

**THE STUDENTS' USE OF LINE DICTIONARY APPLICATION
IN READING ACTIVITY ON THE SECOND GRADE
AT SMAN 1 PORONG ACADEMIC YEAR 2017-2018**

THESIS

Submitted in partial fulfillment of the requirements for the
degree of Sarjana Pendidikan (S.Pd) in Teaching English



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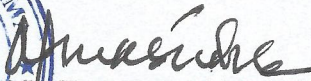
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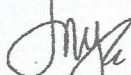
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ABSTRACT

Apriliani. (2018). *The Students' Use of Line Dictionary Application in Reading Activity on the Second Grade at SMAN 1 Porong Academic Year 2017-2018*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Advisor I: Dr. Mohamad Salik, M.Ag. Advisor II: Drs. Muhtarom, M.Ed, Gred, Dip.

Key Words: *Line Dictionary Application, Reading Activity, the Effect*

Today using the electronic dictionary in the learning process become an alternative in teaching English. Then, students always use electronic dictionaries in the learning process especially for reading activity. Besides, most of them still face the difficulties in the understanding text while reading session. Here, the researcher uses Line Dictionary application as the learning tool to help them easier in understanding the reading text. This research is intended to find the feature that students use in Line Dictionary application on reading activity. It also focuses on the effect of the use Line Dictionary application to students' reading activity on the second grade at SMAN 1 Porong academic year 2017-2018. This research uses qualitative method that emphasizes methods of collecting, analyzing data and describing the results of the analysis. In this study, the data were collected through questionnaire and interview. As the result, it finds that most of them use the features of Line Dictionary in reading activity i.e. the introduction of Line Dictionary, the abbreviation in Line Dictionary, the pronunciation in Line Dictionary, and pop up dictionary feature in Line Dictionary. However, the use of Line Dictionary has drawbacks in the learning process. The finding of interview showed that Line Dictionary can prevent students' guessing skill and contextualized thinking in vocabulary acquisition, short term of vocabulary, lack of strategies in tackling reading task, and it causes a lack of students focus in the learning process.

ABSTRAK

Apriliani. (2018). *The Students' Use of Line Dictionary Application in Reading Activity on the Second Grade at SMAN 1 Porong Academic Year 2017-2018*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Mohamad Salik, M.Ag. Pembimbing II: Drs. Muhtarom, M.Ed, Gred, Dip.

Kata Kunci: *Line Dictionary Application, Reading Activity, the Effect*

Hari ini menggunakan kamus elektronik dalam proses pembelajaran menjadi alternatif dalam mengajar bahasa Inggris. Kemudian, siswa selalu menggunakan kamus elektronik dalam proses pembelajaran terutama untuk kegiatan membaca. Selain itu, sebagian besar dari mereka masih menghadapi kesulitan dalam memahami teks bacaan. Di sini, peneliti menggunakan aplikasi Line Dictionary sebagai alat pembelajaran untuk membantu mereka agar lebih mudah dalam memahami teks bacaan. Penelitian ini bertujuan untuk menemukan fitur yang digunakan siswa dalam aplikasi Line Dictionary pada aktivitas membaca. penelitian ini juga berfokus pada efek penggunaan aplikasi Line Dictionary untuk kegiatan membaca siswa di kelas dua di SMAN 1 Porong tahun akademik 2017-2018. Penelitian ini menggunakan metode kualitatif yang menekankan pada metode pengumpulan, analisis data dan menggambarkan hasil analisis. Dalam penelitian ini, data dikumpulkan melalui kuesioner dan wawancara. Sebagai hasilnya, peneliti menemukan bahwa sebagian besar dari mereka menggunakan fitur Line Dictionary dalam aktivitas membaca yaitu the introduction of Line Dictionary, the abbreviation in Line Dictionary, the pronunciation in Line Dictionary, and pop up dictionary feature in Line Dictionary. Bagaimanapun, penggunaan Line Dictionary memiliki kelemahan dalam proses pembelajaran. Temuan wawancara menunjukkan bahwa Line Dictionary dapat mencegah keterampilan menebak siswa dan pemikiran kontekstual dalam akuisisi kosakata, mengingat kosakata dalam jangka pendek, kurangnya strategi dalam membaca, dan menyebabkan kurangnya fokus siswa dalam proses pembelajaran.

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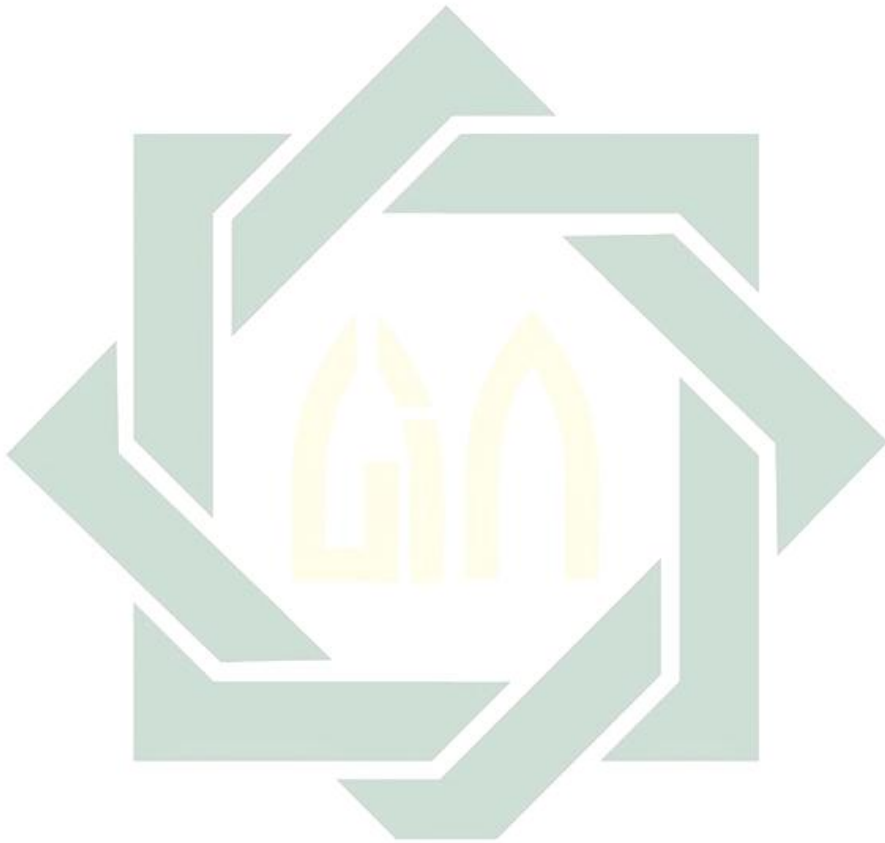
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CHAPTER I

INTRODUCTON

This chapter discusses the area of the research covered research background, research question, the objective of study, significance of research, scope and limitation and, definition of key terms.

A. Research Background

Reading is one of the important skills in learning English as a foreign language. It should receive a special focus on the English teaching and learning process since it gives contributes greatly to the development of the productive skill such as speaking and writing. However, reading is not only about how we can produce the word but how we interpret the meaning from the text. Reading the words correctly is not enough, we have to understand what people say and be able to go beyond the literal meaning of the text.

According to Rasinski, comprehension involves what the reader knows as well as the nature of the text itself. It involves the type of text to be read-narrative, expository, poetry, etc.¹ Reading without comprehension is simply word calling. The student not only makes sense of the text but are also able to use the information it contains. Furthermore, many tools that help student easier to understand the reading text. The popular tool that provides vocabulary support and facilitates word learning in the understanding reading text is a dictionary. It provides a lot of information to enlarge their vocabulary.

Although there has been some study of dictionaries as a key resource, the majority of current literature on dictionary use suggests that the dictionary is more important for reading tasks.² Dictionaries meet the needs of reading as a product perfectly. The main characteristics of dictionaries are to supply amount of materials concerning word to analyze the textual features of

¹ Mirriam P. Trehearne and Roz Doctorow, *Reading Comprehension: Strategies That Work*, p. 99

² Y Chon, "The Electronic Dictionary for Writing: A Solution or a Problem?," *Oxford University Press, International Journal of Lexicography*, 22 (September 11, 2008): 23.

reading materials. In addition, reading as a process challenges learners' capacity to make full use of resources in dictionaries.³

Nowadays, the incredible improvement in technology has been overwhelming dictionary users with a variety of electronic dictionaries. This can be found in our mobile phone that is more efficient than the print of a dictionary because it is easier to carry anywhere. There are some advantages of using an online dictionary such as normally free, if you read a lot on your phone, it can be useful for cutting and pasting to and from texts, there is a wide range available, and because these resources are free you can switch as your needs change without having to pay any extra, because words are often sourced from the web and media, they are probably the most up-to-date resource, you can also find many options of languages other than English to translate to and from, no more difficult to use than a web search, and most allow you to search even when your phone is offline.⁴

Line as application of communication has contributed in development of electronic dictionary pocket. Line is application of communication that allows us to make free voice calls and send free messages whenever and wherever we are in 24 hours a day. A survey conducted by DailySocial.id in cooperation with Jakpat Mobile survey platform shows LINE users in Indonesia is 88.49%.⁵ Jakarta, 26 June 2014 Line Corp has launched the new application that makes everyone easier in using the dictionary. It called Line Dictionary application. This application provides many features to help people easier to understand their target language.

According to Andrianus, there are some reason in what ways Line Dictionary application stand out from other online dictionary.⁶ The first is its attempt to cover an extensively broad range of everyday expressions and their closest possible match in both languages, Indonesian and English. This certainly would help future users to free themselves from the burden of analyzing the meaning of an individual word, which, more often

³ Li Xueping, "Facilitating Reading Comprehension with Online Dictionaries," *American Research Institute for Policy Development*, International Journal of Languages and Literatures, 2 (June 2014): 297–306.

⁴ <http://profiles.arts.monash.edu.au/sarah-pasfield-neofitou/dictionaries-and-apps-site-updated/>

⁵ Ferdinand Ferdinand, "Laporan DailySocial: Survey Instant Messaging 2017," August 16, 2017, <https://dailysocial.id/post/laporan-dailysocial-survey-instant-messaging-2017>.

⁶ "Line Dictionary ENG-IND", (<https://dict.naver.com/linedict/about>, accessed on 5 Mei 2017)

than not, leads to wrong or distorted understanding of an informal expression. The approach of “one expression, one meaning” instead of the old “one word, one meaning” would greatly facilitate communication in most common practical contexts.

Second, in addition to various possible meaning of a word or compound word, Line Dictionary also provides various features and tools in each entry, such as audio pronunciation, simplified phonological transcription, and usage examples taken from real texts, with their respective translation. “Pop-up dictionary” feature enables users to simply point individual word within an entry to show its meaning in a smaller box under the main screen. “Word Card” feature will automatically save the entries that you have searched but you may also discard some by clicking the “trash can” icon. On “Today Expression’s” menu, you may listen to a single or all of expression samples by clicking either “listen this sentence” or “listen all” icon. This is a great way to help you practice your speaking as well, by emulating the audio recording.

The third, and the most important one, is interactivity. Those of you who have a personal LINE account may sign-in and join a worldwide community of “User Participation Translation”, in which each registered user can contribute something to the translation. On the general “Entry Definition Page”, there are several items which you can “like” or “dislike” by clicking the usual thumb icons. On the “Translator” menu, you can assess each available entry by clicking one of five icons (representing ‘excellent’, ‘good’, ‘mediocre’, ‘poor’, and ‘absolutely meaningless’ translation) and even give your own suggestion in the “suggestion box” provided at the bottom of the screen. All of your contributions will be saved in the “Translator History” menu should you need to revisit them.

