



**THE CONTRIBUTION OF ENGLISH DICTIONARY APPLICATION ON
STUDENTS' ACHIEVEMENT AT MAS YP. RAUDHATUL AKMAL BATANG KUIS**

A SKRIPSI

**Submitted to the Faculty and Teachers Training State University of North Sumatera
Medan as a Partial Fulfillment of the Requirements for Sarjana Pendidikan**

BY : IMAS FITRIANI

34.15.3.093

**DEPARTEMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH AND
TEACHERS TRAINING STATE UNIVERSITY OF NORTH SUMATERA MEDAN**

2019



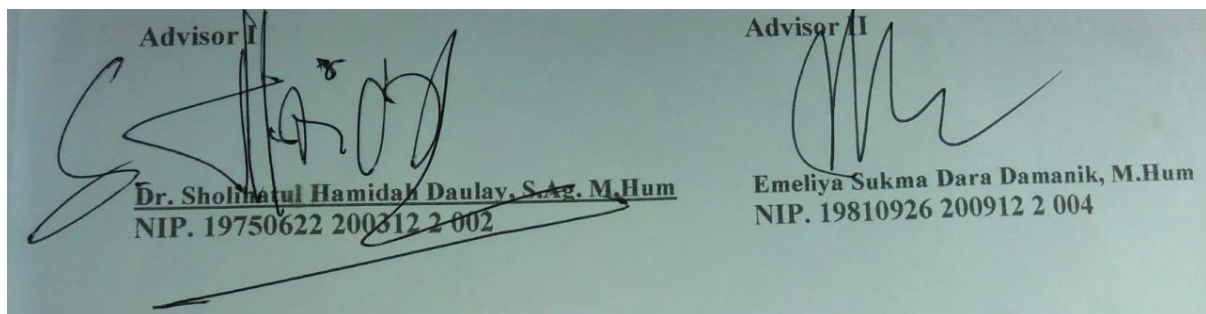
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2019

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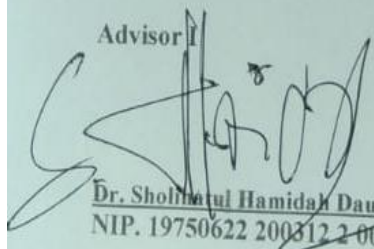
Judul : **"The Contribution of English Dictionary Application on Students' Vocabulary Achievement at MAS YP.Raudhatul Akmal Batang Kuis.**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

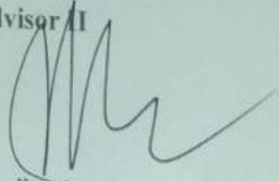
Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalamualaikum, Wr, Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 30 Oktober 2019

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ABSTRACT

IMAS FITRIANI. 34153093. THE CONTRIBUTION OF ENGLISH DICTIONARY APPLICATION ON STUDENTS' VOCABULARY ACHIEVEMENT AT MAS YP.RAUDHATUL AKMAL BATANG KUIS.

A Skripsi. Departement of English Education, Faculty Tarbiyah Science and Teacher Training. The State Islamic University of North Sumatera, Medan, 2019.

Vocabulary learning needs special strategy in language learning process. The use of dictionaries is a great help in vocabulary learning and nowadays the emergence of electronic dictionaries has added a new and valuable resource for vocabulary learning. The present study aims to explore the influence of electronic dictionaries vs paper dictionaries on vocabulary. The subject of this study was the XI grade students of senior high school which consisted of 27 students. The methode of this research was classroom action research (CAR) that consisted 2 cycle. The instruments used pre-test, post-test, observation and interview. This study used both quantitative and qualitative data.

Quantitatively, the data was obtained form the students' score of test. The result of the test of pre-test showed that the mean of the students' score was 5.35 which only 11.1% or 3 form 27 students who passed minimum passing grade(MPG). Meanwhile in the cycle II, the students' mean score was 74 which indicate that 20 students or 75% passed the MPG. Qualitatively, the data was taken form observation and interview. In observation, the researcher observed the situation and condition before and after the treatment. And while interview, the researcher asked some question to the teacher and the students about their feeling responds before and after using English Dictionary Application. Based on the result of data analysis there was improvement on students vocabualry achievement in each cycle and strengthened by the observation and the interview that showed the condition or situation of the class was students motivated, interested and enthusiastic during teaching learning process which using Englishh Dictionary Application could improve the students' vocabulary achievement.

Keywords : Electronic Dictionaries, Vocabulary learning, Mobile Dictionaries.

ACKNOWLEDGEMENT

Bismillahirrahmaanirrahim

In the name of Allah , the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer . So, that this skripsi can be finished accordingly. Peace and blessing be upon Prophet Muhammad saw, his family, his relatives, and all his followers .

The write this skripsi entitled “**The Contribution of English Dictionary Application on Students’ Vocabulary Achievement at MAS YP.Raudhatul Akmal**”. “This skripsi is witten to fulfill one requirement to obtain the bachelor degree at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera

Finishing of write this skripsi is actually a miracle for me since at was firstly reggarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written . Then I would like to Thank Allah Swt for the blessing given to me so that the writing of this skripsi has been finished without any meaningful problem . Additionally, the writer is grateful to the following for their support and helps .

1. A profound gratitude is directed to my beloved parents **Alm. M.Ali and Misem** who always give me support , advice, motivation , help, goodness, care , all of things that I need to finish my study .
2. **Dr. Amirruddin Siahaan, M.Pd** as the dean of Faculty of Tarbiyah and Teacher Training State for Islamic University of North Sumatera Medan.

3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum** the Head of English Educational Department. And as my first advisor who has given me ideas, suggestion, correction, advice and encouragement in process of completion of this skripsi.
4. **Emeliya Sukma Dara Damanik, M.Hum** as my second advisor who has given me ideas, suggestion, correction, advice and encouragement in process of completion of this skripsi.
5. All Lectures of Educational English Department
6. The principal of **MAS YP.Raudhatul Akmal Afrida Handayani, M.A**, English teacher **Runi Elvira, S.Pd.I** and all students of XI class who helped during the research.
7. My beloved sister and brothers in law and young sister. **Dewi Atmasari, A.Md.Kep, Sri Wulandari, Sugeng Purwanto, M. Andri Syahputra, Retna Dewi**, who always give pray, support , loving to me and everything that I can not mention it one by one. I dedicate this skripsi for you.
8. All of my dearest friends, especially, Henidar Rambe,Ilham Sinaga, Roslina Hsb, Tukma Putri Anti Nst, Mustafa Kamal,and all member of PBI 5, Devi Winda Sari,Yuliani and Nuraysah Gultom. Thanks for their support and sharing the happiness and sorrow during finishing this skripsi.
9. For all people who helped and gave a big support in making this skripsi that can not mentioned the name by name.

The words are not enough to say appreciations for your contributions on this skripsi. May Allah guides them always and give them all happiness through their life. The writer hopes this skripsi can give a bit contribution to

the language education, especially major of English. and further pedagogical
research

Medan, 31 Oktober 2019

Imas Fitriani

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CHAPTER I

INTRODUCTION

A. Background of Study

Rapid development of information technology this brings impact to human life especially the educational world. Positive impact is closely related to the improvement of the quality of life. The information is so easily obtained either through the mass media, electronic, as well as through a network of internet technology.

According to Canny (Miangah & Nezarat), cell phones offer an ideal platform for learning since they are ubiquitous, affordable, compact and wireless. Cell phone applications which have been mainly used in language learning include short message service (SMS), recording voice services and email services. However, some applications and their role in language learning have been neglected. One such type of applications is dictionary. The usage of dictionary in cell phones and its probable impact on student spelling has been overlooked in the literature.¹ In the world that emerging technology-supported devices are rapidly growing, wireless communication technology is not an exception in this respect. As cell phones with high capabilities extend into all areas of human life, it is expected that this wireless computing device soon becomes accessible for all urban and rural areas of each country. So, widespread access to such an inexpensive and sophisticated device has rather changed the landscape of e-

¹ Amir Reza & Mohammad Bagheri,. “ *The Effect of Using Cell Phone Dictionary on Improving Male and Female Iranian EFL Learner’s Spelling*”. 2016 . P. 2.

learning in many ways. In fact, cell phone learning can be considered as the next generation of e-learning achievement.

A teacher must be able to adjust the teaching media with the times and what of the students need. Especially, in the current era of globalization children are more interested in seeing their computer screens or mobile phones than paying attention to their teacher who is explaining in front of the class. When the teaching and learning process takes place maybe the students can concentrate for about ten to twenty minutes. This is in line with the opinion of Robertus which states that the concentration of student learning in the classroom is currently decreasing. Even students can only concentrate within 10 minutes period. But when the break time the students even stay in the classroom just to see and use their mobile phone. Seeing a situation like that, it shows that children today are very interested in the applications that offered by mobile phones.

Using english dictionary application It is one of the helpful learning as media students. As the lesson who are accustomed to using the great dictionary of the English language, surely it would be easier and customize the time with this application. In addition it is also very simple and essay to bring it everywhere go. we can download application only through the playstore in smartphones. In various english dictionary application, one example is the "KAMUSKU (English-Indonesian Dictionary).² Kamusku is a dictionary andorid issue by Kodelokus Copyright application.³ Advantages using this application is elegant and modern appreance simple and esay to use, especially for word to word translation,the

² <http://www.englishindo.com>

³ <https://m.belajarbahasa.id>

results are quite satisfactory, there are examples of using related words and words. Disadvantages is for sentence translations, sometimes there is still an incorrect.

