### **CHAPTER I**

### **INTRODUCTION**

This chapter presents issues that related to the students' problem in using monolingual dictionary. Such issues become the rationale of this thesis are presented in the background of the study. This chapter also states research questions, objectives, significance, scope and limitation of the study. Definition of key terms is presented in the last part of the chapter.

## A. Research Background

English is one of foreign languages that studied in all of schools in Indonesia. According, the Ministry of Education role No.023/2006, English is included in school curriculum to make students easier to get international knowledge. That role also tells that English were allowed to learn in Indonesia, in order many of knowledge and communication were using English. Therefore, English is taught in Indonesia.

Indonesia is a one of EFL country, English as Foreign language (EFL) is some traditional system of educations learned by non-native teacher and student in several countries which do not use English as their lingua franca.<sup>2</sup> It causes some problems in learning process, there is some of problems had found by Brown, he found that in learning process most EFL students got wrong

Menteri Pendidikan Dan Kebudayaan, *Peraturan Menteri Pendidikan Nasional No 23 Tatun 2006(Jakarta : mendikbud 2006), 334.* 

<sup>&</sup>lt;sup>2</sup> Kachru.Braj, "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985),45.

interpretation and differentiate the word of target language.<sup>3</sup> Target language have significant role in language acquisition because to get well understand about second language students need to understand the role of target language. Another difficulty has been found by Reynold and Ernest, in their research found that EFL students have difficulties to understand vocabularies that affected to their language capability.<sup>4</sup> It proper to said that, good language capability comes from how many vocabularies that students have. According to Yunia to understand the meaning of word well, the students must have enough vocabulary.<sup>5</sup> The student who have enough vocabulary means, how much vocabulary that student have can helps students to get good understanding information that explained in second language deeply.

To get enough vocabulary, Jacob has suggested for students to open dictionary.<sup>6</sup> Reasons that make students should open dictionary because, it provides many information about the meaning of vocabularies that student needs. Besides, dictionary also helps the students to look up difficult vocabulary for comprehending their learning material and other language skills.

<sup>&</sup>lt;sup>3</sup> Brown, Douglas, *Principle Of Language Learning And Teaching*, (Pearson Education,inc 2007) page 213

<sup>&</sup>lt;sup>4</sup> Reynolds, Diane L. Schallet, & Ernest T, Goetz , "Frame Works For Comprehending Discourse" ERIC July1976 . 3

<sup>&</sup>lt;sup>5</sup> DifaKahrismaYuniar, thesis undergraduate program: The Effectiveness Of Using Monolingual Dictionary In Reading Comprehension For Eleventh Grade Multimedia SMKN 12 Surabaya, (Unesa Surabaya. 2014), 3.

<sup>&</sup>lt;sup>6</sup> Jacob, George., " *Dictionaries Can Help Writing If Student Knows How To Use Them* ". Paper Presented At EDRS Thailand, 1989, 25.

Dictionary is kind of important references which are included the information about words collection and other information that can cover student's problem to understand the meaning. Dictionary is a book which includes many words and phrases of language which is listed in dictionary the words are listed alphabetically followed by the meaning or the translation in other language about some foreign words. Based on the function and purpose of dictionary, Pichard has classified the dictionary into three classes, they are monolingual, bilingual, and bilingualized. Monolingual dictionary is some books that include a bar of native word that explained in the same language. Monolingual dictionary such as: Oxford, Cambridge, Long man and Collins Co build dictionary.

Bilingual dictionaries are some books that contain an alphabetical list of words and expressions in one language for translating of foreign word use in another language as the meaning of word. The bilingual dictionary that is commonly knows by academia such as English to Bahasa Indonesia and any others. Bilingualized is kind of dictionary which a combination of monolingual dictionary that are listed in a same entry of target language and the meaning for

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<sup>&</sup>lt;sup>7</sup> Based Ying-Chun (2008) Quoted By Lei Gao,(2010), *Historical Background Of The Translatological Dictionaries*, Journal Of Language Teaching And Research, Vol.1,No30,Pp,285-294, May 2010, 30.