However, Line application is famous in every generation especially young generation. According to Ongki Kurniawa as managing director LINE Indonesia in Okezone Techno⁷, “Survey penetrasi LINE sebagai Brand Used Most Often telah meluas 2,8 kali di kota Jakarta, Surabaya, Medan dan Makassar

⁷ Prima fauzi, “Penetrasi Pengguna Line Meningkat 2,8 Kali,” *OkezoneTechno*, February 8, 2017, <https://techno.okezone.com>.

di paruh kedua 2016". The growth of LINE user in three cities in Indonesia such as Jakarta, Surabaya and Medan which reached 3.3 times. Total of four cities above, the number of penetrations reached 2.8 fold. Starting from the age, the largest amount of growth is at the age of 15 to 30 years.⁸

Furthermore, according to the data above the most Line user is teenager which include senior high school students. In my experience, while doing preliminary research in PPL 2 in SMA 1 Porong at X MIPA 6 class, each student have personal Line account and they have a class chat group to communicate with each other about activities at school such as task, schedule, event and so on. Even though each student has personal Line account, not all students use Line Dictionary application as a tool to help them easier to understand the target language. While I did a survey of students using Line Dictionary application in learning English, I find there were 3 from 34 students do not use Line Dictionary Application in language learning. It means Line Dictionary Application is the famous electronic dictionary pocket in this class. There is 91% student use Line Dictionary application and 9% students do not use Line Dictionary application. I found this data from asking all students one by one while doing preliminary research in PPL 2. They often use Line Dictionary in the learning process especially for reading activity. However, most of the students still face difficulties in the understanding text while reading session. Students expected to understand the text, but most of them still find difficulties while understanding the strong vocabulary. It makes the students cannot find the ideas of whole the text. Even though, students also seldom to use a print dictionary to help them in understanding the text. They more choose to use the electronic dictionary. According to the data above, the famous electronic dictionary that uses by the student of second grade is Line Dictionary application. Additionally, Line Dictionary application is also user-friendly. Students can be connected with each other with an English translator provided by Line dictionary. It seems like a chat room when you want to translate

⁸ Fatimah Kartini, "Di Indonesia Jumlah Pengguna Line Pepet Facebook," *KOMPAS Tekno*, September 3, 2016.

just type in chat room section as well as regular chat. In this feature, students can communicate through chat room easily.

Nevertheless, some teachers believe that the electronic dictionary has the negative effect on students such as prevent students' guessing skill and contextualized thinking in vocabulary acquisition.⁹ Moreover, there has been a lot of interest in the study of the electronic dictionary in language teaching, for example, the study conducted by Zheng and Wang entitled *The Use of Electronic Dictionaries in EFL Classroom*. This research investigates that electronic dictionaries have become more interesting, accepted and popular for EFL students. As a teacher, helping students use electronic dictionaries effectively is one of the best ways to help them learn about the effective use of technology in the learning process. Here, the researcher conducted the research by discussion and the findings show indicated that electronic dictionary has the negative effect on students in their learning such as prevent students guessing skill and contextualized thinking in vocabulary acquisition.¹⁰ Another study conducted by Boonmoh entitled *The Use of Pocket Electronic Dictionaries* also found that electronic dictionary can cause short-term retention of vocabulary as students can easily check the unknown word in their dictionary and decrease amount of time in processing of looking up words in electronic dictionary.¹¹

However, this study has the different investigation with the previous study. By considering the fact that students need to solve their difficulties especially to understand the reading text, in this study, the researcher finally integrated electronic dictionary as a learning tool in their reading activity. Here, the researcher used Line Dictionary application that is often used by the second grade students. In this study, the researcher wants to know the feature that students use in Line Dictionary on reading activity and to find the effect of the use of Line Dictionary to students' reading activity on SMAN 1 Porong Academic Year 2017– 2018

⁹ Huibin Zheng and Xiaoli Wang, "The Use of Electronic Dictionaries in EFL Classroom," *Scholink Inc.*, 1, 4, no. 1 (2016): 152, www.scholink.org/ojs/index.php/selt.

¹⁰ Zheng and Wang, 152.

¹¹ Atipat Boonmoh, "The Use of Pocket Electronic Dictionaries by Thai University Students," *Lexikos*, 20, 2010, 687

B. Research Question

1. What features do students use in Line Dictionary application on reading activity in Second Grade at SMAN 1 Porong Academic Year 2017– 2018?
2. What is the effect of the use of Line Dictionary to students' reading activity on SMAN 1 Porong Academic Year 2017– 2018?

C. Objectives of the Study

The purposes of this research are:

1. to know the features that students use in Line Dictionary on reading activity in Second Grade at SMAN 1 Porong Academic Year 2017– 2018,
2. to find the effect of the use of Line Dictionary to student in reading activity on Second Grade at SMAN 1 Porong Academic Year 2017– 2018.

D. Significance of the Study

The finding of this research can be useful information of both student and English teacher to know the feature that students use in Line Dictionary on reading activity as a tool for learning English especially in reading. It also helps student to motivate them for learn reading in fun way. In addition, it can be used as the reference for other researcher who wants to do research in same field.

E. Scope and Limitation

The focus of this research is to know the feature that students use in Line Dictionary on reading activity and to find the effect of the use of Line Dictionary to students' reading activity.

The limit of this research is second grade students at SMAN 1 Porong academic year 2017– 2018. The researcher only takes XI.1 Bahasa class as the subject of this research.

F. Definition of Key Terms

In this research the writer use several terms related with the topic of study.

1. Line Dictionary Application

Line dictionary application is a mobile dictionary powered by Line Corporation. It is bilingual dictionary, which has many features to help students easier in understanding target language. Line application dictionary provides today's expression, today's quote, audio native pronunciation, translator, and word card as the feature.

2. Reading Activity

According to Mikulecky, reading is the cognitive processes that a reader uses in making sense of a text.¹² In this study, reading activity refers to the learning process of students in making sense of the reading text.

3. The Effect

According to the Oxford Dictionary, The effect is a change which is the result or consequence of an action or other cause. In this study, the effect refers to student consequences on students in using the Line Dictionary application in reading activity.

¹² Beatrice S Mikulecky, *Teaching Reading in a Second Language* (Pearson Education, 2008), 3.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, writer describes some related theories and literature to the problems of this study in order to give relevant knowledge in the field.

A. Review of Related Literature

1. Line Dictionary Application

a. Definition

Line dictionary application is an electronic dictionary pocket powered by Line Corporation. It is bilingual dictionary which has many features to help students easier in understanding target language. Line application dictionary provides today's expression, today's quote, audio native pronunciation, translator, and word card as the feature. Especially dictionary feature, students not only get the meaning of the target language but also the example from many resources, synonym, antonym, and derivative that make their have deep understanding about target language.

b. Features of Line Dictionary Application

Line dictionary application provides many features to make student easier in understanding target language and have deep understanding about it. They are Dictionary, Learning English, and Translator

1) Pop Up Dictionary

This feature enables user to simply point individual word within an entry to show its meaning in a smaller box under the main screen.

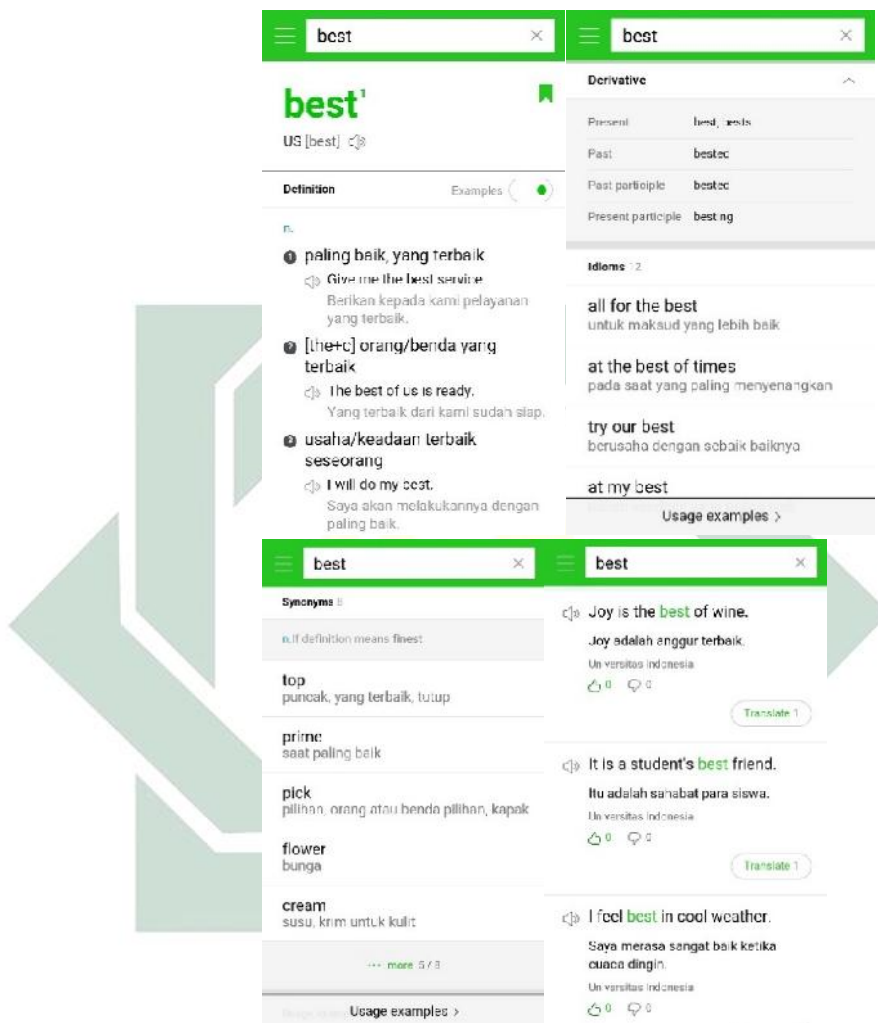


Figure 2.1 Pop up Dictionary

- a. **Word Card**, it will automatically save the entries that have you been search, but if you want to remove the words you can click the trash can icon in the application.

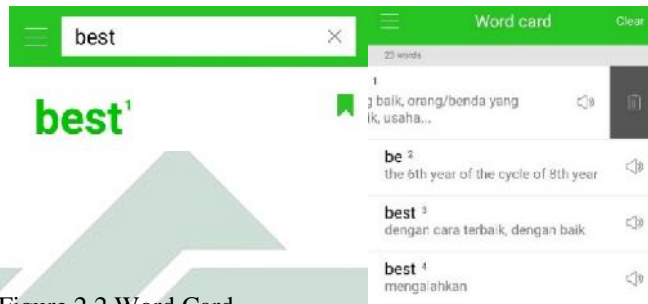


Figure 2.2 Word Card

2) Learning English

This feature provides students to learn English in fun way. It decides into four parts.



Figure 2.3 Learning English

- a. **Today`s Conversation** which have update example of daily conversation.

