

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English-language books are the primary sources in various fields of study, such as mathematics, biology, sociology, law, chemistry, medicine, and engineering. In recent years, English is also spoken in formal and informal gatherings worldwide, including in Indonesia. Numerous teaching and learning processes are conducted in English, particularly in the English Departments of universities, English course institutions, discussions, seminars, etc.

From elementary school to university, English is taught in Indonesian schools. There are also many English courses available in each city. One of these is an English class for young learners or an English for Young Learners Class. Many businesses, factories, and even government agencies require their employees to be proficient in English. They do not only require them to use English passively or in a receptive capacity but also actively. Those who actively master English can use it to communicate and speak and write the language. It indicates that English is the primary language requirement for intercultural communication.

Given the brief description of the English position, it is clear that English is one of the world's most significant languages. It is one of the most rigorous subjects in Indonesian schools. Since English has been taught to English department students since elementary school, English is not a new subject for them. Language skills require focus. Today, Indonesia begins to make long-term investments in English education, beginning in preschool. As a result of the English language study's gradual monitoring, there are, sadly, some limitations. Therefore, teaching English to high school students necessitates a method that facilitates the students' language development. Vocabulary is essential in every language for conveying ideas, expressing desires and emotions, and communicating with others. When we want to communicate with others using a language, vocabulary is one factor that facilitates our ability to do so.

According to Harmer (Harmer, 2018), "we can communicate very little without grammar, but nothing without vocabulary." Thus, vocabulary is the most important aspect of communication.

According to Tarigan (Tarigan, 1983:2), "the importance of vocabulary in language is very important for the successful use of language, because without extensive use of the structures and functions that have been learned for communication that is understood, the language cannot be effectively utilized." Effective listening, reading, speaking, and writing are achieved through vocabulary. Students acquire vocabulary in both indirect and direct ways. If they have a large vocabulary, they can communicate their ideas and comprehend those of others.

Therefore, vocabulary acquisition is an integral part of learning a foreign language, as the meaning of new words is frequently emphasized in both textbooks and classrooms. It is crucial for language students and language teaching facilities. In addition to the significance of vocabulary, vocabulary knowledge plays a significant role in language acquisition for learners. For a lifetime, a person's vocabulary knowledge grows and deepens. It is a fundamental aspect of language proficiency that cannot be mastered entirely.

Language and word usage demonstrate intelligence and authority. A person who is a mathematical prodigy or an expert software developer may be highly regarded for their technical expertise. However, if they speak with a limited vocabulary, it will convey a lack of intelligence. Reading a large amount of material is one of the most effective ways to improve our speaking voice. Strong communication skills and a robust English vocabulary go hand in hand. Using ostentatious language and words that confuse the individuals we are conversing with is unnecessary.

There are numerous ways for students to increase their vocabulary. When improving their vocabulary, they must understand their goals to select the most effective study method. Reading is an excellent way to expand one's vocabulary. However, it will not be of much assistance on next week's vocabulary test. Here are several strategies to assist them in enhancing and expanding their English vocabulary:

vocabulary trees, creating vocabulary themes, utilizing technology, specific vocabulary lists, word formation charts, visual dictionaries, collocations, and a corpus.

While doing this research, the author decided to choose to do the research at SMP Imelda and the author do an observation at the school, when carrying out observations, the writer found that the implementation of vocabulary mastery used a dictionary to develop students' vocabulary mastery, but it was fun in implementation, students had some problems experienced so that it interfered with students developing their vocabulary mastery skills.

Problems experienced by students include: many students have difficulty expressing their opinions to friends and teachers because of lack of vocabulary, teachers use conventional methods in teaching vocabulary, it makes students not interested in learning vocabulary, many students have difficulty understanding lessons, doing assignments and understand the explanation given by the teacher during the lesson.

The previous study from Rita Seroja Br Ginting's dissertation titled (Ginting, 2019) "The Effect of Hello English Application on The Students' Vocabulary Mastery in the Eighth Grade of Junior High School," the Android-based educational game Hello English enhanced the students' vocabulary-learning skills. The game strongly encourages students to participate actively in classroom activities.

Another study is from the journal "The Effects of Using Duolingo on Students' Vocabulary Mastery" by Hermariyanti Kusumadewi and Myta Kusumadewi examined the effectiveness of educational game applications on students' vocabulary mastery. In this study, the researcher utilized Duolingo, a game-based language-learning application.

In addition, the researcher employed a true experimental research design and divided the sample into experimental and control groups. Thirty students are assigned to the experimental group and 30 to the control group. Based on the findings of this study, the t-test result is $5.64 > \text{table } 1.70$. The result indicates that the application of

Duolingo positively impacts the English learning process compared to conventional student approaches. (Kusumadewi & Widyastuti, 2018)

Although there are some research about the effect of some method on vocabulary mastery of student, but research focus on the effect of using English dictionary itself. The differences between this research with previous research is researcher focus on the effect of using English Dictionary on student's vocabulary mastery and this research will conducting in seventh grade.

Based on the preceding explanation, the previous study, and the problems that author had in observation, the author is interested in researching the effectiveness of using an English dictionary to improve students' vocabulary mastery under the title **“THE EFFECT OF USING ENGLISH DICTIONARY ON STUDENTS’ VOCABULARY MASTERY FOR EIGHTH GRADE STUDENTS AT SMP IMELDA”**.

1.2 The Identification of the Research

Based on the background of research that the writer has written above and observation in the location of study. The problems in this research can be defined as following:

1. A lot of students have difficulty expressing their opinions to friends and teachers because of lack of vocabulary.
2. The teachers use conventional methods in teaching vocabulary, it makes students not interested in learning vocabulary.
3. A lot of students have difficulty understanding lessons, doing assignments and understand the explanation given by the teacher during the lesson.

1.3 The Limitation of the Research

This research has been conducted to figure out the effect of the vocabulary building method using the dictionary in student's speaking ability at seventh grade

students of SMP Imelda Jl. Bilal No. 48, Pulo Brayan Darat I and this research is limited to know the effect of vocabulary building through English dictionary.

1.4 The Formulation of the Research

By looking at the problem, this research is expected to be a solution for students in learning English. The research questions as follows “Is there any significant effect of using English dictionary on students’ vocabulary mastery at SMP Imelda?”

1.5 The Objective of the Research

The purpose or the goal of this research is to figure out the effect of using English dictionary on students’ vocabulary mastery for eight grade students at SMP Imelda.

1.6 The Significance of the Research

The advantages obtained from this research are:

a. Theoretically

The results of this study are expected to provide more knowledge in determine whether the effect of vocabulary building through dictionary, especially placement of students’ vocabulary mastery. Then, hopefully this research will be an additional and reference, especially in English teaching.

b. Practically

1. For English teachers, the result of this study can be used to assist teaching students’ vocabulary mastery. So those students understand it easier and hopefully the dictionary as one method can be a medium for mastery of students’ vocabulary.

2. For English students, the result will show up how is the correlation of using dictionary in students' vocabulary mastery, so if the result are bad, then we can conclude that this method unsuitable for the speaking skill of students.
3. For English readers, the result can be additional knowledge and alternative references, especially in learning vocabulary.
4. For school, the result can be additional knowledge for their English teacher to establish their student competence.
5. For society, the result can be useful knowledge to them because they will know if this method works to their children.
6. Other English researcher, the result is useful for knowing the influence of using English dictionary on students' vocabulary mastery and hopefully can be a reference for future researchers.



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