Electronic dictionaries can also be very disturbing when students use them in the classroom. The voice of electronic dictionaries that suddenly occurs in class could be very annoying or surprising to the teacher and the students who are busy doing their work. The using of electronic dictionary by one student could affect the rest of students because they would be easily hearing pronunciation and explanations of irrelevant words while their teacher is teaching, which could discourage them from focusing on the lesson. As a result, it might be a great disturbance for both teachers and students during the learning process. Additionally, there are also arguments of whether to trust correctness of pronunciation and explanation in electronic dictionaries because some of them are not accurate due to various reasons. This could also cause the students to be confused when they judge over the teacher's correct pronunciation or provided meaning.⁴

According to Todd , students highly prefer to access and use information technology to help them with their school work.⁵

As time passes, technology cannot be separated from daily life, included in teaching language. As well as in learning English, the students will know the hard skills of English they are: reading, writing, listening and speaking. There are also the soft skills namely: vocabulary and grammar. Vocabulary becomes the most important aspect in learning English. Teaching vocabulary through different

⁴ Huibin Zheng, & Xiaoli Wang, " *The Use of Electronic Dictionaries in EFL Classroom*". 2016. P. 146 .

⁵ Todd, R. Youth and their networked worlds: Research results and implications for school libraries. *School Libraries Worldwide*, 2006. P. 14 .

methods of presentation has long been a matter of concern for researchers to be accounted for. According to Webb, vocabulary learning tasks are more receptive than productive. Receptive activities, such as looking up words in a dictionary, matching words with their meanings or definitions, guessing from context, and learning from word pairs are more common than productive tasks because they are easier to design, grade, and complete than productive tasks. At the same time, Webb admits that "it has never been demonstrated that receptive learning is more effective than productive learning, in fact, research indicates that the opposite may be true".⁶ Student's vocabulary achievement becomes a major factor in studying English. In the curriculum, vocabulary achievement is very important. Vocabulary as one of the language aspects have to be learning when people are learning language.

According to Gough claims "vocabulary is important because it is words which carry the content of what we want to say, the more words you know, the more you will be able to communicate; so with a bigger vocabulary you will be able to talk about more things. A new word is useless and unless you know how to use it".⁷

So far the ability of students' vocabulary mastery is still low. It is because the teachers in Indonesia have only focused on teaching grammar. Until they forgot that the goal of language skills is to communicate well in using the language, in this case is English. As a result, most students in Indonesia are better at grammar than their vocabulary mastery. Wilkins cited in Thornbury (2002), "Without

⁶ Webb, S. *The Effects of Repetition on Vocabulary Knowledge. Applied Linguistics*, 28(1), 46-65. doi: 10.1093/applin/am1048. 2007. P.325.

⁷ Gough, C. *English Vocabulary Organiser*. England: *Language Teaching*. 2007. P. 67.

grammar very little can be conveyed, without vocabulary nothing can be conveyed”.⁸ This statement explains how important vocabulary for communication because people will be difficult to communicate if they do not have vocabulary. This is in line with Juhendi (2011:4) in his research stated that “Vocabulary is a vital aspect in language, because it appears in every skill of language including speaking, writing, listening and reading skills”. It means that the low ability of students in English skills is closely related to the amount of vocabulary that they have. Considering the importance of vocabulary in learning foreign language, the mastery of this component should be developed. Ideally, the students who are in senior high school are able to have many vocabularies. Because when they have a lot of vocabulary they can be able to improve their language skills.

B. Identification of the Study

Based on the background of study above, the problems that can be identified are as follows:

1. The students are lack interest for using English Dictionary Application.
2. As a tool in doing work that requires language translation.

⁸Thornbury, Scott, *How to Teach Vocabulary*, 2002, England: Longman, p.13.

C. Limitation of the Study

Based on the identification of study, the writer limits this research on the student's activities at MAS YP. Raudhatul Akmal Batang Kuis as follows : When used continuously will be the student's dependency. For students using electronic dictionaries as a learning tool for practical language than have to learn the language manually.

D. Formulation of the Study

The formulation of this study are:

1. How the implementation using English Dictionary Application influence in student's vocabulary achievement?
2. How the student skill using English Dictionary Application on student's vocabulary achievement?
3. To know how the contribution about using English Dictionary Application?

E. The Objective of Study

The objectives of this study are:

1. To persuade all students for using English Dictionary Applicaton for make essay them to translate word by word.
2. To make students memorize new vocabulary and to help students vocabulary understanding.
3. To make the students' understanding about the meanings of the word.

F. Significant of Study

The significant of this study are:

1. Using English Dictionary Application give information on how a word use in sentence.
2. The using of electronic dictionary by one student could affect the rest of students because they would be easily increase students vocabulary.

CHAPTER II

LITERATURE OF REVIEW

A. Theoretical Framework

In doing a research some concept are needed to explain. The terms must be clarified in order to avoid confusion among the readers. The following terms are used in this study:

1. Definiton of Dictionary

Lew(2010) states his point of view about traditional printed dictionary, he says that traditional printed dictionary have used a repertoire of devices for presenting meaning in paper dictionary, most of them having to do with words.⁹

He also states that the traditional way in paper dictionary has been to explain words with words, using either a definition (typically in the language of the headword) or an equivalent (typically in another language). A dictionary is a reference book about words. It is a book labout language. People consult them to find out information about words.

From the defintion above, it can be inferred that dictionary is alphabetical lists of words presenting meaning and consists of pronunciation information, definitions and etymology. Another definiton about dictionaries states by

⁹Lew , Robert. New Ways of Indicating in Electronic Dictionaries; Hope or Hype?. *International Symposium on Lexicography*. Retrived hhttp//: www.lexicographystaff.amu.edu.pl. 2010. P. 292.

Tarp(2009:29) that dictionary is utility products or tool which are, or should be, designed to satisfy certain human needs.¹⁰

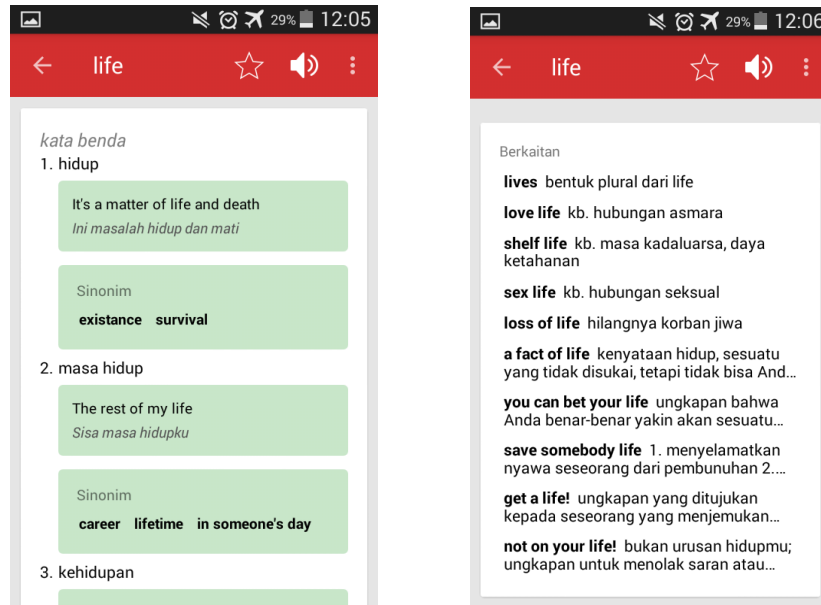
In conclusion, dictionary is a book consists of alphabetically lists of words that display information about definition, spelling, grammar, pronunciation, etymology, and usage of words.

1.1. Use of Electronic Dictionary

With the unique features, the use of electronic dictionary causes some problems as well. Electronic dictionaries can prevent students guessing skills and contextualized thinking in vocabulary acquisition. would help them understand the meanings. With the fast-speed search functionality of electronic dictionaries, they would immediately look up the meanings of all unknown words and phrases in a sentence while actually getting the meanings of one or two key words plus guessing meanings from context would serve the purpose in the same way. Moreover, electronic dictionaries can cause distraction. It often takes place when students use electronic dictionaries in the classrooms. It happens when students are trying to look up the meaning of new words. They tend to go straight ahead and look up every unknown word they come across because it is easy and fast for them to get the meanings and other relevant information from electronic dictionaries.¹¹

¹⁰ Tarp, S. Reflection on Lexicographical User Research. *Lexikos*. 2009. P. 275-296.

¹¹ Huibin Zheng, & Xiaoli Wang. *The Use of Electronic Dictionaries in EFL Classroom*. 2016. P. 147.



2. Students' Vocabulary Achievement

Vocabulary achievement is the understanding of the language by using it actively and passively in four language skills in particular language by a person as a speaker or writer as a thing achieved especially by skill, work, and courage.

2.1. Definition of Vocabulary

Vocabulary can be defined as “ word we must know to communicate effectively; word in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” according to Neuman & Dwyer (2009).¹²

2.2. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught

¹² Neuman, S.B., & Dwyer, J. Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher*. 2009. P. 385.

and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quote by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2005).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).¹³

Based on the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. That is the reason why it is important to learn vocabulary.

¹³ Mofareh Alqahtani. The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*. 2015, Vol. III, P. 21-34.