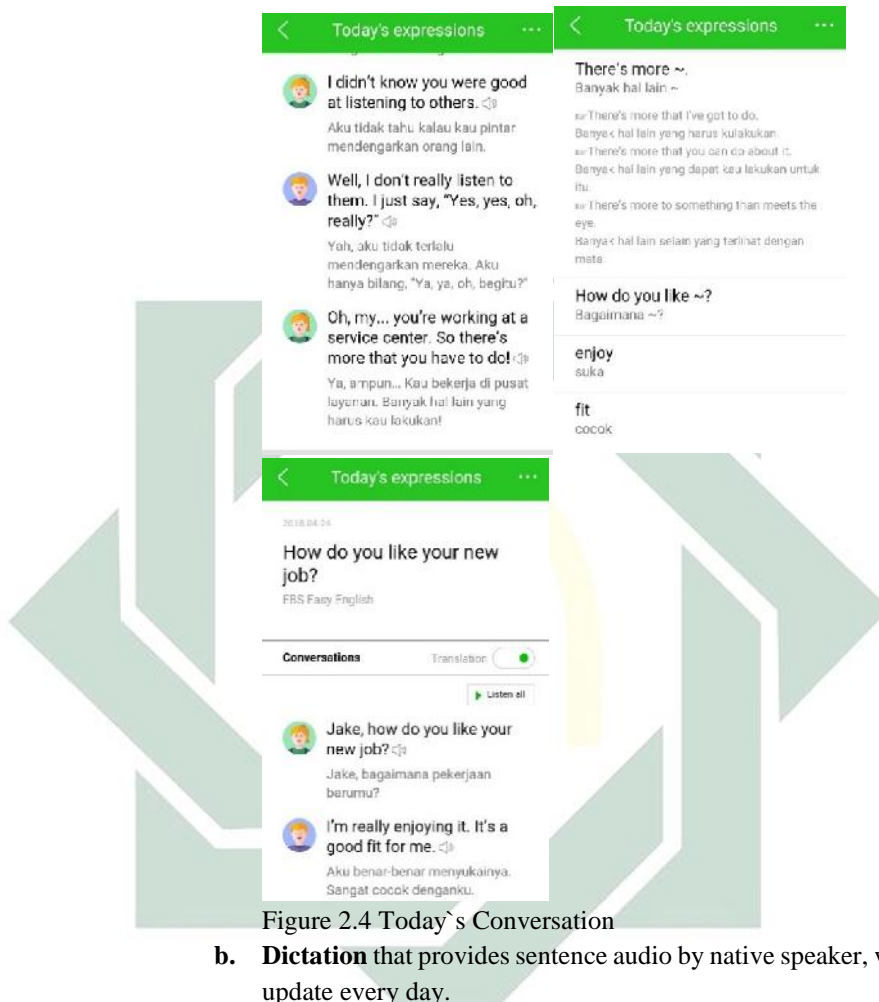


Figure 2.4 Today`s Conversation

- b. **Dictation** that provides sentence audio by native speaker, which update every day.

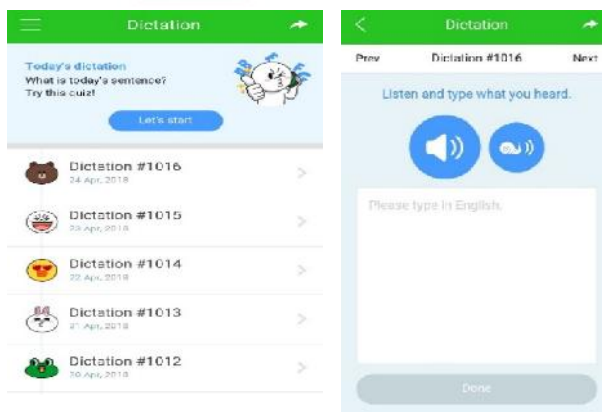


Figure 2.5 Dictation

- c. **English Special** provides British and American materials, pronunciation that compares these two confusing words, and quotes by some experts that can learn by student.

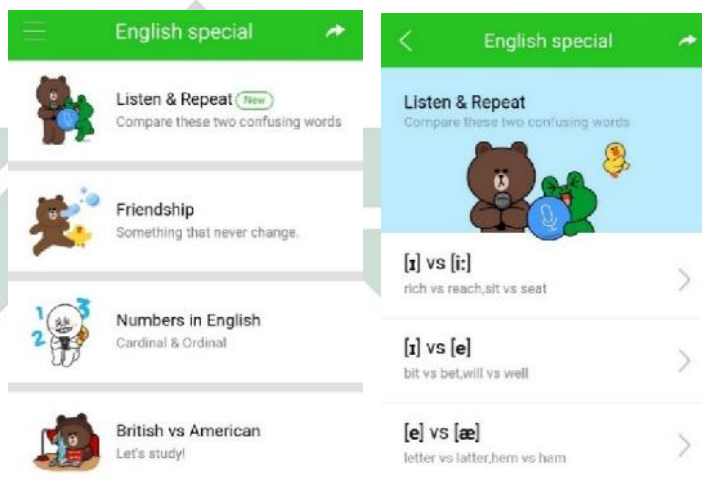


Figure 2.6 English Special

- d. **English Quiz** provides some questions related to vocabulary, pronunciation, spelling, and so on.

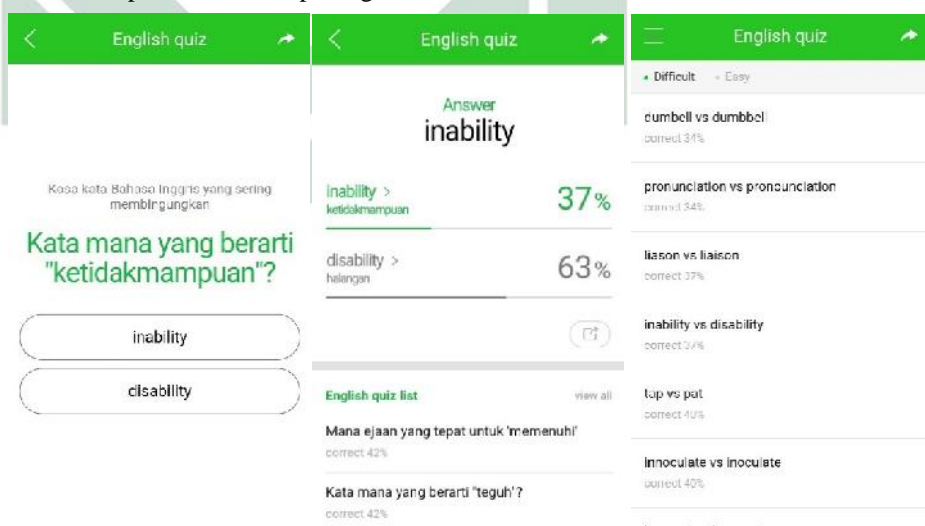


Figure 2.7 English Quiz

3) Translator

In this feature, students can translate in long sentence even though paragraph, not word by word. On the translator menu, you can assess each available entry and even give your own suggestion box that provided at the bottom of the screen.

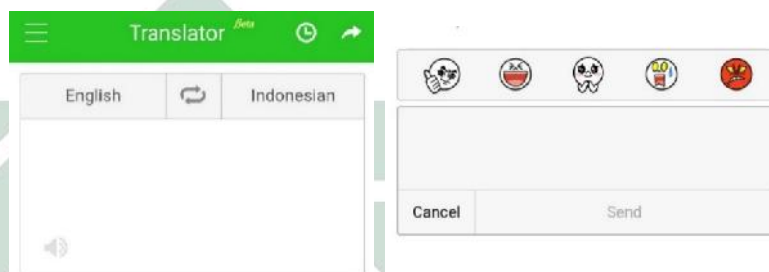


Figure 2.8 Translator

2. How to Use Line Dictionary Application

Being able to use a dictionary effectively is a perfect way to improve our English language skills through the dictionary's range of other helpful information on everyday language usage. The procedure of use Line dictionary application seems like we use print of dictionary such Oxford, Longman, Cambridge, etc. The differences one is we do not looking up the word by scan down the page of dictionary but, we only need type the word which is looking for and search engine will return the word to you and the definition section should contain most of the elements discussed above. Here, the procedure how to use a line dictionary application.¹

a. Read the introduction.

The best way to learn how to use your particular dictionary is read the introductory section where you will find out how the entries are arranged. The introductory section of your dictionary will explain important information such as the abbreviations and pronunciation symbols used throughout the entries.

¹“How to Use Dictionary” Wikihow, (<https://www.wikihow.com/Use-a-Dictionary>, accessed on 8 Mei 2017)

- 1) Introductions to dictionaries explain things like how entries are arranged (they typically give the word, and the variations of the word; what part of speech the word is; pronunciation of the word; definition, etc.). Reading the introduction will give you a handle on how to find words and how to use the information that you do find.
- 2) There may also give information about the feature of application that can us use to improve our language skill.

b. Learn the abbreviations.

Dictionaries often have abbreviations in the definitions for a word. This can be confusing if you don't know what the abbreviations stand for.

- 1) For example "adj." stands for "adjective" and will tell you what kind of word the word you're looking up is. "Adv." or "advb." can stand for "adverb; adverbially."

c. Learn the guide to pronunciation.

To hear pronunciation spoken aloud in Line Dictionary application, students can click the volume icon in the definition of word. The pronunciations given are those in use among educated student with Standard English in Britain and the United States. While avoiding strongly regionally or socially marked forms, they are intended to include the most common variants for each word. The keywords given in this key are to be understood as pronounced in such speech. Words particularly associated with other parts of the English-speaking world are also given pronunciations in the appropriate global variety of English. Here, keys and details of each model.²

- 1) The pronunciation of a word will be placed between two reversed virgules (\) and will typically in italics.
- 2) A single stress mark (') precedes the strongest syllable in a word. A double mark precedes the syllable with a medium (or secondary stress) ("), and the third level of stress has no marker.
- 3) Vowel Pronunciation Symbols

²“Key to Pronunciation”, Oxford University Press, (<http://public.oed.com/how-to-use-the-oed/key-to-pronunciation/>; access on 8 Mei 2017)

Table 2.1 Vowel Pronunciation

British	U.S.	As in...	British	U.S.	As in...
i	i	flee <u>ce</u>		r	for <u>ce</u>
i	i	happ <u>y</u>		r	nur <u>se</u>
ɪ	ɪ	ki <u>t</u>	ɪə	ɪ(ə)r	her <u>e</u>
		dr <u>ess</u>		()r	sq <u>are</u>
a		car <u>ry</u>		()r	cur <u>e</u>
a	æ	tr <u>ap</u>	eɪ	eɪ	fac <u>e</u>
		fath <u>er</u>	ɑɪ	aɪ	pr <u>ice</u>
		lot	a	a	mo <u>uth</u>
		haw <u>k</u>		o	go <u>at</u>
		cu <u>p</u>	ɔɪ	ɔɪ	cho <u>ice</u>
		fo <u>ot</u>	ã	æ	fi <u>n</u>
u	u	go <u>ose</u>			bon <u> mot</u>
		alph <u>a</u>			

ɪ represents free variation between /ɪ/ and / /

ɜ represents free variation between / / and / /

4). Consonants Pronunciation Symbols

Table 2.2 Consonants Pronunciation Symbols

	As in...		As in...
b	bi <u>g</u> /bɪg/	p	pi <u>t</u> /pɪt/
d	di <u>g</u> /dɪg/	r	rai <u>n</u> /reɪn/
d	je <u>t</u> /d t/	s	si <u>t</u> /sɪt/
ð	the <u>n</u> /ð n/		shi <u>p</u> /ʃɪp/
f	fi <u>g</u> /fɪg/	t	ta <u>me</u> /teɪm/
	ge <u>t</u> / t/	t	chi <u>p</u> /tʃɪp/
h	ho <u>w</u> /ha /		thi <u>n</u> /ɪn/
j	ye <u>s</u> /j s/	v	ve <u>t</u> /v t/
k	ki <u>t</u> /kɪt/	w	wi <u>n</u> /wɪn/
l	le <u>g</u> /l /	z	zi <u>p</u> /zɪp/
m	mai <u>n</u> /meɪn/		vi <u>si</u> on /'vɪʒ(ə)n/

n	net /n t/	x	(Scottish) loch /l x/
	thing / ɪŋ/		(Welsh) penillion /pe'ni:liən/

The consonants l, m, and n can take on the function of a vowel in some unstressed syllables. It should generally be clear when this interpretation is intended, but in cases of potential ambiguity, the consonant symbol appears with a diacritic, as l, m and n, as e.g. *meddle* / m dl/, *meddling* /'mɛd|ɪŋ/.

