CHAPTER I

INTRODUCTION

1.1   Background of Study

Reading, writing, speaking, and listening are the four skills have been identified as the most important by practice and research in English language teaching. In learning English, we must understand the components in it such as vocabulary, grammar and etc. One of the most crucial aspects of learning English is vocabulary. Overt vocabulary instruction, Paul (1996) argues that is crucial, especially for weak readers who are unlikely to infer word meanings from context as they read.

The Indonesian curriculum for 2013 includes basic competencies that students must master, one of which is vocabulary that will be used in all activities. Additionally, Hatch and Brown distinguished between receptive vocabulary and productive vocabulary. Students' receptive vocabulary consists of a group of words that they can recognize and comprehend when they are used in context but cannot correctly produce on their own. While students who understand the words, can pronounce them correctly, and use them effectively in speaking and writing are said to have a productive vocabulary. Improving students' comprehension of English words they might encounter in their environment is one of the objectives of teaching English.

Aside from the importance of vocabulary, learners benefit greatly from vocabulary knowledge when learning a language. A person's vocabulary knowledge expands and develops over the course of a lifetime. It is a crucial skill that is impossible to fully master but is still necessary for language proficiency. Vocabulary, in the opinion of Alqahtani (2015: 16), is the total number of words needed to communicate and express ideas in speaking and writing, as well as to understand word meanings and choose the right definition in a multiple-choice

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task, or the capacity to provide a target language paraphrase in reading and listening.

It means that vocabulary knowledge necessitates the ability to respond to words that students do not need to think about. Students react to multiple definitions of words in a multiple choice task, so 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.

Therefore, it is evident that students who are familiar with a word do not need to spend much time considering it; instead, they should simply use it in a natural way. For growing student interest in EFL especially for enrich students vocabulary can be done in many ways. Dictionary is one of the resources that can assist students in learning English and understanding word meanings.

The use of dictionaries is one of the best instructionally remedial strategies for improving vocabulary acquisition and reading comprehension. A dictionary may be monolingual (define the target words in the target language) or bilingual (define the target words in the user's first language and the second language). No matter their proficiency level, studies show that most L2 learners use bilingual dictionaries (Jian, Sandnes, Law, Yo-Ping Huang, & Huang, 2009; Kent, 2001; Laufer & Hadar, 1997; Laufer & Rimmel, 1997).

Dictionaries are tools that are primarily intended to assist human users in language-related tasks (Lew, 2015). As a result, they have always been regarded as a valuable resource and learning tool in foreign language education because they provide learners with a wide range of information, including phonological, morphological, syntactical, semantic, etymological, and usage data (Hamouda, 2013).

In now days, dictionaries can be accessed in 2 ways that can be used, book dictionaries and digital dictionaries (applications or websites). Dictionary book usually small to large, containing 10,000 words or more and also many other things depending on the type of dictionary book itself, while the website

dictionary is easier to access when you have a network connection to the internet. There are so many kinds of website dictionaries that can be used by students that can help students learn English.

According to researchers at Al Washliyah Junior High School, students' interest in learning English, particularly English vocabulary, remains low due to the sophistication of existing technology. Students who use book dictionaries to learn English vocabulary are more motivated than students who use website dictionaries. Meanwhile, students who use dictionary websites do the assignments given by the teacher faster than book dictionaries. Based on the issues raised above, the researcher is interested in learning about "The Comparison of the Students' Interest in Learning Vocabulary Between Dictionary Book and Dictionary Website in SMP Al Washliyah".

1.2   Identification of Problem

Based on the research's background, the following issues can be identified: The differences in the benefits and drawbacks of each of the various dictionary formats used by students to learn English vocabulary must be experienced by students and that affects to students' interest in learning English vocabulary.

1.3   Limitation of Study

The goal of this study is based on how the previously stated problems were formulated, comparing students' interest in learning English vocabulary between dictionary book and dictionary website.

1.4   Formulation of Problem

Based on the explanation of the problem above, we can discover several problems related to this study:

1.   Do the students' interest in learning English vocabulary through dictionary book?

2. Do the students' interest in learning English vocabulary through dictionary website?

3. Is there any significant difference of the students' interest in learning English between dictionary book and dictionary website?

1.5   Objective of Study

Based on research question above, the objectives of the study are formulated as follows:

1. To find out whether students are interested in learning English vocabulary from dictionaries.

2. To find out whether students are interested in using online dictionaries to learn English vocabulary.

3. To find out whether there is a significant difference between students' interest in learning English from dictionaries in print and online.

1.6   Significance of Study

The significances of this study are divided into two categories:

1. Theoretical Benefits

    The findings of this study will contribute to the theory of vocabulary instruction in English, and they can be used by English teachers to help their students learn more vocabulary.

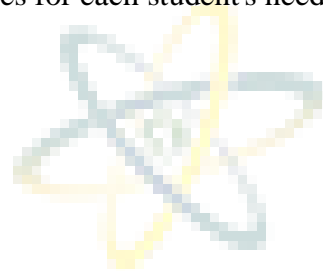2. Practical Benefits

    The results of this study expect to provide benefits for all parties involved in this research, including:

    a. Students

        The outcome is anticipated to increase students' motivation to improve their vocabulary. Students are anticipated to have good vocabulary enrichment through dictionaries, books, or websites, as well as behavioral changes throughout the teaching-learning process.

b. Teacher

The instructor is required to provide additional strategies for teaching and learning English. The study will help English teachers create teaching resources for their classes. They may outperform conventional approaches to learning and teaching vocabularies. To make learning fun for students, they might also employ novel techniques, which would make it easier for them to choose the best teaching strategies for each student's needs.