According to Quran human beings have the ability to achieve and develop the knowledge with Allah permit. And when we get the information from the internet we must be filter the information for knowledge. Allah say in Quran verses Al-baqarah : 31-32)

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ
الْحَكِيمُ ﴿٣٢﴾

Meaning: "And Allah the Exalted taught the names of all things to Adam. Then presenting all shins before the Angelssaid, "Tell the names of these, if you are truthful"(31). They said 'Sanctity to You", We know nothing, but what You Taught us, no doubt, You alone are the Knowerand the Wise.¹⁴

And the other knowledge with Allah permit and Allah says in Quran verses ibrahim : 4)

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ
وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

¹⁴ <http://www.ahadees.com/quran/ayat.php?surah=49&ayat=31-32>. Html
Accesses on November 07, 2019. 10 P.m

Meaning: *“And, We have sent each messenger in the language of his own people that he may tell them clearly. Then Allah leads astray whomsoever He will and guides whomsoever He will, and He is the Honorable, the Wise(4).¹⁵*

Based on the explanation above, that study is using electronic dictionary can make them essay to translate word by word. The research concludes that vocabulary is the component of language and all the words that some someone knows, learn. Any body who learns a language is necessary to know some kinds of facts far each of many thousands of word. First, each of the word has unique range of meanings. Second, it has a characteristic pronunciation. Third, it even goes into characteristic of morphological and syntactic constructions. Good dictionaries give information about the meaning, pronunciation and grammatical pattern of each word. The perspective that dictionaries give of the vocabulary tends to be atomistic, treating each word as if it exist and has developed as item isolated from all other word.

3. Benefit of Dictionary

There are some advantages of Using Dictionary, they are :

- a) correct pronunciation of the words.
- b) Identifying the root words whose meanings can be derived from the root words.
- c) Meanings of the words when use in different forms (noun, verb, adjective).
- d) Vocabulary building.¹⁶

¹⁵ <http://www.ahadees.com/englisharabic-surah-14.html> accesses on November 10, 2019.11 A.m

¹⁶ <https://www.quora.com>. accesses on Juli 12, 2019. 11:17 P.m

4. Influence Using English Dictionary Application

Along with the development of technology, the form dictionary also experience innovation, one form of innovation is a mobile dictionary. Mobile dictionary is an application that has the same functionality as conventional dictionaries but that makes different is this dictionary can be accessed through mobile devices, this dictionary is also more effective, fast, and easy to use. One example of the use of mobile dictionary is in learning to read is by utilizing the features of mobile applications in the audio dictionary, then learners can learn about how to pronounce a vocabulary and ring tones appropriately.

However, although mobile dictionary has many advantages, it also has media limitations, limitations of the first was about the language used as the usage instructions as well as the language used to explain the meaning.

The advent of english dictionary application give gratly influenced user's preferences and patterns of dictionary use. According to Wood " device that allow users to click on words to hear them pronounced and sometimes defined, can enchance understandings about new words".

Based on the explanation, using English Dictionary Application more help for student's and make them essay for translate meaning from the words. And the other that, we can improve our ability about vocabulary. But learning process with electronic dictionaries cannot encourage student's to learn through context and some teacher's point of view in Tangs research, electronic can cause student's antisocial behaviors because instaed of communicating their classmates, student's

interact with machines in the classroom.¹⁷ Besides, electronic dictionaries are very fast, limited class time can be used more time efficient.

B. Related Study

1. This study relates In addition, Nation (2008) states that dictionary can help learners in three major ways (1) they can help learners understand words that they meet in reading and listening; (2) they can help learners find words that they need for speaking and writing; (3) they can help learners remember words.

From the explanation above, there are some types of dictionary: monolingual, bilingual and trilingual dictionary. The format of dictionary is printed, hand held electronic dictionary, dictionary program, online and visual dictionary. In addition, the purposes of using dictionary are: comprehension, production and learning.

2. Based on the journal research by Amir Reza Nemat Tabrizi & Mohammad Bagheri Fard (Canadian 2016), which are the research journal can be help students for learning foreign language is cellphone which are dominant in most student. This application english dictionary make to eassy student's for search word by word in them cellphone. "With use the application, they can save much time. English dictionary give the chaged for achievement student's, but beside that english dictionary have to effect

¹⁷ Zheng Huibin , & Wang Xiaoli . *The Use of Electronic Dictionaries in EFL Classroom*. 2009. P . 149.

for student's. The present study aimed at investigating the effect of using cell phone dictionaries on improving vocabulary.

C. Conceptual Framework

Vocabulary is one element that is very important in learning languages. This is because a person's ability in a language is closely related to vocabulary. Be aware of the importance of vocabulary in learning a foreign language. There are many types of strategies that can be used to increase vocabulary. Vocabulary also need to master the four skills of language: listening, speaking, reading, writing.

Vocabulary is the way to teach the students learn about something, especially about language in the school, college or university. Many students find difficulties to listen, speak, read, and write because the lack of vocabulary, that is way necessary fo the teacher to find a good and interesting strategy to teach vocabulary to the students.one of the good strategy to teachthe vocabulary in the classroom is vocabulary by using english dictionary.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Classroom Action Research (CAR) is a research action taken by a teacher in a class. According to Hopskin, action research is the design of the research can be used to translate a concept into the reality that are more practical.¹⁸ The group of participants can be teachers, students, lecturers, parents, and other community members. All groups of participants have different skills.¹⁹

This research is basically a series of "research-action-action-research" action research made in a cycle to solve problems that arise in the classroom. There are several types of classroom action research, two of which include scenario research and collaborative research. Class action research is a combination of qualitative and quantitative research. In this classroom action research the data collected qualitatively will be analysed quantitatively. However, the result of this classroom action can be shared by others who have backgrounds similar to the research process carried out by researchers.

Based on the explanation above it can be concluded that classroom action research is a very effective way to help teachers to reflect their teaching to improve teaching and learning processes.

¹⁸ Hopskin, David, *A Teacher's Guide to Classroom Research*, 2008, USA: McGraw Hill-Open University Press.

¹⁹ Wina Sanjaya, *Penelitian Tindakan Kelas*, 2009, Jakarta: Prenadamedia Group, p.24

There are 4 phases in classroom action, namely :

a. Planning

Base on classroom observation, the researcher and collaborator worked collaboratively to plan some actions which are feasible to be implemented in the field. Learning plan that will be made based on an analysis of the problems that are in the classroom. Classroom action plans are directed at resolving the causes of problems, looking forward, and are flexible to receive unexpected effects. The researcher will be the teacher and the teachers will work together to plan everything related to the teaching process.

b. Action

The action is the process of what the researcher will do. It will implementation of planning. The researchers will be flexible and ready to change the situation.

c. Observation

In this step, observation will be used during the implementation of the actions. Those data were also used to observe the behavior, the skills and the implementation of the actions.

d. Reflection

Reflection activities are intended to find the strengths and weaknesses of the actions taken, identify the obstacles faced and analyze the effects that are affected by taking action. Reflection will be carried out after the

researcher conducts analysis, synthesis, assessment and explains and draws conclusions based on the data.²⁰

According to Hopkins, model of this study conducted by forming a downward spiral which starting from the feel of the problem, the planning, carry out the action, making observations and do a reflection and make plans again and so on.

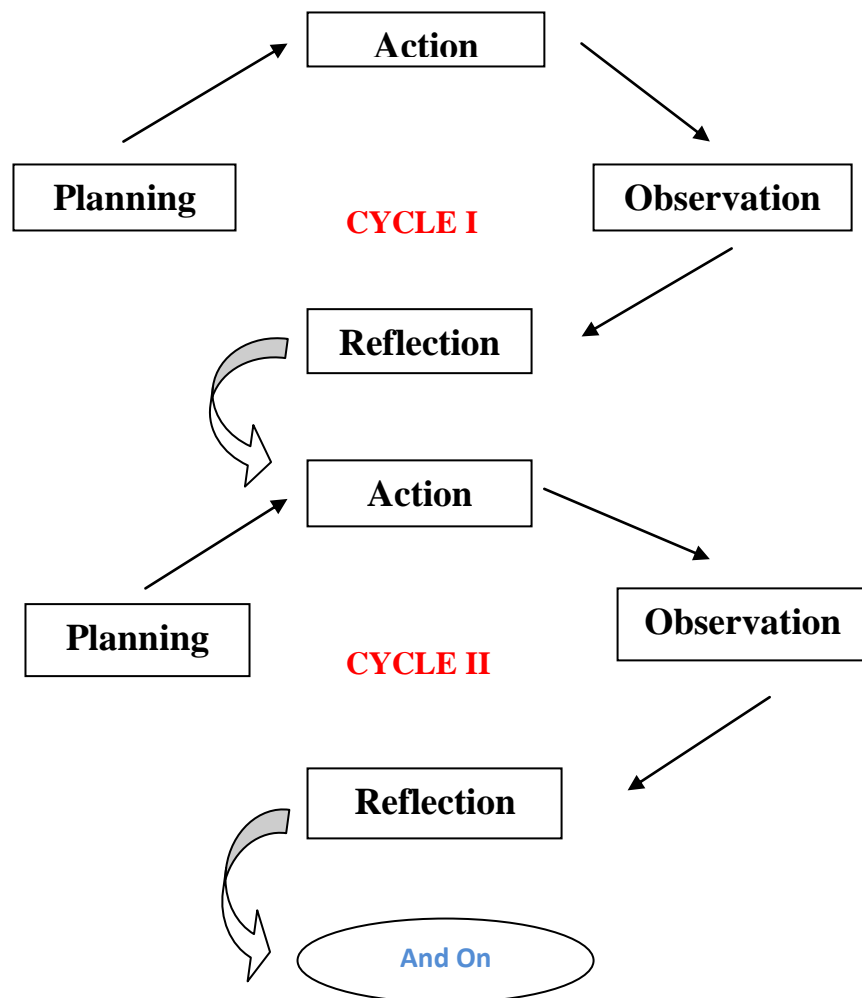


Figure 3.1: Action Research

²⁰ Ridwan Abdullah Sani Sudiran, *Penelitian Tindakan Kelas*, 2012, Bandung: Citapustaka media Perintis, p.16-19

B. Location and Time of Research

The writer will the research is elevent grade of MAS YP. Raudhatul Akmal Batang Kuis, which is located on Jl. Nusa Indah Gg. Melati.