After a vowel, U.S. English can have /r/ regardless of the sound which follows, whereas British English retains the /r/ only when it is followed by a vowel. Compare U.S. *mar* /m r/, *marring* /'mɑ:riŋ/ with British *mar* /m /, *marring* /'mɑ:riŋ/

Between vowels, except at the start of a stressed syllable, U.S. English has /d/ where British English has /t/. Compare U.S. *butter* / b d r/, and *waiting* /'weɪdɪŋ/ (as against *wait* /weɪt/) with British *butter* / b t /, *waiting* /'weɪtɪŋ/, *wait* /weɪt/.

U.S. speakers are more likely than British speakers to distinguish between *wear* (with /w/) and *where* (with either /w/ or /hw/).

d. Read the definition.

Once you have located the word it will tell you exactly what it means (and if it has more than one meaning, it will tell you the most common one first), how to pronounce it, how to capitalize it (if it is a proper noun), what part of speech it is and so on.

- 1) Quite a few students get frightened by the definitions because they do not understand what that means. Do not feel discouraged, see if you can figure out the meaning from the example sentences provided.
- 2) Line Dictionary also give the synonyms (words that mean the same thing as your word), the antonyms of a word

(words that mean the opposite of your word), derivative of a word (present, past, past participle, and present participle) and idiom of a word as additional information for students.


3. Reading

Nowadays, reading is basic to everyday life. We read to learn about the news, to learn about rules, and to learn about how to do things. We also use reading to learn English. Reading involves a variety of skills which used by the reader to understand the text information, selecting key information, organize and summarize information, monitor comprehension, and match comprehension output to the reader goals.

Reading skill is ability of reader to understand the written text. Reader expected to read the written form as meaningful language. It is cognitive processes that a reader uses in making sense of a text. Furthermore, every language requires a different repertoire of reading skills, based on the structure of the language. Teacher should train students in the skills that will give them the power to comprehend in English. As Brown pointed out, learning a new thinking process is the best accomplished when the learner is consciously aware of the process, an approach to teaching reading skills should take that into account. In fact, the more students talk about their thinking process, the more they learn.³ Mikulecky has documented the strategy of reading skill to help students understand the meaning of the text.

- a. Automatic decoding. Being able to recognize word at a glance.
- b. Previewing and predicting. Giving the text a quick once-over to be able to guess what is to come.
- c. Specifying purpose. Knowing why a text is being read.
- d. Identifying genre. Knowing the nature of the text in order to predict the form and the content.
- e. Questioning. Asking question in an inner dialog with the author.

³ Beatrice S. Mikulecky, "Teaching Reading in a Second Language", (Pearson Education:2008), p.3

- 
- f. Scanning. Looking through a text very rapidly for specific information.
 - g. Recognizing topics. Finding out what the text is about.
 - h. Classification of ideas into main topics and details. Categorizing words and ideas on the basis of their relationship; distinguish general and specific.
 - i. Locating topics sentences. Identifying the general statement in a paragraph.
 - j. Stating the main idea (or thesis) of a sentence, paragraph or passage. Knowing what the author`s point is about the topic
 - k. Recognizing patterns of relationship. Identifying the relationship between ideas; the overall structure of the text.
 - l. Identifying and using words that signal the patterns of relationships between ideas by the use of words such as firs, then, later.
 - m. Inferring the main idea, using patterns and other clues.
 - n. Recognizing and using pronouns, referents, and other lexical equivalents as clues to cohesion.
 - o. Guessing the meaning of unknown words from the context. Using such clues as knowledge of word parts, syntax, and relationship patterns.
 - p. Skimming. Quickly getting the gist or overview of a passage or book.
 - q. Paraphrasing. Re-stating text in the reader`s own words in order to monitor one`s own comprehension.
 - r. Summarizing. Shortening material by retaining and re-stating main ideas.
 - s. Drawing conclusions. Putting together information from parts of the text and inducing new or additional ideas.
 - t. Drawing inferences and using evidence. Using evidence in the text to know things that are unstated.
 - u. Visualizing. Picturing or actually drawing a picture or diagram, of what is described in the text.
 - v. Reading critically. Judging the accuracy of passage with respect to what the reader already knows; distinguish fact from opinion.
 - w. Reading faster. Reading fast enough to allow brain to process the input as ideas rather than single words.

- x. Adjusting reading rate according to materials and purpose. Being able to choose the speed and strategies needed for the level of comprehension desired by reader.

4. An Approach to Teaching Reading

According to Mikulecky,⁴ many teachers believe that they can teach reading skills by instructing students to read a text and then showing them how to apply a variety of skills to the text for better comprehension. It is more effective to students, however, to focus on one reading skill at a time and talk about their application of that skill in a number of text samples. Eventually, students will be able to apply the skill unconsciously, so that they can call it up to consciousness and apply it strategically whenever they face a challenging text. Strategies are options to help students construct the meaning of the text. Teacher need some approaches to help student understand about what they are actually read. These are approaches to teaching reading skill for student based on Mikulecky instruction.⁵

- a. Focus on one skill at a time.
- b. Explain the purpose of working on this skill, and convince the students of its importance in reading effectively.
- c. Work on an example of using the skill with the whole class. Explain your thinking aloud as you do the exercise.
- d. Assign students to work in pairs on an exercise where they practice using the same skill. Require them to explain their thinking to each other as they work.
- e. Discuss students` answer with the whole class. Ask them to explain how they got their answer. Encourage polite disagreement, and require explanations of any differences in their answer.
- f. In the same class, and also in the next few classes, assign individuals to work one more exercises that focus on the same skill with increasing complexity. Instruct students to work in pairs whenever feasible.

⁴ Mikulecky, *Teaching Reading in a Second Language*, 3.

⁵ Ibid, p.4

- g. Ask individual students to complete an exercise using the skill to check their own ability and confidence in using it.
- h. In the future lessons, lead the students to apply the skill, as well as previously mastered skill, to a variety of texts.

5. The Effect of Electronic Dictionary for Students

Nowadays, normal to see students each armed with an electronic dictionary or smartphone, they swipe their fingers across the screen, consulting their electronic dictionaries to access new words and clarify difficult ideas.⁶ Electronic dictionary is beneficial for student which have a small enough storage that they can carry in their pocket and have constant access to these important resource. In addition, some online dictionaries have the pronunciation of the words, along with beautiful pictures, relevant video and audio materials which engages students in impressive the word.⁷

However, electronic dictionary can cause negative effect for students. With the fast inputting speed, electronic dictionaries can stop students thinking from the context and cause a great distraction. According to previous research did by expert, there are some effects for student while use electronic dictionary in learning process.

- a. Prevent student guessing skills and contextualized thinking in vocabulary acquisition.⁸

Student may have trouble when they should have enough vocabularies to comprehend whole text. While they use electronic dictionary, student tend to separate words from the context and they do not realize that using the context would help the meanings. With the fast-speed search functionality of electronic dictionary would serve the purpose in the same way, 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.

⁶ Zheng and Wang, "The Use of Electronic Dictionaries in EFL Classroom," 151.

⁷ Xueping, "Facilitating Reading Comprehension with Online Dictionaries", 300.

⁸ Ibid, p. 146.

b. Short-term retention of vocabulary.⁹

The fast inputting speed and decreased amount of time in processing of looking up words in electronic dictionary can effected the retention. Nesi stated, “there is a possibility that the most easily extracted information may require last thought, and be soonest forgotten”.¹⁰

c. Lacked of strategies in tackling the reading task.¹¹

While 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 ad other relevant information from electronic dictionary without aware with reading strategies such as looking at the title, skimming or reading the main ideas, guessing words from context and so on.

Having a skill makes the student easier to understand the idea of reading a text. In addition, each reader has their own way of reading. Using the Line Dictionary application as a tool in reading activity is one way of reading and it also motivate the students to learn in a fun way. Furthermore, vocabulary also takes an important aspect of reading activities. Students not only have to understand the reading strategy but also have enough vocabulary when doing reading task. According to Luppescu and Day, if language learners do not have wide enough range of vocabulary and vocabulary usage, it may lead them being confused in different language task, especially, in reading and listening.¹² However, being a skilled reader is not a simple effort. They have to struggle and do reading activity gradually to produce a good reader with gained the information from the text read.

B. Previous Studies

⁹ Atipat Boonmoh, “The Use of Pocket Electronic Dictionaries by Thai University Students,” *Lexikos*, 20, 2010, 687.

¹⁰ Nesi, “The Virtual Vocabulary Notebook: The Electronic Dictionary as Vocabulary Learning Tool” (BALEAP conference, University of Southampton, n.d.), 10–12.

¹¹ Boonmoh, “The Use of Pocket Electronic Dictionaries by Thai University Students,” 687.

¹² Luppescu and Day, “Reading Dictionaries and Vocabulary Learning,” *Language Learning*, 1993, 263.

Several researchers have investigated reading and dictionary as their subject of the study. Some previous studies have similarity with this study. The first is research by Li Xueping in international Journal of languages and literatures. The title of this research is “Facilitating Reading Comprehension with Online Dictionary”.¹³ The problem of this research is learners still have the problem of finding out the correct meanings of unknown words or phrases in certain context with one or two dictionaries of print form. Sometimes information in dictionaries of print form is constrained to be “passive”; learners have to find several dictionaries for comprehensive and appropriate information, which is time-consuming and hinders the reading process.¹⁴ Here, the researcher conducted the research by using Classroom Action Research (CAR) to reflect the findings. The result of this study is the online dictionary as a new electronic product based on multimedia technology has opened up new range of task for English learners. Computer-learner interaction in online dictionary work combines learning and practice, so it is a practical approach in facilitating reading comprehension. Learners may take opportunity to improve their learning ability besides improving reading comprehension.

The second research is a dissertation by Michael H. Flynn from School of Humanities of the University of Birmingham in United Kingdom. The title of this dissertation is “Electronic Dictionaries, Printed Dictionaries and No Dictionaries: the Effects on Vocabulary Knowledge and Reading Comprehension”. This research describes an experiment with Japanese EFL university students comparing comprehension, and the receptive and productive vocabulary knowledge gained from reading an expository text with electronic dictionaries, printed bilingual dictionaries and dictionaries. This study is loosely modeled on Knight’s study where the basic research issues are whether students gain more words from guessing from context or dictionary use affects reading comprehension.¹⁵ Here, the researcher conducted the

¹³ Xueping, “Facilitating Reading Comprehension with Online Dictionaries.”

