary, but the numbers and the options are arranged at random.

4. Data Analysis

a. Qualitative Data Analysis

These data are analyzed based on the objective condition of the school, the condition of the teachers, the administrators, the students, and the process of teaching and learning English in general carried out by the English teachers and the students of MTs Daarul Uluum Majalengka.

b. Quantitative Data Analysis

These data are analyzed based on the result of the best on the vocabulary from the reading texts by using dictionary achieved by the students of class 2.A ($X_1$ variable) and by the students of class 2.B who are taught vocabulary from the reading texts without using the dictionary ($X_2$ variable). These data are analyzed by using 't-test' formula quoted from the book 'Prosedur Penelitian, Suatu Pendekatan Praktik' by Suharsismi Arikunto (1992:261) as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{Sd_1^2}{n_1} - \dfrac{Sd_1^2}{n_2}}}$$

where:

t    = t-value

$\overline{X}_1$   = mean score of $X_1$ variable,

$\overline{X}_2$   = mean score of $X_2$ variable.

$Sd_1$ = standard deviation of $X_1$ variable,

$Sd_2$ = standard deviation of $X_2$ variable,

$n_1$ = number of students of $X_1$ variable,

$n_2$ = number of students of $X_2$ variable,

df = degree of freedom = $(n_1 + n_2) - 2$.

From the results of the calculation, the value of 't' can be determined from the table of 't-value' by using '$t_s$ 0.05' ($t_s$ = t-significance) and the degree of freedom, class 2.A = 25 students + class 2.B = 25 students = 50 – 2 = 48.

And to make the testing hypothesis more clearly, the following statistic hypothesis put forward by Suharsimi Arikunto (1992:656-66) is used:

Ho = null hypothesis; The students' mastery in learning the English vocabulary from the reading texts by using dictionary is better than without using dictionary.

Ha = alternative hypothesis: The students' mastery in learning the English vocabulary from the reading texts without using dictionary is better than by using dictionary.