C. The Subject of the Reseach

The subject of the research is elevent students of MAS YP. Raudhatul Akmal Batang Kuis. There are 27 students for elevent grade of MAS YP. Raudhatul Akmal Batang Kuis , which are devided into one class called XI- IPA.

D. The Instrument of Data Collection

This section will explain how researcher will collect data. Data collection is one of the most important things in one study. To get the information needed, the researcher will also use references from the library besides also several journals and reference books that will support this research. In this study there are three ways to collect data, namely tests and observations and diary notes.

Test is a method that will be used by researchers to measure the abilities and knowledge of students in the vocabulary. The test results that will be measured by the researchers aim to determine the ability to master student vocabulary. The type of test that will be used in this study is the vocabulary test. Besides that observation will be used to determine the process of learning vocabulary with English dictionary.

a. Test

The purpose of this test is to measure students' mastery of vocabulary mastery and also to obtain quantitative data. The test in this research will be

given to students after getting action. The result of the test is measured to know the students' vocabulary after getting action in learning by using English Dictionary Application. In this study, the test will be conducted in a multiple choice form that consist of 20 items and essay test that consist of 10 items. The essay test will be corrected by researcher, and the trustworthiness to check the essay test is the English teacher.

b. Interview

The researcher in this research will reflect the whole answers of the question that will be given by some the students. This interview is used to add the information about the students' difficulties in English vocabulary and to know the effect that the students get after using English dictionary in learning vocabulary

c. Researcher Notes

Researcher notes will be used to write all student activities in the classroom during the teaching and learning process. The researcher's notes consist of personal evaluations of researcher regarding the events in the class whether progress or new things were discovered during the research. The researcher will write all of the new data after every single meeting.

E. Procedure of Data Collection

The procedures of the research will perform by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about vocabulary mastery.

a. Cycle I

1. Planning

The following points are:

- a) Conducting the cycle in five meetings.
- b) Administrating the vocabulary learning process according to lesson plan.
- c) Conducting orientation test in order to know the students' basic ability in mastery vocabulary.
- d) Preparing material for vocabulary mastery.
- e) Conducting a test of vocabulary mastery through by using English Dictionary Application in the end meeting.
- f) Preparing the instrument for collecting data, such as diary notes, observation, and interview sheets.

2. Action

In this step, the students will be taught how to comprehend vocabulary mastery through English dictionary. First, download application in play store. Second, after you download you must install it. Third, input the word what you want translate. Click the translated result to find out more clearly the word.

3. Observation

The observation will conduct to all the process of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction.

4. Reflection

The researcher will take the feedback of this vocabulary mastery and learning process from the result of the diary note in every single meeting, the problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher will make a decision that the researcher need to continue to the research into cycle II.

b. Cycle II

A Classroom Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with first cycle. The data that has been collected in cycle 1 will be used as material for consideration in preparation of planning in cycle 2. During the treatments, mastery vocabulary test will be given to the students at the end of every meeting. The students are testing by asking them to answer 20 questions multiple choices and 10 essays.

F. Technique of Analyzing Data

Quantitative data analysis that researcher will use to collect all data that will be obtained from the result of multiple choice tests which will carry out in two cycles. The tests will be given to the students at the end of the cycle. In analyzing numeric data, first researchers will try to get the average score of students action

in one cycle. This is used to find out how well students score. The researcher will use formula which is designed by Purwanto (1991), ²¹as follows:

$$s = \frac{R}{N} \times 100$$

s = Score

R = The number of the correct answer

N = The number of the test items

The mean of the students' score for each cycle will be obtained by using the Arithmetic Mean formula by Arikunto²², as follows:

$$X = \frac{\sum x}{N}$$

X = The mean of students' score

$\sum x$ = The total score

N = The number of students

The researcher will get a percentage of classes that achieve minimum mastery level criterion (KKM) considering the English subject gains score is 75 (Seventy Five). The categorizes the number of students who competent in mastery the vocabulary, the following formula is:

$$P = \frac{F}{N} \times 100\%$$

²¹ Purwanto, M.V., *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*, 1991, Bandung: Remaja Rosdakarya.

²² Arikunto, S., *Prosedur Penelitian*, 2006, Jakarta : Binarupa Aksara, p.272.

- P = The percentage of students who get the point >75
- F = The number of students who get the point <75
- N = The total number of students who do the test

Qualitative data analysis that will be used in this study is data obtained from the results of interview and researcher's notes during the teaching and learning process, before and after class action research. The qualitative data will be analyzed by interpreting data. Researcher will use a qualitative explanation to illustrate how the teaching process use English Dictionary Application.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of students' score in taking vocabulary test. The qualitative data were taken from interview, observation sheet, and photography evidence. This research was conducted in one class of MAS YP.Raudhatul Akmal Batang Kuis that class XI with 27 students. This research was accomplished in two cycle, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in four meetings include pre-test. The second cycle was conducted in two meetings.

1. The Quantitative Data

The quantitative data were taken from the result of some competence tests during the research which was conducted in three meetings. The test given are relevant with the topic taught and discussed in the classroom in every cycle. The vocabulary test given to the students in from pre-test, and post-test cycle II.

Table 1. Students Vocabulary Score for Pre-test.

NO	Initial of Students	Score	Criteria
1.	ALH	55	Unsuccess
2.	AA	50	Unsuccess

3.	DF	65	Unsuccess
4.	DA	45	Unsuccess
5.	FT	60	Unsuccess
6.	FRN	65	Unsuccess
7.	GMS	35	Unsuccess
8.	HH	45	Unsuccess
9.	IQS	35	Unsuccess
10.	KA	65	Unsuccess
11.	LZ	65	Unsuccess
12.	MDRA	60	Unsuccess
13.	MSZP	65	Unsuccess
14.	NA	60	Unsuccess
15.	NK	65	Unsuccess
16.	NFS	85	Success
17.	PP	35	Unsuccess
18.	RFT	35	Unsuccess
19.	RI	65	Unsuccess
20.	SP	-	Unsuccess
21.	SH	45	Unsuccess
22.	SHH	35	Unsuccess
23.	SLH	70	Unsuccess

24.	SY	40	Unsuccess
25.	TAS	75	Success
26.	UN	75	Success
27.	WS	50	Unsuccess
	Total ($\sum X$)	1.445	

The students' score in pre-test can be seen on **table I** . From the table of the pre-test above, the student's who get success the test were 3 students, and the students who did not get success the test were 24 students, in addition, the total score of the students was 1.445 and the number of students who took the test was 27 students. To find out the mean in this test, the researcher applied the following formula:

$$X = \frac{\sum x}{N}$$

Where :

X = The mean of students' score

$\sum x$ = The total score

N = The number of students

So, the mean of the students' score was $X = \frac{1.445}{27} = 5.35$

From the analysis above, the students' vocabulary mastery were very low. The mean of the students score was 5.35. the percentage of students who got success in vocabulary mastery was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of students who get the point >75

R = The number of students who get the point <75

T = The total number of students who do the test

$$P1 = \frac{3}{27} \times 100\% = 11.1\%$$

$$P2 = \frac{24}{27} \times 100\% = 88.9\%$$

From the analysis above, the students' vocabulary mastery was low. The students who got success the test were 3 students of it was 11.1% on the other hand, 23 students who got unsuccessful in the test or it 88.9% it can be concluded that the students' vocabulary in this test was low.

Table II Students Score of Post-test

NO	Initial Students	Score	Criteria
1.	ALH	60	Unsuccess
2.	AA	75	Success
3.	DF	80	Success
4.	DA	80	Success

5.	FT	70	Unsuccess
6.	FRN	80	Success
7.	GMS	65	Unsuccess
8.	HH	75	Success
9.	IQS	75	Success
10.	KA	75	Success
11.	LZ	80	Success
12.	MDRA	80	Success
13.	MSZP	80	Success
14.	NA	70	Unsuccess
15.	NK	80	Success
16.	NFS	80	Success
17.	PP	65	Unsuccess
18.	RFT	65	Unsuccess
19.	Rir	80	Success
20.	SP	60	Unsuccess
21.	SH	80	Success
22.	SHH	75	Success
23.	SLH	80	Success
24.	SY	80	Success
25.	TAS	80	Success

26.	UN	80	Success
27.	WS	75	Success
	Total ($\sum X$)	2.025	

The students' score in the **post-test** can be seen on **Appendix II table 2**. From the table of post-test above, the total score of the students was 2.025 and the number of students who took the test was 27 students. The mean of the students' in this post-test of cycle was :

$$X = \frac{\sum x}{N}$$

$$\text{So the mean of the students' score was } X = \frac{2.025}{27} = 75$$

From the analysis, the students' vocabulary mastery got increase. It could be seen from the mean score of the test was 75 it included fair level, the percentage of students who got success in vocabulary test was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{20}{27} \times 100\% = 74\%$$

$$P2 = \frac{7}{27} \times 100\% = 25.9\%$$

From the table analysis, it showed that the students' vocabulary mastery got increasing. The mean of the students' score 75. The students who got 75 and 19 students or it was 70 % . And 9 students who got score below 75 or it was 25.9%. It could be concluded that the students' vocabulary mastery was getting

better than in the pre-test. Students' achievement in the post-test of cycle II was seen successful. Because the percentage of the students' score only 70%. The researcher wished the percentage of student passed this test was 75% or even higher.