¹⁴ Ibid, p.1

¹⁵ Michael H Flynn, “Electronic Dictionaries, Printed Dictionaries and No Dictionaries: The Effects on Vocabulary Knowledge and Reading Comprehension” (University of Birmingham, 2007), 3.

research by using Classroom Action Research (CAR). The result of this study is both electronic and printed dictionary users had significantly higher scores than students that read without dictionaries on the receptive vocabulary measure on the immediate post-test. But students using electronic dictionaries had the highest scores on all post-reading measures. In addition, that dictionary usage while reading results in more vocabulary gains and improved comprehension than reading without dictionary.

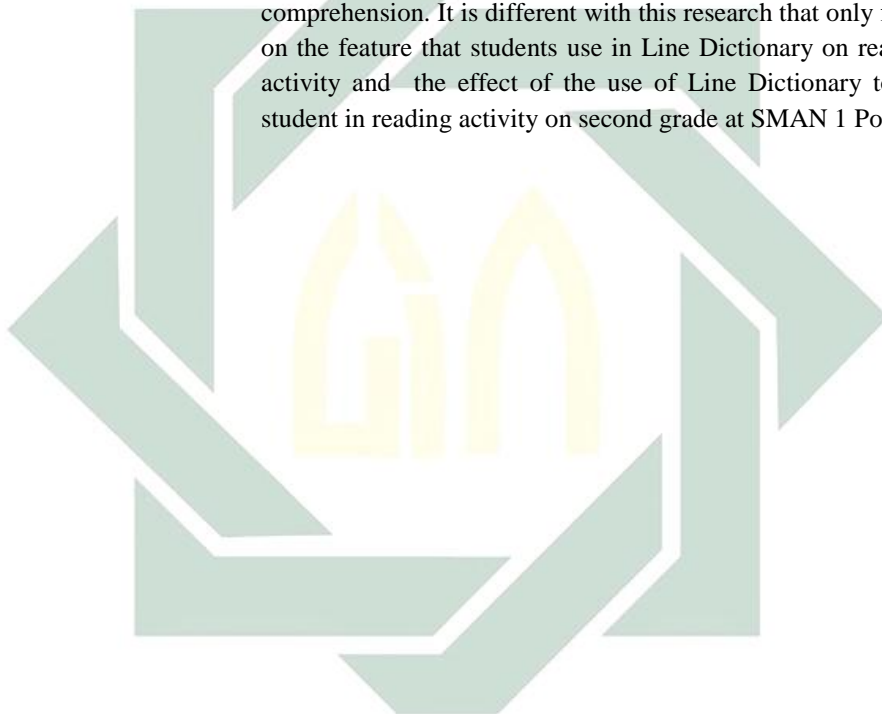
The third research is by Huibin Zheng and Xiaoli Wang from English Language Center of Shantou University in China. The title of this research is “The Use of Electronic Dictionary in EFL Classroom”. The problem of this research is electronic dictionaries have become more and more attractive, accepted and popular to EFL learners at different levels, using electronic dictionaries in EFL classroom has gradually become an alternative to many. As for teachers, helping students tap into electronic dictionaries effectively is one of the best ways to help them become independent, lifelong language learners.¹⁶Here, the researcher conduct the research by discussion. The result of this study is the use of electronic dictionary in EFL classroom can contribute to learner achievement and also can help motivate teachers to learn more about effective uses of technology. Considering both the advantages and disadvantages of electronic dictionaries, students must be taught learning strategies with the use of them. Therefore, teachers need to and are becoming facilitators, co-learners and mentors in order to help student in learning.

The fourth research is by Robert Weschler from Kyoritsu Women University. The title of this research is “An Experiment Using Electronic Dictionaries with EFL Students”. The purpose of this study is to find how useful electronic dictionary than paper dictionary with EFL students by described the experience of student in using them in learning process. The result of this study is student more enthusiasm for use electronic dictionary than paper dictionary during learning process although the frequency of their look up time of paper dictionary

¹⁶ Zheng and Wang, “The Use of Electronic Dictionaries in EFL Classroom,” 1.

23% faster than electronic dictionary¹⁷. Moreover, both of paper dictionary and electronic dictionary were useful to help student in learning process.

From all previous studies explained before, there are some differences distinguish the current research with all the previous studies. Fourth of researchers try to illustrate the effectiveness of online dictionaries in reading classroom activities and learners can improve their reading comprehension. It is different with this research that only focus on the feature that students use in Line Dictionary on reading activity and the effect of the use of Line Dictionary to the student in reading activity on second grade at SMAN 1 Porong.



¹⁷ Robert Weschler, "An Experiment Using Electronic Dictionaries with EFL Students," *The Internet TESL Journal* VI, no. 08 (August 2000): 1, <http://iteslj.org/Articles/Weschler-ElectroDict.html>.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method that is used by the researcher. It divided into some areas Research Design, Subject of Study, Data and Source of Data, Research Instrument, Data Collection Technique, and Data Analysis Technique.

A. Research Design

This research used qualitative approaches to find out the research question. According to Creswell, the key idea behind the qualitative research is to learn about the problem or issue from participants and to address the research to obtain that information. According to Ahmadi, the reason behind the use of the qualitative method that is to describe the phenomenon, which is the data used are opinion (interview), behavior, or document and never be analyzed with statistic pattern instead of in descriptive form. Therefore, the researcher will learn the phenomena by described the feature that students use in Line Dictionary on reading activity and the effect of the use of Line Dictionary to the students' reading activity on second grade at SMAN 1 Porong.

B. Subject of Study

The study will focus on the feature that students use in Line Dictionary on reading activity and to find the effect of the use of Line Dictionary to the students' reading activity.

. The researcher will choose the student of second grade especially in language major at SMAN 1 Porong academic year 2017– 2018. The researcher chooses XI Bahasa class that has 34 students. There were 27 female and 7 male students as the participants and the subject of the study.

C. The Data and Source of The Data

In this study, the data were collected through questionnaire and interview. The researcher uses a questionnaire to find the feature that students use in Line Dictionary on reading activity. The students will answer some questions in the questionnaire after doing the reading task. The reading task of student was taken from “*English*” book published by Ministry of Education and Culture. This book is used by teacher in English class. The reading task is a scientific report with title “*Earthquakes-The Most Deadly Natural Hazards*”. This task in accordance to Kompetensi Dasar 3.7 *Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian/tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya*, and 3.9 *Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah factual tentang orang,binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas IX*.

In addition, researchers used interviews to find the effect of the use of Line Dictionary to students’ reading activities. The researcher will ask some questions according to the interview guidelines as the instrument.

D. Data Collection Technique

In this study, data collection techniques were conducted using questionnaires and interviews. The questionnaire here is to answer the first research question. It asks about what feature students use in Line Dictionary in reading activity. The second technique is using the interview. It will be used to answer the second research question. It asks about the effect of the use of Line Dictionary to the student in reading activity. In short, the process of collecting data is specified in the table below.

Table 3.1 Data Collection Techniques

Research Question	Techniques	
	Instrument	Analysis
RQ 1	Questionnaire	The feature that students use in Line Dictionary application on reading activity in second grade at SMAN 1 Porong Academic Year 2017– 2018
RQ 2	Interview guidelines	The effect of the use of Line Dictionary to students' reading activity on the second grade at SMAN 1 Porong Academic Year 2017– 2018?

E. Research Instrument

1. Questionnaire

According to Arikunto, the questionnaire is some written questions used to get the information from the respondent about their personality or anything that she/he knows. In this study, the researcher adopts a questionnaire based on Robert Weschler's journal in order to know the feature that students use in Line Dictionary on reading activity (see appendix 1). In this questionnaire, there are 10 questions that ask about what features students' use in Line Dictionary. This question categorized into 4 parts i.e. the introduction of Line Dictionary, the abbreviation in Line Dictionary, the pronunciation in Line Dictionary, and pop up dictionary feature in Line Dictionary. The researcher distributed the questionnaire after the student does the reading task.

2. Interview Guidelines

The second instrument is the interview guidelines. This interview guide was formulated based on Zheng and Wang's study. It is used to find the effect of the use of Line Dictionary on the students' reading activity. In this interview guideline, there are 5 questions that ask about the effect of the use of Line Dictionary on the students' reading activity based on the previous research in the same field (see appendix 2).

F. Data Analysis Technique

In this study, the researcher obtained the data from the questionnaire and interview. The researcher did several steps to analyze the data qualitatively. All the data presented in the form of description.

Here, to answer the first research question, the researcher analyzed the data using a questionnaire. Interpret data from questionnaires into several categories i.e. the introduction of Line Dictionary, the abbreviation in Line Dictionary, the pronunciation in Line Dictionary, and pop up dictionary feature in Line Dictionary in graphical form to know what the feature that students use in Line Dictionary on reading activity. Then the researcher started to describe the findings descriptively.

The result of interview will be analyzed to answer the second research question. After the researcher got the data from interview, it will be analyzed to find the effect of the use of Line Dictionary on the students' reading activity. Next, the findings result produced in descriptive form based on the data that has been interpreted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and the discussion of the study. The result of the feature that students use in Line Dictionary on reading activity and the effect of the use of Line Dictionary to the student in reading activity on second grade at SMAN 1 Porong are showed as research findings.

A. Research Findings

The researcher has conducted the research through the techniques of collecting data as stated in the researched method. The data obtained were dedicated to answering the research question of the feature that students use in Line Dictionary on reading activity and the effect of the use of Line Dictionary to the student in reading activity on second grade at SMAN 1 Porong. The researcher chooses on XI Bahasa class that has 34 students. There were 27 female and 7 male students but while the researcher conducts the observation there are 2 students who do not attend because of illness. So, only 32 students who participated in the observation. In addition, each student has a personal Line account and also they have a class chat group to communicate with each other about their activities at school. But not all students use Line Dictionary application as a tool in reading activity Based on the explanation above, the finding result described as follows.