The result showed the students score from the pre-test. In the pre-test, students who got the score the score 75 and above were 3 students of 27 students (11.1%). In the post-test cycle the students who got the score 75 and above were 20 students of 27 students (74%).

2. The Qualitative Data

The qualitative data were analyzed from the observation sheet, interview, researcher notes and documentations.

2.1 Observation Sheet

The observer observed the researcher, the students, situations, conditions, and the problems found during the teaching-learning process in every meeting. This was an alternative to gather information about teacher behavior, students' attitude, the class participatons, the interaction between students and teacher and teaching learning climate while the research conducted, from the observation, the obsever noted that the students were active, anthusiastic and excited in learning vocabulary by using English Dictionary Application. The completed information about the observation sheet can be seen in appendix.

2.2 Interview

The researcher ask to the teacher to know students' difficulties in mastering vocabulary from the students during English class. The researcher

interviewed the English teacher and the students to get more information related to the teaching and learning process. The interview was also done after implementing technique.

Based on the students interview and teacher answer in interview, it showed that there were different notion before and after the implementation of the technique. the teacher argued that teaching learning process were more active, and the students also demonstrated their activity when teaching learning through by using English Dictionary Application.

2.3 Researcher Notes

This a way to write about classroom events, the teaching method, and students attitude during in the class, the researchr note that the students felt excited and antusiastic to get vocabularies by using English Dictionary Application. However, the researcher notes also showed that the students very noisy during the activities.

2.4 Documentation

Photography is one of evidences of students and teacher activities in the class. It captured every activities which conceived important. It can be seen from the photos that the students involves actively and anthusiastically during the teaching learning process.

3. The Activities In Cycle I

The research was accomplished in two cycle. Each cycle consisted of four step of action research (planning, acting, observation and refelecting). The first cycle including the pre-test was conducted in three meetings.

1. Planning

From the preliminary study, the plan was arranged before researcher conducting the research. Researcher created two meetings lesson plan that will be used in teaching. The topic discussed was vocabulary which was noun about temples. The planning were:

- a. Make a lesson plan which contained steps in learning activities that used English Dictionary Application as media to make essay the students for translated word by word.
- b. Prepare a learning materials that supported the implementations of learning process in the form of dictionary, books, and pictures related to the material.
- c. Make exercise as the instrument of collecting data of English Dictionary Application.

2. Action

Researcher brought the action learning activities based on lesson plan that had been made to improve the result of English learning by applying English Dictionary Application. Implementaion of the action on the first cycle consisted of two meetings with 2 x 45 minutes each meeting. The teaching process began with greeting and appreciation to gain students motivation and attention. Then, the research explained how to use the English Dictionary Application. Students can use a dictionary when they need to understand how to say a word. Dictionary is one of media that can be used by both teacher and students teaching and learning process. The use of dictionary is very helpful for students since they can find kinds of words they need.

After some times, the learning process finished and the teacher concluded the materials together with the students to know how deep students understand about the lesson.

3. Observation

The researcher observed the situations and conditions happened during the teaching process and the students performance while receiving the material and to know the students attitude during in the class.

Based on the achievement test given at the first cycle, it showed that only 3 out of students who passed the test, while 24 others students are not unsuccessful. It mean it as not to satisfy the classical mastery learning. To see the students result in the test of cycle I can be seen in the appendix.

4. Reflection

Based on the result of the test in the cycle I and the observation, the action to increase more the score was needed, it can be seen by what has been successfully done and what has not been successfully done at those activities, from the observation sheet it can be seen that:

- a. Teacher can be manage the students' attention during learning process in this cycle.
- b. The students seem not really understand about the material because asking and question session didn't well.

4. The Activities In Cycle II

This is the second cycle of the research. These activities consisted of four steps of action research (planning, acting, observing and reflecting, it was expected that the second cycle in this research will come up the problem and get better than the first cycle. In this cycle, researcher gave more motivation and support to their learning process. The explanation about the lesson was given as clear as possible as it has been designed as follow:

a. Planning

The researcher prepared the lesson plan and served the explanation needed by the students in the class, in this part, the material provided was more interactive. The explanation about the meaning of the vocabulary that supposed to be mastered by the students. The goal is to make the students know and memorize the vocabulary given. The researcher also will create more supportive and challenging class.

b. Action

The researcher explained about the use of English Dictionary Application, such as select the right meaning of word. For example, they do one exercise about temples and give them instruction for do the teks. Where the students must understand the meaning of the text. They must do it by using English Dictionary Application for got the meaning of the text. For example I give them one exercise about temples text, and they must be understanding about the meaning of text so they must translate the text using by English Dictionary Application. Additionally, the researcher also did English Dictionary Application which made the class

more active and enthusiastic. The students have responded about their learning process, and they enjoyed during the teaching learning process.

c. Observation

The activities of the students and the teacher were observed. In the process of teaching learning the student began to understand and comprehend their work, thus the activity of students had already started to rise. To see the observation sheet it can be seen in the appendix.

d. Reflection

After checking the result of the test and observation, it was found that the students' score increased dramatically, based on the observation researcher concluded that the students can improve their vocabulary mastery by using English Dictionary Application. The score in the second cycle improved than in the first cycle.

B. Research Finding

The result from the qualitative and quantitative data showed that the improved students' understanding about using English Dictionary made them essay for translated word by word, and made them increase vocabulary score. The mean of the first cycle was 5.35 which is low. The mean of the test in the second cycle was 74. This indicated that the result and the mean in the second cycle were much better than the first cycle.

The percentage of students who passed the grade which is 75 and above also increased. In the pre-test, the students who got the score 75 and above were 3 students of 27 students (11.1%). In the post-test cycle the students who got the score 75 and above were 20 students of 27 students (74%).

The qualitative data were taken from the observation sheet, interview, researcher notes and documentation. Using the data, researcher concluded that the students felt interesting to study by using English Dictionary. The changes of response and behavior indicated the improvement teaching learning process. Even though, the researcher seen from the interview students argued that having such that class made enjoying when study English learning process. The researcher notes showed the moments in the class which getting better day by day. From the documentation, it was found that the students were active and tried to do the task given supportively based on their ability.

C. Discussion

This research was conducted to find out the improvement of the students' ability about translated word by word using English Dictionary Application. Personal journal technique encourage students to become involved and interesting in translated word by word. The students found enjoyable and be more active. Based on the statements of that students felt happy when study English subject.

Based on the qualitative data that the researcher taken the result of observation sheet, interview and researcher notes, it was found that after using English Dictionary Application more enjoyable , active and enthusiastic during

teaching learning process. By this situation, the students could done their test in good score in every cycle.

The quantitative data result showed, in pre-test the total score mean of students was 1.445 (11.1%), the precentage of the students' score was 88.9 % and there were only 3 students who got up 75. It's mean the students vocabulary still low. In the post-test cycle II, the total score mean of the students was 2.025 (75), the precentage of the students' score was 20 who got up 75.

Based on te explanation above, it could be concluded that the implmentation of personal journal technique ould help students achievement. It can be proven by quantative data which showed the students' score in post-test got better from pre-test. It can be proven also by qualitative data which showed the students enjoyable, more active and enthusiastic in translated word by word using English Dictionary Application and the teacher could teach better trough applying English Dictionary Application.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on observation and interview as conducted by researcher during the action showed that the students more active and interested in using English Dictionary. It make the students enjoyable and than make essay when translated the sentences. Firstly, they can download application on playstore, and after that they can search one of sentences what they wanted. Second they can type one word what they want search. Third, between students and teacher have to coloboration in learnng process, between students and teacher feel enjoy when using english dictionary application in the class.
2. Based on the result of the research findings and discussion, it could be concluded that the students' vocabulary achievement was improved. It can be seen from mean of the students' score in pre-test was 11.1 and it still low, and than the mean of the students' was 74, it was improved than before.
3. Before they using the English Dictionary Application, they must know what the benefit from application. With using the application they feel essay for translated word by word and more essay to get meaning from the sentences.

B. Suggestions

The research showed that the students' vocabulary achievement was improved by using English Dictionary Application at grade XI-IPA 1 of MAS YP.Raudhatul Akmal Batang Kuis. Therefore, the researcher suggestions this research for English teacher, students and the future resecher as follow:

1. For English Teachers

Using English Dictionary Application improve the students' ability and the students felt enjoyable during teaching and learning process. It is recommended for English teacher to implement them skill.

2. For the School

To improve students' ability especially vocabulary achievement, using English Dictionary Application can help the students for doing the text. Using English Dictionary Application can gave the effect. There are positive and negative effect.