1. The Feature that Students Use in Line Dictionary Application on Reading Activity in Second Grade at SMAN 1 Porong

The data of what feature that students use in Line Dictionary on reading activity was taken by using questionnaire. The result of the questionnaire divided into several categories. They are the introduction of Line Dictionary, the abbreviation in Line Dictionary, the pronunciation in Line Dictionary, and pop up dictionary feature in Line Dictionary. The data description of the result explained as follows.

a. The Introduction of Line Dictionary Application

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

P = Percentage

X= Amount of students answer

N = 32

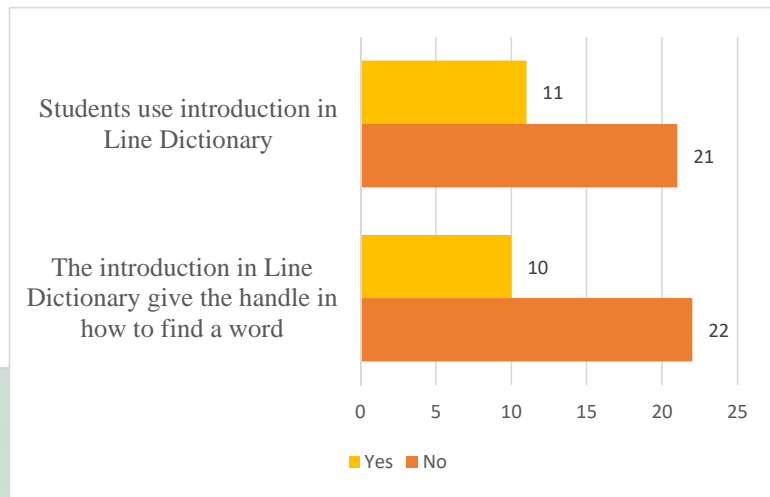


Figure 4.1 The Introduction of Line Dictionary

Figure 4.1 shows the result of data analysis about the use of introduction in Line Dictionary application. There are 11 students or 41 % of students who the use of introduction in Line Dictionary application before they use it. They said that it will give the important information and explain how the entries arranged. The introduction also provides the information about features of the Line Dictionary i.e. Pop-up Dictionary, Word Card, Learning English, and Translator. Moreover, there are 21 students or 59% students who did not use of introduction in Line Dictionary application. Even though the average of students did not use of introduction in Line Dictionary application before using it, there are 22 students or 69% of students have same views that the introduction of Line Dictionary will give the handle in how to find a word easier. Moreover, there are 10 students or 31% of student agreed that did not use the introduction of Line Dictionary does not really make a difference in using Line Dictionary. Because of that they did not use the introduction and just went through it. However, read the introduction is the first step to use Line Dictionary because it provides the information that related to the way how to use it.

b. The Abbreviation in Line Dictionary

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

P = Percentage

X= Amount of students answer

N = 32

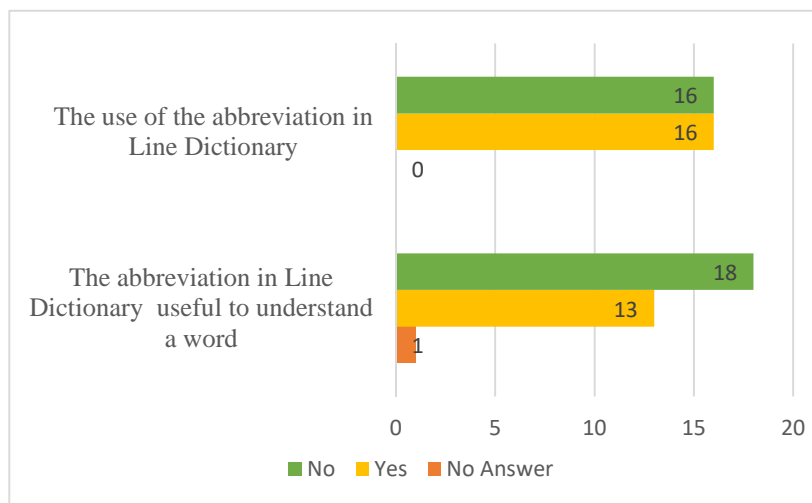


Figure 4.2 The Abbreviation in Line Dictionary

The Figure 4.2 shows the result of data analysis about the use of the abbreviation in Line Dictionary application. Based on data, there are 16 students or 50 % of students' use of the abbreviation in Line Dictionary application. They said that use of the abbreviation in Line Dictionary application will help them easier in understanding a definition of word. Then, there are 16 students or 50% of students have similarity who did not use of the abbreviation in Line Dictionary application, they said that abbreviation does not help them enough in understanding the target language. Even though half of students did not use of the abbreviation in Line Dictionary application, most of them agreed that abbreviation in Line Dictionary useful to understand a word. According the data above, there are 18 students or 56% of students who agreed that abbreviation in Line Dictionary useful to understand word. They said that use the abbreviation can decrease their confusing while find the target language in dictionary and know what the abbreviation stand for help them easier in understand the reading text. Moreover, there are 13 students or 41% of did not decide that abbreviation in Line Dictionary is useful and only a student or 3 % of students did not answer the question. They said that seldom to look the abbreviation in Line Dictionary and they only look into translation of target language. However, most of them believe that use the abbreviation is important to help them easier in understand the target language

c. The Pronunciation in Line Dictionary

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

P = Percentage

X= Amount of students answer

N = 32

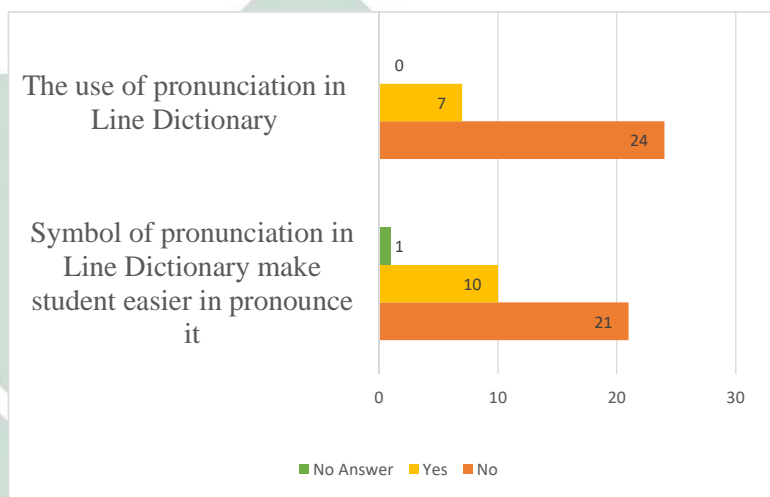


Figure 4.3. The Pronunciation in Line Dictionary

Figure 4.3 shows the result of data analysis about the use of pronunciation in Line Dictionary. According to the data above, there are 24 students or 77% of students did not use of pronunciation in Line Dictionary and only 7 students or 23% of students who use of pronunciation in Line Dictionary. They said that pronunciation does not have a great effect while they did the reading task. It more beneficial while they use in speaking class. Even though most of the student did not use pronunciation in Line Dictionary but they still have the same perception about the symbol of pronunciation in Line Dictionary. Based on the data, there are 21 students or 66% of students agree that symbol of pronunciation in Line Dictionary will make them easier in pronouncing the target word and there are 10 students or 31% of students did not agree that symbol of pronunciation in Line Dictionary will make them easier in pronouncing the word and only a student or 3% of students did not answer the question. He said that he does not understand about pronunciation. That's why he does not answer the question. Moreover, most of the student said that the symbol of pronunciation is confusing. Even though they have read the symbol of pronunciation, they still feel difficult to understand what the symbol means

is. Here, the role of the teacher is very important to guide the students in understanding the symbol of pronunciation and how to pronounce it.

In addition, Line Dictionary provided the audio feature with Standard English pronunciation. They are United States style and Britain style (see figure 4.5). The graphic below shows the kind of pronunciation that students use in Line Dictionary

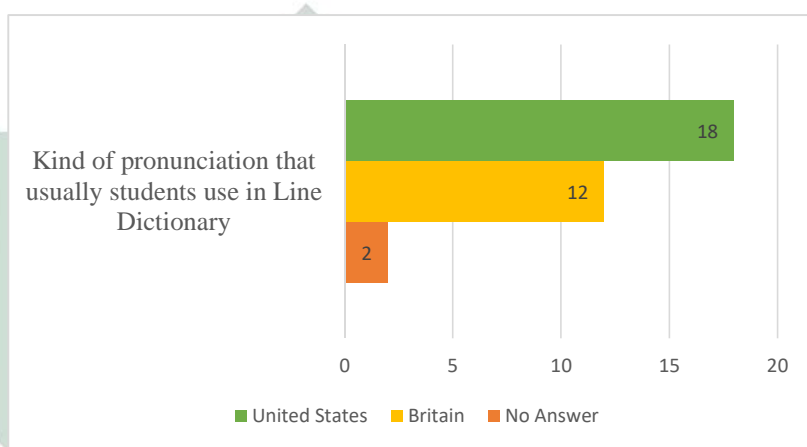


Figure 4.4 Kind of Student Pronunciations' use in Line Dictionary

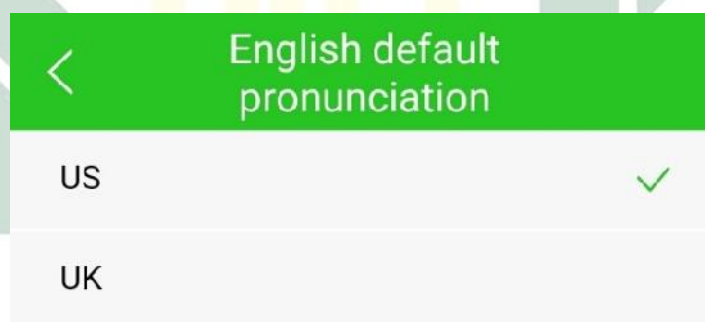


Figure 4.5 Kind of pronunciation in Line Dictionary

Figure 4.4 shows the result of data analysis about kind of student pronunciations' in using Line Dictionary on reading activity. According to the data above, there are 18 students or 56% of students are usually use the pronunciation with Standard English in the United States style on Line Dictionary. They said that United States pronunciation often hears in daily life i.e. while they listen to the English song and watch a movie. Furthermore, there are 12 students or 38% of students who usually use the pronunciation with Standard English in Britain. They said that it is because of curiosity. They often hear pronunciation with United States style but seldom to hear pronunciation with Britain style. Audio feature in Line

Dictionary also helps them to pronounce the symbol of pronunciation. Students who have their origin accent i.e. Javanese said that they feel difficult to remove their accent while speaking with English but audio feature in Line Dictionary helps them to practice how to pronounce the word appropriately. However, there are 2 students or 6% of students who not answer the question. They said that they never use the audio feature in Line Dictionary and only look for the translation of the word. Even though the audio feature is more suitable use for speaking and listening practice, but students also often use it for reading task. They said it can help them decrease bored while doing the reading task. The sound of a word can make a sense and feel joyful while doing the reading task. However, the audio feature in Line Dictionary designed to help student learning English even though it's not too beneficial for reading task.

d. The Pop Up Dictionary Feature in Line Dictionary

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

P = Percentage

X= Amount of students answer

N = 32

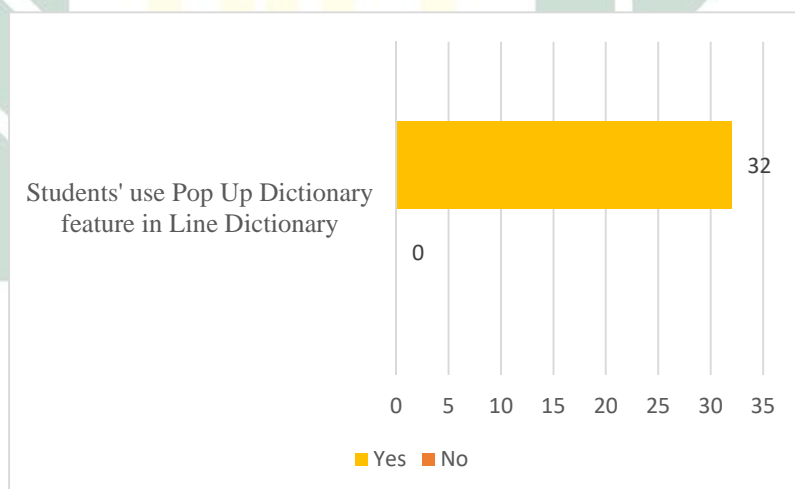


Figure 4.6 Students' Use Pop Up Dictionary Feature in Line Dictionary

Figure 4.6 shows the results of data analysis about using the dictionary pop up feature of students in Line Dictionary. Based on the data above, all students use the dictionary pop-up feature in the Line Dictionary. The pop up dictionary feature allows students to search for the unknown word in a smaller box. In addition, pop up dictionary provides a lot of information about the unknown word that has been searched i.e. the

definition of the target language, derivative, idiom, synonym, and usage example. Additionally, the data of students' purpose of using pop up dictionary feature in Line Dictionary showed below.

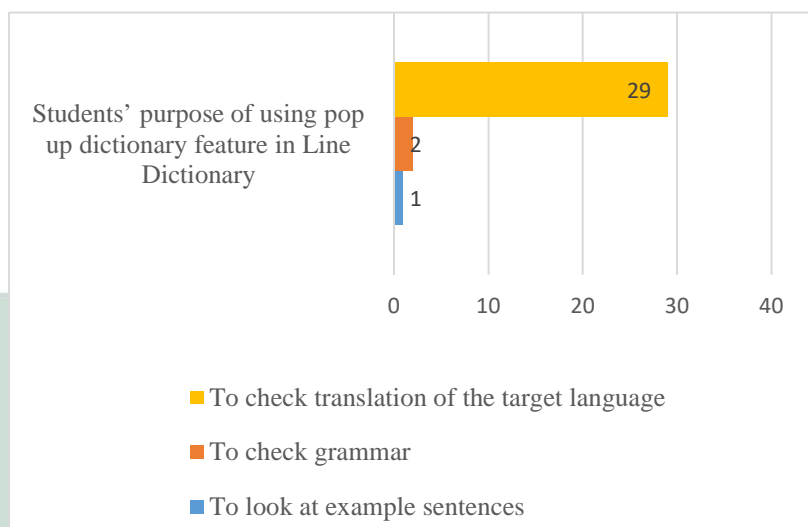


Figure 4.7 Students' Purpose of Using Pop Up Dictionary Feature in Line Dictionary

The figure 4.7 shows the result of data analysis about students' purpose of using pop up dictionary feature in Line Dictionary. Based on data above, there are 29 students or 91% of students who use pop up feature in Line Dictionary to check translation of target word. Most of students have same view while using pop up feature in Line Dictionary in reading activity. They use pop up feature in Line Dictionary to look up the meaning of unknown words. In addition, there are 2 students or 6% of students who use pop up feature in Line Dictionary to check the grammar i.e. derivative of verb (see figure 4.7) and only a students or 3% of students who use pop up feature in Line Dictionary to look at example of word. Students who use pop up feature in Line Dictionary to look at the example said that the example of word can help them easier in understand the text because it give the meaning in other context. However, students have their own purposes when using pop up feature in Line Dictionary on reading activity

Derivative	
Present	best, bests
Past	bested
Past participle	bested
Present participle	besting

Idioms 12 Usage examples >

Figure 4.8 Example of Derivative

The image shows two overlapping screenshots of a dictionary application. The left screenshot displays the 'Synonyms' section for the word 'best', listing 'most highly', 'most fully', and 'most deeply'. The right screenshot displays the 'Usage examples' section, showing two example sentences in English and Indonesian, each with a 'Translate' button. A large green arrow points from the right screenshot towards the left screenshot.

Figure 4.9 Synonym and Usage Example of Word

2. The Effect of the Use of Line Dictionary to the Students' Reading Activity on Second Grade at SMAN 1 Porong.

The data were obtained by conducting the interview after the learning process. The students use Line Dictionary as their tool in reading activity. After the researcher knows the feature that students' use in Line Dictionary, In this case, the researcher wants to know about the effect of the use Line Dictionary to the students' reading activity. The result of the interview categorized based on previous research in the same field. Then, the data description of the result will be explained below.

a. Prevent students` guessing skills and contextualized thinking in vocabulary acquisition.

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

P = Percentage

X= Amount of students answer

N = 32

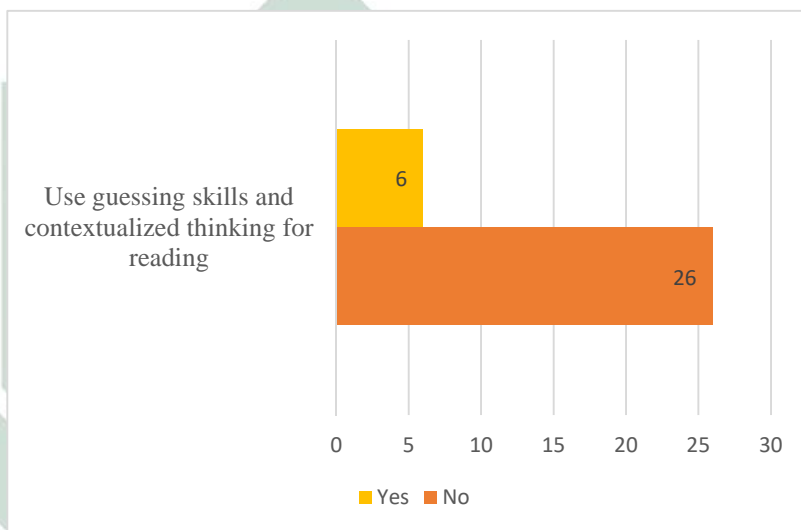


Figure 4.10 Use Guessing Skills and Contextualized Thinking for Reading

Figure 4.10 shows the result of students who use guessing skill and contextualized thinking for reading. There are 81,% (26) of students said that they would like immediately look up the meaning of unknown words while did the reading task and only 19 % (6) of students who often guess the unknown words while do the reading task said that guess a new word in reading text is challenging. Most of them said that guess the unknown word consume a lot of time and look up unknown word with Line Dictionary is easy and fast. They also break the sentence or phrase into word by word to look up the meaning of unknown words. It can be concluded that Line Dictionary can prevent students guessing skill and cannot encourage them to learn through context. They do not realized the contextual thinking would help them understand the reading text well.

b. Short term retention of vocabulary

In this case, the frequency of lookup in Line Dictionary has a relation with the retention of vocabulary for students. Then, the data of the frequency of lookup in Line Dictionary showed below.

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

P = Percentage

X= Amount of students answer

N = 32

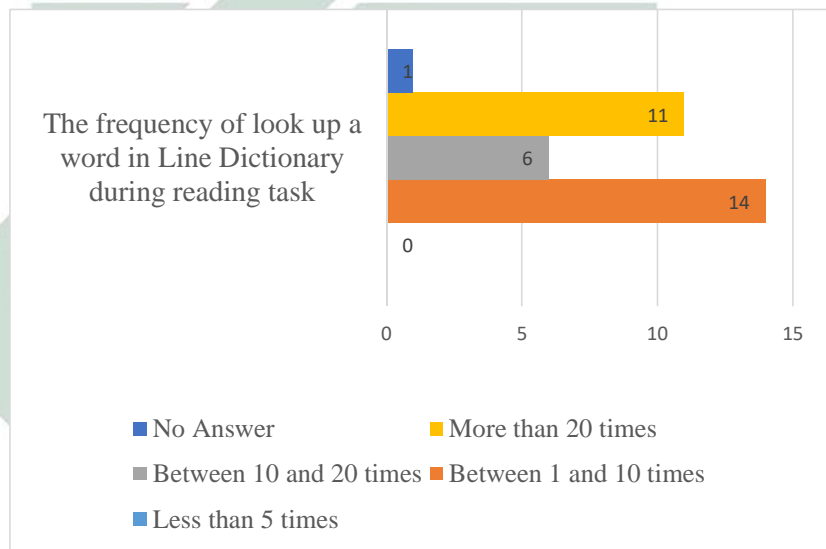


Figure 4.11 The Frequency of Lookup in Line Dictionary Application

The figure 4.11 shows the result of data analysis about the frequency of lookup in Line Dictionary. There are 11 students or 34% of students who look up a word more than 20 times. In this situation, student recognized that most of them have lack of vocabularies. They also ignore to use the reading strategy such as guessing the meaning, skimming, or automatic decoding that being able to recognize word at glance while read the text. It's become their reason that always look up every unknown word in Line Dictionary while did the reading task. In addition, there are 6 students or 19% of students who lookup a word between 10 and 20 times, 14 students or 44% of students who lookup a word between 1 and 10 times and only a students who lookup the word less than 5 times. They said that always look for unknown word can affect their time consuming while do the reading task. It will decrease their time and make them did not focus to understand the text. In addition, students who often look up the unknown word in Line

Dictionary have easily forgotten the vocabulary. They do not remember the vocabulary if the unknown word reappears in the reading task. In short, the data of students' vocabulary retention showed below.

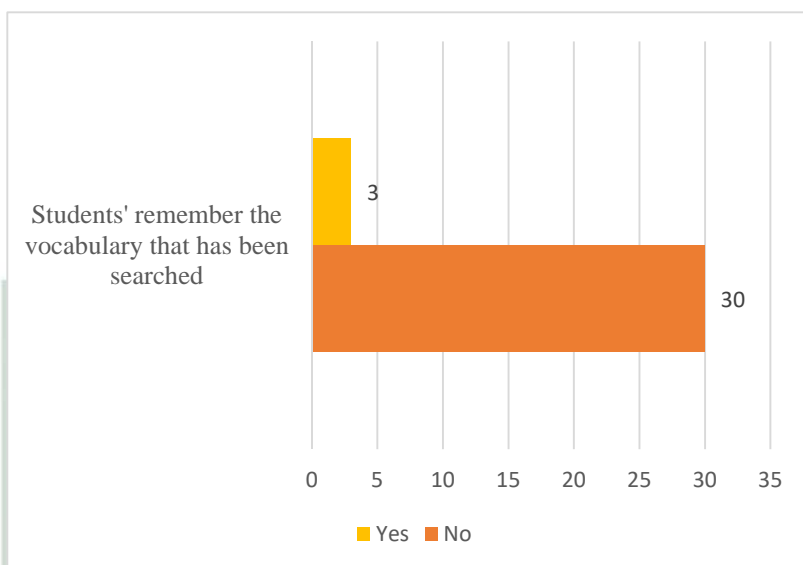


Figure 4.12 Short term Retention of Vocabulary

Figure 4.12 shows the result of vocabulary retention. In this case, most students do not remember the vocabulary they have searched before. There are 93% (30) of students who do not remember the vocabulary. They can only remember at least 5 to 6 words which have searched before on the same day and they cannot remember if the unknown word reappears in the reading task. They said that they can use Line Dictionary feature named word card which will automatically save the entries that have been searched without having to remember the previous word. However, only a few students who can remember the word that has been searched. They do not remember the meaning exactly but their using the context to help them remember the unknown word. It can be concluded that Line Dictionary can cause short term retention of vocabulary for students.

c. Using reading strategies in the reading task

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

P = Percentage

X= Amount of students answer

N = 32

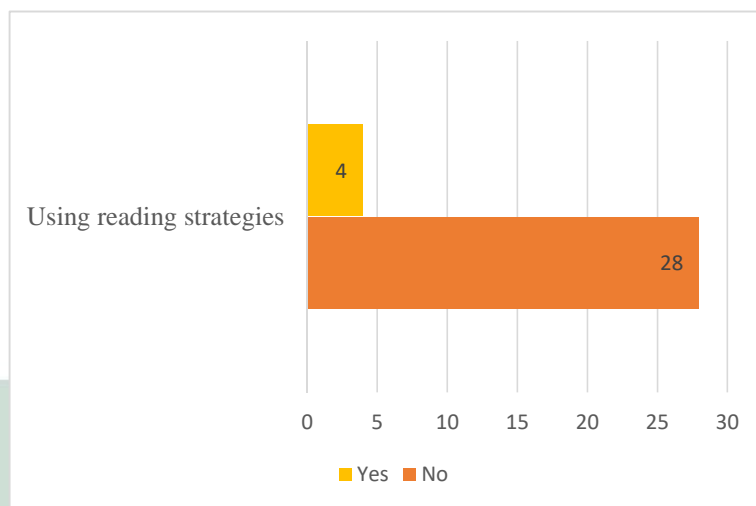


Figure 4.13 Use Reading Strategies

Figure 4.13 shows the result of using reading strategies for the reading task. There are 88% (28) of students do not use reading strategies for the reading task. Most of them do not use any reading strategies while using Line Dictionary application in reading activity. They said that it makes no difference when using the reading strategy or not while doing the reading task even with Line Dictionary as a tool to help easily in understanding reading task. In addition, few of students do not know any reading strategies. Moreover, few of students still use some reading strategies to help them in understand the idea of the reading text. In addition, they can mention the strategy of reading i.e. skimming; previewing; scanning; and so on. It can be concluded that students still have a lack of reading strategies although they use Line Dictionary for reading task.

d. Electronic dictionary causes a lack of students focus in the learning process

Most of student admit they have lack of attention to the teacher in the learning process. This happens when they are allowed to use electronic dictionaries during the learning process. They said that when using Line Dictionary or other dictionary in our smartphone, we not only look up the unknown words but also use other application like Instagram, Whatsapp, Line during learning process. Then, we also have lack of interaction with other friends because each person busy with their activities. In addition, students who hearing the pronunciation during learning process could be annoying. In this case, it can be concluded that using electronic dictionary like Line Dictionary application has great disturbance for students during learning process.