The positive effect :

- To make essay them for search word by word they needed.
- To short time for doing the text.
- Use English Dictionary Application very simple from paper dictionary.

The negative effect :

- The voice from dictionary can be distrub in the class.
- Make students lazy for do the task.

3. The future researcher

This researcher be added references for the future researchers who had same field to be should. I sugges for the future research, you should make good the thesis , explain more about it.

I

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APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MAS YP. RAUDHATUL AKMAL
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI
Materi Pokok : Descriptive Teks
Pertemuan ke : 1
Alokasi Waktu : 2 x 45

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan aasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.
- 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Terlibat aktif dalam pembelajaran teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
2. Bekerjasama dalam kegiatan kelompok.
3. Toleran terhadap pemecahan masalah.
4. Mengerti teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
5. Memahami teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
6. Menangkap makna pemaparan teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

7. Menyusun teks lisan untuk memaparkan, menanyakan dan merespon tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

8. Menyusun teks tulis untuk memaparkan, menanyakan dan merespon tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

D. TUJUAN PEMBELAJARAN

Kegiatan diskusi dan belajar kelompok dalam pembelajaran eksponen diharapkan siswa terlibat aktif dan bertanggung jawab dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik, serta dapat:

1. Terlibat aktif dalam pembelajaran teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

2. Bekerjasama dalam kegiatan kelompok.

3. Toleran terhadap pemecahan masalah.

4. Mengerti teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

5. Memahami teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

6. Menangkap makna pemaparan teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

7. Menyusun teks lisan untuk memaparkan, menanyakan dan merespon tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

8. Menyusun teks tulis untuk memaparkan, menanyakan dan tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

E. MATERI PELAJARAN

Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur text

- Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya,
- Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan:

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
- (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
- (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi.
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (5) Rujukan kata.

Topik:

Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.

TEXT

Introduction to Description text.

SOCIAL FUNCTION: To describe a particular person, place or thing.

GENERIC STRUCTURE

Identification : To identify phenomenon to be described.

Description : To describe parts, qualities, characteristics

Language features : 1. Focus on specific participants.

2. Use of attributive and identifying processes.

3. Frequent use of classifiers in nominal groups.

4. Use of the Simple Present Tense.

BOROBUDUR

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

F. PENDEKATAN DAN MODEL PEMBELAJARAN

Pendekatan dalam pembelajaran ini menggunakan Scientific approach/pendekatan ilmiah dengan langkah-langkah sebagai berikut: mengamati, menanya, menalar, mencoba, dan membuat jejaring.

G. LANGKAH-LANGKAH PEMBELAJARAN

✓ **Pendahuluan (10 menit)**

1. Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa.
2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.
3. Menyampaikan model dan tujuan pembelajaran.
4. Melakukan apersepsi dengan mengajukan pertanyaan untuk mengarahkan siswa menemukan konsep teks deskripsi dari berbagai situasi nyata yang dekat dengan kehidupan siswa dan menumbuhkan motivasi internal dalam diri siswa melalui menunjukkan kebergunaan mempelajari teks deskripsi dalam kehidupan.
5. Membentuk kelompok/rombongan belajar yang heterogen dengan menggunakan hasil observasi kelas (menerapkan prinsip tidak membedakan tingkat kemampuan berpikir, jenis kelamin, agama, suku, dll).

Kegiatan Inti (70)

✓ **Mengamati:**

- Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.
- Siswa menirukan contoh secara terbimbing.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks

✓ **Mempertanyakan (questioning)**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptive.

✓ **Mengeksplorasi**

- Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
- Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan.
- Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

✓ **Mengasosiasi**

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks deskripsi sesuai dengan fungsinya.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

✓ **Mengkomunikasikan**

- Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya.
- Siswa menyunting deskripsi yang dibuat teman.
- Siswa menyampaikan deskripsinya didepan guru dan teman dan

mempublikasikannya di mading.

· Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.

· Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.

Siswa dapat menggunakan 'learning journal'

✓ **Kegiatan Penutup (10 menit)**

1. Siswa dengan bimbingan guru, membuat kesimpulan tentang pemaparan teks deskripsi.

2. Guru memberikan PR tentang pemaparan teks deskripsi.

3. Siswa dipersilakan untuk mempelajari materi selanjutnya.

H. MEDIA & SUMBER BELAJAR

1. Media Belajar :

- a. Leptop dan projector
- b. Tape Recorder
- c. Alat tulis menulis
- d. Media lain yang Relevan

2. Sumber Belajar :

- a. Silabus Bahasa Inggris SMA/MA/SMK kurikulum 2013
- b. Bahasa Inggris Kementrian Pendidikan dan Kebudayaan RI, 2014
- c. English for VHS, LP2IP Jogjakarta
- d. Kamusku Dictionary.

I. PENILAIAN HASIL BELAJAR

NO.	Aspek yang dinilai	Indikator	Score
1.	Mengartikan kosakata	Siswa dapat mengartikan kosakata bahasa inggris dengan baik.	20
		Siswa belum dapat mengartikan kosakata bahasa inggris dengan baik.	10
2.	Membaca kosakata	Siswa dapat membaca kosakata bahasa inggris dengan baik.	20
		Siswa belum dapat membaca kosakata bahasa inggris dengan baik.	10
3.	Melafalkan kosakata	Siswa dapat melafalkan kosakata bahasa inggris dengan lancar.	20

		Siswa belum dapat melafalkan kosakata bahasa inggris dengan lancar.	10
4.	Menulis kosakata	Siswa dapat menuliskan kosakata bahasa inggris dengan baik dan cepat dalam buku catatan.	20
		Siswa belum dapat menulis kosakata bahasa inggris dengan baik dan cepat dalam buku catatan.	10

J. INSTRMEN PENILAIAN HASIL BELAJAR

Keterangan Penilaian :

KKM : 75

Tugas kelompok dan individu : 70%

Sikap dan ketrampilan : 30%

NA = Nilai Tugas Kelp & Individu x 70% + Nilai Sikap & Ketrpl x 30%.

Kriteria penilaian :

Baik Sekali : 86 s/d 100

Baik : 76 s/d 85

Sedang : 60 s/d 75

Kurang : 0 s/d 59

Medan,29 September 2019

Teacher

Researcher

Runi Elvira S.pd.I

Imas Fitriani

34.15.3.093

Headmaster of MAS YP.Raudhatul Akmal

Afrida Handayani, MA

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MAS YP. RAUDHATUL AKMAL
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI
Materi Pokok : Descriptive Teks
Pertemuan ke : 2
Alokasi Waktu : 2 x 45

A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun responsif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan aasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Terlibat aktif dalam pembelajaran teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

2. Bekerjasama dalam kegiatan kelompok.

3. Toleran terhadap pemecahan masalah.

4. Mengerti teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

5. Memahami teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
6. Menangkap makna pemaparan teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
7. Menyusun teks lisan untuk memaparkan, menyakan dan merespon tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
8. Menyusun teks tulis untuk memaparkan, menyakan dan merespon tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

D. TUJUAN PEMBELAJARAN

Kegiatan diskusi dan belajar kelompok dalam pembelajaran eksponen diharapkan siswa terlibat aktif dan bertanggung jawab dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik, serta dapat:

1. Terlibat aktif dalam pembelajaran teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
2. Bekerjasama dalam kegiatan kelompok.
3. Toleran terhadap pemecahan masalah.
4. Mengerti teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
5. Memahami teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.
6. Menangkap makna pemaparan teks tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

7. Menyusun teks lisan untuk memaparkan, menyakan dan merespon tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

8. Menyusun teks tulis untuk memaparkan, menyakan dan tentang orang, tempat wisata, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaannya.

E. MATERI PELAJARAN

Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur text

- Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya,
- Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Unsur kebahasaan:

- (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
- (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.

(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

(5) Rujukan kata.

Topik:

Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.

TEXT

Introduction to Description text.

SOCIAL FUNCTION: To describe a particular person, place or thing.

GENERIC STRUCTURE

Identification : To identify phenomenon to be described.

Description : To describe parts, qualities, characteristics

Language features : 1. Focus on specific participants.

2. Use of attributive and identifying processes.

3. Frequent use of classifiers in nominal groups.

4. Use of the Simple Present Tense.

BOROBUDUR

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmna, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmna and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur.

We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

F. PENDEKATAN DAN MODEL PEMBELAJARAN

Pendekatan dalam pembelajaran ini menggunakan Scientific approach/pendekatan ilmiah dengan langkah-langkah sebagai berikut: mengamati, menanya, menalar, mencoba, dan membuat jejaring.

G. LANGKAH-LANGKAH PEMBELAJARAN

✓ Pendahuluan (10 menit)
<ol style="list-style-type: none">1. Guru membuka pelajaran dengan mengucapkan salam perkenalan dan berdoa.2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.3. Menyampaikan model dan tujuan pembelajaran.4. Melakukan apersepsi dengan mengajukan pertanyaan untuk mengarahkan siswa menemukan konsep teks deskripsi dari berbagai situasi nyata yang dekat dengan kehidupan siswa dan menumbuhkan motivasi internal dalam diri siswa melalui menunjukkan kebergunaan mempelajari teks deskripsi dalam kehidupan.5. Membentuk kelompok/rombongan belajar yang heterogen dengan menggunakan hasil observasi kelas (menerapkan prinsip tidak membedakan tingkat kemampuan berpikir, jenis kelamin, agama, suku, dll).