B. Discussion

The research was intended to know what the feature that students use in Line Dictionary on reading activity and the effect of the use of Line Dictionary to the students' reading activity on the second grade at SMAN 1 Porong. In this study, the researcher was conducted reading task to find out what the feature that students use in Line Dictionary by using questionnaire. The result of the questionnaire divided into some categorized. They are the introduction of Line Dictionary, the abbreviation in Line Dictionary, the pronunciation in Line Dictionary, and pop up dictionary feature in Line Dictionary. The result shows there 87.5% (28) of students who know Line Dictionary application and they use it in reading activity. Most of the student can mention the feature of Line Dictionary and often use Line Dictionary not only for reading but also for listening and writing. Additionally, the students use the feature of Line Dictionary to help them easier in understanding the reading task such as usage example and derivative in pop up dictionary that make they have a deep understanding about the target language. In addition, most of them utilize the feature in Line Dictionary to explore their ability. Based on the result above, it is proved that the main characteristic of the electronic dictionary is the abundant resources they include. It will offer detailed information about the word.³⁰ However, the electronic dictionary as media has opened up a new range of learning process and it meets the needs of the reading product perfectly.³¹

However, the use of Line Dictionary has drawbacks in the learning process. The result shows that there are some effects of using Line Dictionary in reading activity. There are 81% of students said that they would like immediately look up the meaning of unknown words while doing the reading task and they also break the sentence or phrase into word by word to look up the meaning of unknown words. It means, they do not use guessing skill and contextualized thinking for reading task. Based on the result above, it is proved that the learning process with the electronic dictionary cannot encourage students to learn through context. It cannot help students to improve their guessing and predicting skills.³²

In addition, Line Dictionary has speed and ease of searching the unknown word. According to Sharpe, with the help of electronic dictionaries, students only need a very short period of time to seek information. It means the decrease amount of time in the processing of looking up the word may disadvantageous to retention.³³ And the result shows most of the students can only remember at least 5 to 6 words

³⁰ Xueping, "Facilitating Reading Comprehension with Online Dictionaries," 299.

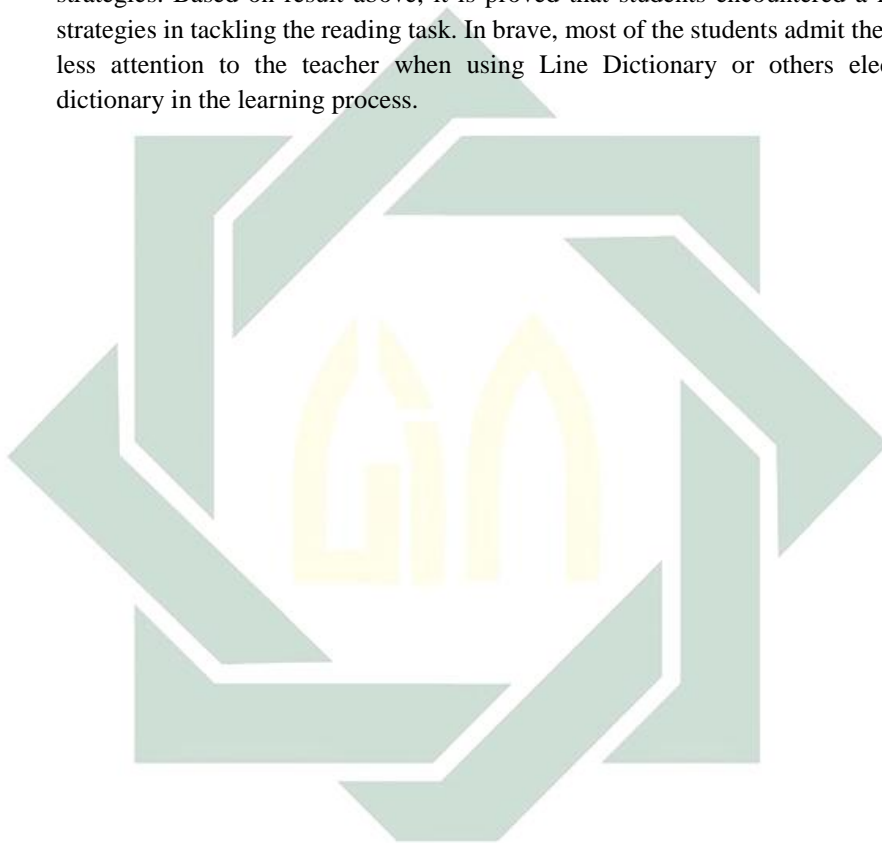
³¹ Xueping, "Facilitating Reading Comprehension with Online Dictionaries," 300.

³² Zheng and Wang, "The Use of Electronic Dictionaries in EFL Classroom," 149.

³³ P Sharpe, "Electronic Dictionaries with Particular Reference to the Design of an Electronic Bilingual Dictionary for English-Speaking Learners of Japanese," *International Journal of Lexicography* 8 (n.d.): 39.

which have searched before on the same day and they cannot remember if the unknown word reappears in the reading task. In short, it is proved Line Dictionary can cause students` the short-term retention of vocabulary.

Afterward, there are 88% of students do not use reading strategies for the reading task. Most of them only tend to look up every unknown word using Line Dictionary application in reading activity because it is easy and fast to get the meaning without aware with reading. Also, few of students do not know any reading strategies. Based on result above, it is proved that students encountered a lack of strategies in tackling the reading task. In brave, most of the students admit they have less attention to the teacher when using Line Dictionary or others electronic dictionary in the learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last discussion dealing with the feature that students use in Line Dictionary on reading activity and the effect of the use of Line Dictionary to the student in reading activity on second grade at SMAN 1 Porong. It focus on conclusion and suggestion.

A. Conclusion

Based on the finding and discussion mentioned in the previous chapter, the objective of this study is to find the feature that students use in Line Dictionary on reading activity and the effect of the use of Line Dictionary to the students' reading activity on thesecond grade at SMAN 1 Porong academic year 2017-2018. Most of students still face difficulties in understanding text while reading session. By considering the fact that students need to solve their difficulties especially for understand the reading text, in this study, the researcher finally integrated electronic dictionary as a learning tool in their reading activity.

The result shows most of the students using the Line Dictionary as a learning tool in reading activity. The students use the feature of Line Dictionary in reading activity i.e. the introduction of Line Dictionary, the abbreviation in Line Dictionary, the pronunciation in Line Dictionary, and pop up dictionary feature in Line Dictionary. Additionally, the students also utilize the feature of Line Dictionary to explore their English ability.

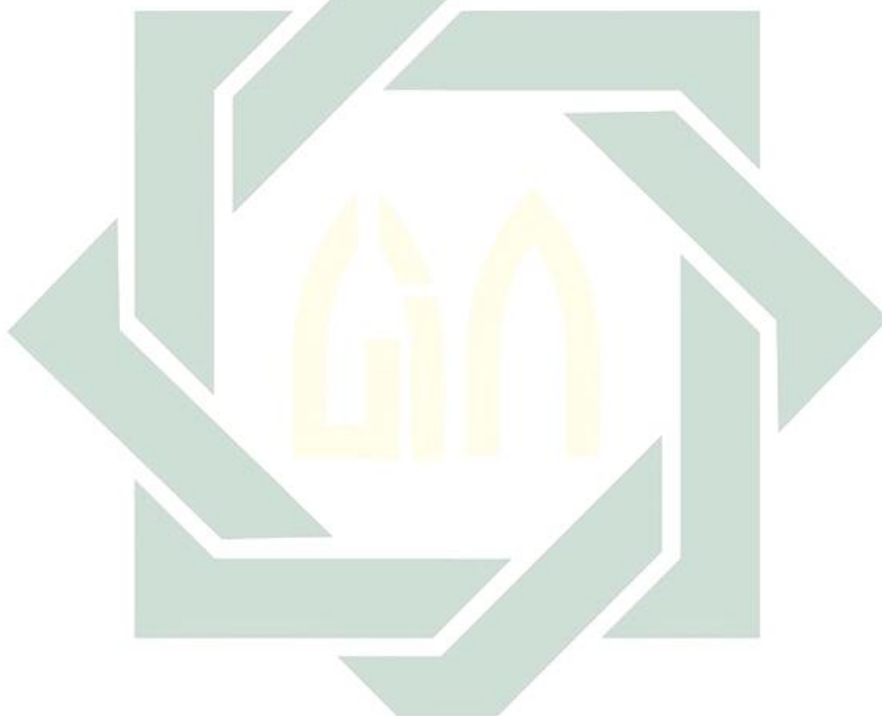
However, the use of Line Dictionary has drawbacks in the learning process. The finding of interview showed that Line Dictionary can prevent students' guessing skill and contextualized thinking in vocabulary acquisition, short term of vocabulary, lack of strategies in tackling reading task, and it causes a lack of students focus in the learning process.

In conclusion, it can be concluded that most students use Line Dictionary in reading activity and most of them use the features of Line Dictionary to explore their English skills such as listening and writing. However, the use of Line Dictionary in reading activity not only helps students easily understand the reading task but also Line Dictionary can cause negative effects for students if there is no control of the teacher in the learning process.

B. Suggestion

1. For teacher, there are still many learning tools that can be used for teaching process. Teacher suggested to be more aware about technology in learning process which present more challenging materials to help students explore their abilities. Additionally, teachers suggested do not lose control of students in learning process.

2. For students, the researcher expects that students can use Line Dictionary appropriately during learning process and students can pay more attention to teacher in learning process. In addition, the students also suggested to do more practice to explore their ability especially in reading activity
3. For the further researcher, this study informs that the feature of Line Dictionary can help students in the learning process, especially for the reading activity. However, the use of Line Dictionary has drawbacks in the learning process. Hopefully, for the researcher who would conduct similar research can try to find the appropriate way of the use Line Dictionary in the learning process in order to decrease the drawbacks of the use Line Dictionary in the learning process.



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