Kegiatan Inti (70)
✓ Mengamati:
<ul style="list-style-type: none">· Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.
<ul style="list-style-type: none">· Siswa menirukan contoh secara terbimbing.· Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi

tertentu dari teks

✓ **Mempertanyakan (questioning)**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptive.

✓ **Mengeksplorasi**

- Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.
- Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan.
- Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari.

✓ **Mengasosiasi**

- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks deskripsi sesuai dengan fungsinya.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

✓ **Mengkomunikasikan**

- Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur

kebahasaannya.

- Siswa menyunting deskripsi yang dibuat teman.
- Siswa menyampaikan deskripsinya didepan guru dan teman dan memublikasikannya di mading.
- Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.
- Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.

Siswa dapat menggunakan 'learning journal'

✓ **Kegiatan Penutup (10 menit)**

1. Siswa dengan bimbingan guru, membuat kesimpulan tentang pemaparan teks deskripsi.
2. Guru memberikan PR tentang pemaparan teks deskripsi.
3. Siswa dipersilakan untuk mempelajari materi selanjutnya.

H. MEDIA & SUMBER BELAJAR

1. Media Belajar :

- a. Leptop dan projector
- b. Tape Recorder
- c. Alat tulis menulis
- d. Media lain yang Relevan

2. Sumber Belajar :

- a. Silabus Bahasa Inggris SMA/MA/SMK kurikulum 2013
- b. Bahasa Inggris Kementrian Pendidikan dan Kebudayaan RI, 2014
- c. English for VHS, LP2IP Jogjakarta

d. Kamusku Dictionary.

I. PENILAIAN HASIL BELAJAR

NO.	Aspek yang dinilai	Indikator	Score
1.	Mengartikan kosakata	Siswa dapat mengartikan kosakata bahasa inggris dengan baik.	20
		Siswa belum dapat mengartikan kosakata bahasa inggris dengan baik.	10
2.	Membaca kosakata	Siswa dapat membaca kosakata bahasa inggris dengan baik.	20
		Siswa belum dapat membaca kosakata bahasa inggris dengan baik.	10

3.	Melafalkan kosakata	Siswa dapat melafalkan kosakata bahasa inggris dengan lancar.	20
		Siswa belum dapat melafalkan kosakata bahasa inggris dengan lancar.	10
4.	Menulis kosakata	Siswa dapat menuliskan kosakata bahasa inggris dengan baik dan cepat dalam buku catatan.	20
		Siswa belum dapat menulis kosakata bahasa inggris dengan baik dan cepat dalam buku catatan.	10

J. INSTRMEN PENILAIAN HASIL BELAJAR

Keterangan Penilaian :

KKM : 75

Tugas kelompok dan individu : 70%

Sikap dan ketrampilan : 30%

NA = Nilai Tugas Kelp & Individu x 70% + Nilai Sikap & Ketrpl x 30% .

Kriteria penilaian :

Baik Sekali : 86 s/d 100

Baik : 76 s/d 85

Sedang : 60 s/d 75

Kurang : 0 s/d 59

Medan,29 September 2019

Teacher

Researcher

Runi Elvira S.pd.I

Imas Fitriani

34.15.3.093

Headmaster of MAS YP.Raudhatul Akmal

Afrida Handayani, MA

APPENDIX I

MULTIPLE CHOICES TEST

TO KNOW STUDENT'S VOCABULARY

Nama :

Kelas :

Tanggal :

A. Pengantar

1). Multiple choice test ini diberikan kepada anda dengan maksud untuk mendapatkan informasi yang sehubungan dengan penelitian tentang "Student's Vocabulary".

2). Partisipasi anda untuk memberikan informasi sangat kami harapkan.

B. Petunjuk Pengisian

1). Sebelum mengisi pertanyaan, bacalah petunjuk pengisian dengan cermat..

2. Multiple choices test ini terdiri dari 50 pertanyaan.

3. Berilah tanda (x) pada pada jawaban yang menurut anda benar.

4. Jawablah semua pertanyaan sesuai dengan yang kamu ketahui.

1) Please take off your.....outside.

a. Clothes

b. Shoes

c. Bag

d. Tshirt

2) I am very sleepy. So, I.... a coffee, because my task is not finish.

- a. make b. buy c. take d. wear

3) My friend has a problem about her eyes, so the doctor is suggest her to....the glasses.

- a. buy b. used c. wear d. give

4) I and my family visited to grandmother's house.....

- a. everyday b. yesterday c. tomorrow d. today

5) I went to salon yesterday because I want to cut my....

- a. hands b. foots c. hair d. ears

6) . A: Can you help me please?

 B: Yes, what can I help?

 C: Could you.....my pen in under your desk.

- a. take b. help c. give d. Has

7) I can't eat anything, because myare sprue.

- a. hands b. mouth c. teeth d. ears

8) I don't want to take that medicine, because it feels so...

- a. salty b. acid c. sweet d. bitter

9) Kathy is ateacher. She teaches Fisika in our class. Every students love her.

- a. kind b. ugly c. arrogant d. emotional

10) Indah : Have you ever eaten ?

Sari : Yes, I do. It feels very sour.

- a. apple b. strawberry c. mango d. guava

11) My mother is very busy. So I....my mother to cleaned the house.

- a. thinks b. ignored c. helps d. finds

12) Weni : This cake is my favourite.

Hilda : I like it too. This fried cake is very

- a. delicious b. sweet c. salty d. good

13) I find this book in under your....when I in your bedroom.

- a. blackboard b. bed c. stove d. flower

14) I always reading..... in every night .

- a. hand phone b. computer c. television d. book

15) My mother told me to have aevery morning.

- a. Breakfast b. Dinner c. eating d. drinking

16) Put your foot in the clutch. Kata clutch termasuk jenis kata...

- a. Verb b. Noun c. Adjective d. Adverb

17) My family buying hamburger in the.....

- a. Bank b. Hotel c. Post office d. Restaurant

18). Mr. Wawan is aHe catches the thieves.

- a. Postman b. Policeman c. Doctor d. Teacher

19). The library was visited by the students because there are many.....

- a. Fruits b. Snacks c. Toys d. Books

20). I hope you have finished..... your suitcases - the taxi has just arrived!

- a. making b. having c. packing d. wrapping

APPENDIX II

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

DOCUMENTATION

1. Do Pre-test



2. Do Post-test



Pre-Test

APPENDIX III

MULTIPLE CHOICES TEST
TO KNOW STUDENT'S VOCABULARY

Nama : Shafika
Kelas : XI IPA 1
Tanggal : 24/9/2019

415
B-9

A. Pengantar

1). Multiple choice test ini diberikan kepada anda dengan maksud untuk mendapatkan informasi yang sehubungan dengan penelitian tentang "Student's Vocabulary".

2). Partisipasi anda untuk memberikan informasi sangat kami harapkan.

B. Petunjuk Pengisian

1). Sebelum mengisi pertanyaan, bacalah petunjuk pengisian dengan cermat.

2. Multiple choices test ini terdiri dari 20 pertanyaan.

3. Berilah tanda (x) pada pada jawaban yang menurut anda benar.

4. Jawablah semua pertanyaan sesuai dengan yang kamu ketahui.

1) Please take off youroutside.

a. Clothes Shoes c. Bag d. Tshirt

I am very sleepy. So, I.... a coffee, because my task is not finish.

a. make b. buy c. take d. wear

3) My friend has a problem about her eyes, so the doctor is suggest her to....the glasses.

a. buy b. used c. wear d. give

4) I and my family visited to grandmother's house....

a. everyday b. yesterday c. tomorrow d. today

5) I went to salon yesterday because I want to cut my....

a. hands b. foots c. hair d. ears

6) A: Can you help me please?

B: Yes, what can I help?

C: Could you.....my pen in under your desk.

a. take b. help c. give d. Has

7) I can't eat anything, because my are sprue.

a. hands b. mouth c. teeth d. ears

8) I don't want to take that medicine, because it feels so...

a. salty b. acid c. sweet d. bitter

9) Kathy is ateacher. She teaches Fisika in our class. Every students love her.

a. kind b. ugly c. arrogant emotional

10) Indah : Have you ever eaten ?

Sari : Yes, I do. It feels very sour.

a. apple b. strawberry mango d. guava

11) My mother is very busy. So I ... my mother to cleaned the house.

thinks b. ignored c. helps d. finds

12) Weni : This cake is my favourite.

Hilda : I like it too. This fried cake is very

delicious b. sweet c. salty good

13) I find this book in under your ... when I in your bedroom.

blackboard b. bed c. stove d. flower

14) I always reading in every night .

a. hand phone b. computer c. television book

15) My mother told me to have a every morning.

Breakfast b. Dinner c. eating d. drinking

16) Put your foot in the clutch. Kata clutch termasuk jenis kata ...

Verb b. Noun c. Adjective d. Adverb

17) My family buying hamburger in the.....

a. Bank b. Hotel c. Post office Restaurant

18) Mr. Wawan is aHe catches the thieves.

Postman b. Policeman c. Doctor d. Tearher

19) The library was visited by the students because there are many.....

a. Fruits b. Snacks c. Toys Books

20) I hope you have finished..... your suitcases - the taxi has just arrived!

a. making having c. packing d. wrapping

APPENDIX III

MULTIPLE CHOICES TEST
TO KNOW STUDENT'S VOCABULARY

Nama : Luthqa Zoyadila
Kelas : XI Ipa^L
Tanggal : 24 September 2019

G.5

B=13-

A. Pengantar

1). Multiple choice test ini diberikan kepada anda dengan maksud untuk mendapatkan informasi yang sehubungan dengan penelitian tentang "Student's Vocabulary".

2). Partisipasi anda untuk memberikan informasi sangat kami harapkan.

B. Petunjuk Pengisian

1). Sebelum mengisi pertanyaan, bacalah petunjuk pengisian dengan cermat.

2). Multiple choices test ini terdiri dari 30 pertanyaan.

3). Berilah tanda (x) pada pada jawaban yang menurut anda benar.

4). Jawablah semua pertanyaan sesuai dengan yang kamu ketahui.

1) Please take off your.....outside.

a. Clothes

b. Shoes

c. Bag

d. Tshirt

2) I am very sleepy. So, I.... a coffee, because my task is not finish.

a. make b. buy ~~c. take~~ d. wear

3) My friend has a problem about her eyes, so the doctor is suggest her to....the glasses.

~~a. buy~~ b. used c. wear d. give

4) I and my family visited to grandmother's house.....

a. everyday ~~b. yesterday~~ c. tomorrow d. today

5) I went to salon yesterday because I want to cut my....

a. hands b. foots ~~c. hair~~ d. ears

6) A: ~~Can you help me please?~~

B: Yes, what can I help?

C: Could you.....my pen in under your desk.

~~a. take~~ b. help ~~c. give~~ d. Has

7) I can't eat anything, because myare sprue.

a. hands ~~b. mouth~~ c. teeth d. ears

8) I don't want to take that medicine, because it feels so...

a. salty ~~b. acid~~ c. sweet d. bitter

9) Kathy is ateacher. She teaches Fisika in our class. Every students love her.

kind b. ugly c. arrogant d. emotional

10) Indah : Have you ever eaten ?

Sari : Yes, I do. It feels very sour.

a. apple b. strawberry mango d. guava

11) My mother is very busy. So I... my mother to cleaned the house.

thinks b. ignored c. helps d. finds

12) Weni : This cake is my favourite.

Hilda : I like it too. This fried cake is very

delicious b. sweet c. salty d. good

13) I find this book in under your...when I in your bedroom.

a. blackboard bed c. stove d. flower

14) I always reading..... in every night .

a hand phone b. computer c. television book

15) My mother told me to have aevery morning.

Breakfast b. Dinner c. eating d. drinking

16) Put your foot in the clutch. Kata clutch termasuk jenis kata...

a. Verb b. Noun c. Adjective Adverb

17) My family buying hamburger in the....

a. Bank b. Hotel c. Post office Restaurant

18) Mr. Wawan is a He catches the thieves.

a. Postman Policeman c. Doctor d. Teacher

19) The library was visited by the students because there are many.....

a. Fruits b. Snacks c. Toys Books

20) I hope you have finished.... your suitcases - the taxi has just arrived!

a. making b. having c. packing d. wrapping

Post-Test

APPENDIX II

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

Text 1

Pada hari Rabu, murid-murid dan saya ingin ke Yogyakarta. Kami menotop di Hotel Dirgahayu yang tidak jauh dari ^{Malioboro}. Pada hari Kamis, kami mengunjungi kuil di Prambanan. disana ada 3 kuil besar, yaitu Brahmmana, Syiwa dan kuil wisnu. mereka sungguh menakutkan. kami hanya mengunjungi kuil Brahmmana dan syiwa. karena kuil wisnu sedang di renovasi. Pada hari Jumat pagi kami pergi ke Yogya Kraton. Kami menghabiskan kira-kira 2 jam. kami beruntung karena kami dibawa oleh seorang pemandu yang pintar dan bersahabat. Disana kami melanjutkan perjalanan ke Borobudur. kami tiba disana pukul 4 sore. kami kemudian pukul 5 sore kami mendapatkan pengumuman bahwa Borobudur akan segera ditutup. Pada sore harinya kami kembali ke Jakarta dengan bus wisata.

Text 2

Poli. Poli itu mengira bahwa dua pencuri ^{mulai} merampok di jalan patimura nomor 151 di hari minggu siang. Pencuri itu motorca pergi untuk game sepak bola. mereka

Nama : Luthra royadita
kelas : XI IPA

APPENDIX II

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmna, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmna and Syiwa temples, because Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

Text 2

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

Text 1

Pada hari rabu, murid-murid saya dan saya pergi ke Yogyakarta. Kami tinggal di hotel Dirgahayu yang tidak jauh dari Malioboro. Pada hari Kamis, kami mengunjungi candi di Prambanan. Disana ada tiga candi besar, Brahmna, syiwa dan Candi Wisnu. Mereka sungguh merasa senang. Kami ~~perjalanan~~ hanya mengunjungi brahmna dan ~~syiwa~~ candi syiwa. Karena candi wisnu sedang direnovasi. Pada hari jumat pagi kami pergi ke Kraton Yogya. Kami menghabiskan waktu dua jam disana. Kami ~~beruntung karena~~ kami sangat beruntung karena dipandu oleh pemandu yang pintar dan ramah. Kemudian kami melanjutkan perjalanan ke Borobudur. Kami tiba disana sekitar pukul 4 atau 5 sore. Kami ~~mendengar~~ pengumuman mendengar pengumuman bahwa jembatan Borobudur akan segera ditutup. Pada malam hari kami kembali ke Jakarta ~~dan~~ menggunakan bus wisata.

Text 2

Polisi mengira ~~ada~~ dua pencuri itu memulai merampok di jalan Pattimura nomor 151 pada minggu siang. Pencuri itu merusak kedalam ruang siswa saat mereka pergi ke pertandingan sepak bola. Mereka tak pernah mengira saat mereka pergi pencuri itu merusak rumah kos mereka.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-6666/ITK/ITK.V.3/PP.00.9/06/2019

Medan, 26 Juni 2019

Lampiran : -

Hal : Izin Riset

Yth. Ka. Yayasan Perguruan Raudhatul Akmal Batang Kuis

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

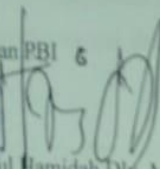
Nama : IMAS FITRIANI
Tempat/Tanggal Lahir : Balam, 19 Februari 1997
NIM : 34153093
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Yayasan Perguruan Raudhatul Akmal Batang Kuis, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE CONTRUBUTION OF ENGLISH DICTIONARY APLICATION ON STUDENTS' VOCABULARY ACHIEVEMENT AT YAYASAN PERGURUAN RAUDATUL AKMAL BATANG KUIS MEDAN

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

Dekan
Jurusan PBI &

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 4 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



**MADRASAH ALIYAH SWASTA YP. RAUDHATUL AKMAL
(MAS YPRA)**

KECAMATAN BATANG KUIS

No. Izin Operasional Sekolah Swasta : 401 Tanggal 15 Juli 2010
Akreditasi : B NSS : 131212070013 NDS : 310550 NPSN : 10264713

Jln. Nusa Indah Gg. Melati Desa Tanjung Sari Kec. Batang Kuis Kab. Deli Serdang Telp. 7389090 Email : raudhatul_akmal5@yahoo.com

Batang Kuis, 24 September 2019

No : 042 /MAS/RA/BK/TJ/ IX/ 2019
Lamp : 1 Lembar
Hal : Surat Keterangan

Kepada Yth :
Ketua Jurusan PBI
UINSU
di

Medan

Assalamu'alaikum Wr.Wb.

Dengan hormat,

Sesuai dengan surat No : B-6666/ITK/ITK.V.3/PP.00.9/06/2019, tanggal 26 Juni 2019 perihal Izin Riset. Dengan ini, kepala MAS Raudhatul Akmal Kec. Batang Kuis memberikan izin riset kepada :

Nama : IMAS FITRIANI
T/Tgl Lahir : Balam, 19 Februari 1997
NIM : 34153093
Fakultas : Ilmu Tarbiyah Dan Keguruan
Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

Bahwa yang nama tersebut diatas adalah benar - benar mengadakan Pengambilan Data di MAS YP Raudhatul Akmal Kec. Batang Kuis tanggal 1 Agustus sampai dengan 31 Agustus 2019. Untuk Penyusunan Skripsi yang berjudul :

“ THE CONTRIBUTION OF ENGLISH DICTIONARY APLICATION ON
STUDENTS VOCABULARY ACHIEVEMENT AT YAYASAN PERGURUAN
RAUDHATUL AKMAL BATANG KUIS MEDAN ”

Demikian surat keterangan ini kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya .

Diketahui oleh

Kepala MAS Raudhatul Akmal



Afrida Handayani, MA

NIP. 19730407 199703 2 001

BIOGRAPHY



The writer's name is imas fitriani. She was born on Februari 19th 1997 in Balam Sempurna, Riau. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Fitri. She is third child of M.Ali and Mrs.Misem. She has two Brother his name is Sugeng Purwanto, M.Andri Syahputra and has one young sister her name is Retna Dewi.

Her formal education started from 2003-2009 in primary school, SDS 047 Sei Balam, Riau. Then from 2009-2012 She continued her education in SMPS TUNAS BANGSA,Riau. And She finished her Senior High School in SMAS TUNAS BANGSA,Riau, from 2013-2015. She graduated from English Education Department of State Islamic University of North Sumatera 2019 .