<sup>&</sup>lt;sup>8</sup>Based onCaleb Prichard, (2008) Evaluating L2 Reader Vocabulary Strategies And Dictionary Use Reading In A Foreign Language, Quoted By Khumrotun Amelia, Siti. 2014. Bilingual Dictionary Use In Getting The Meaning Of Phrasal Verb In Reading English Text For 4<sup>th</sup> Semester Student Of Teacher English Education Department At Uin Sunan- Ampel Surabaya,5

<sup>&</sup>lt;sup>9</sup> Zamari.Z, Idris,- Liza, s. "Dictionary Use Among Students Of Higher Learning", March 2011,11

each entry that use another language.<sup>10</sup> Bilingualized dictionary has published such as "Oxford Advance Learner Dictionary Current English" and any other. Many types of dictionary that has classified upon function and content also purpose that available depends on student's need.

In this study, the researcher chooses monolingual dictionary as the object of study because some of lectures in English teacher education department such as Reading, Phonology, Syntax and any other need to consult monolingual dictionary. In another side, monolingual dictionary provides many information that makes students easily to understand about the vocabulary. In this occasion Hayati says, monolingual dictionary can make students easier in understanding reading text especially in reading comprehensive text. By those reasons, makes the researcher choose monolingual dictionary as topic of study.

To get information about using monolingual dictionary, the researcher does pre research to get in information about students knowledge in using monolingual at third semester students of English Teacher Education Department in reading interpretative class in 22<sup>th</sup> September 2014. From those study, the researcher gets information that, from 30 students of reading interpretative class of student there are 10 students who felt difficult in understanding about the illustration of dictionary, 7 students of them feel hard in understanding the word

<sup>10</sup>Laufer.B, Haidar, L," *The Effectiveness Of English Monolingual, Bilingual, Bilingualized Dictionary In The Comprehension And Production Of The Word*", The Modern Language Journal, Vol 81,No2, 56.

<sup>&</sup>lt;sup>11</sup>Hayati, Majid, "A Comparative Study Of Using Bilingual And Monolingual Dictionaries In Reading Comprehension Of Intermediate EFL Students" The Reading Matrix Vol. 5, No. 2, September 2005, 3.

spelling, 13 students were try use their other dictionary and 3 students waiting for discussion without open their dictionary at all.

For more information the researcher does second surveys in critical reading class on 11th May 2015 at fourth semester students. From those survey that t 25 students, 10 of them have difficulties in using monolingual dictionary such as: difficulties in understanding the meaning, need more time in using monolingual and less vocabulary. 12 students have difficulties in understanding the definition and 3 of student has no difficulties in using monolingual dictionary. From second survey, the researcher gets information that students still have difficulties in using monolingual dictionary. In this occasion, the researcher eager to know something happen in using monolingual dictionary and find some suggestion that may can helps student. By those considerations, the researcher chooses fourth semester students as the subject of study.

In this present study, the researcher conducts in English Teacher Education Department of Sunan Ampel State Islamic University Surabaya based on the following considerations. Sunan Ampel State is the only one state Islamic university that located in Surabaya, this university were be central of Islamic scholar This suitable university's vision that gain the students be Islamic scholar that has capability in International mobilization during Islamic religious and Islamic knowledge. This university has Education and teacher training faculty that produce a quality teacher.

Further more, this research located in English Teacher Education since, this department is the famous major that one of center of English language pedagogy in Sunan Ampel State Islamic University that has a motto guides students be a good English teacher.

In addition, this major has opportunities in knowledge development especially English pedagogy with lecturing and academic research. Those reasons and considerations makes the researcher chooses Sunan Ampel State Islamic University and English Teacher Education Department as the location of research.

Therefore, in this study the researcher focus on reading activity because, reading is some activity that always needs dictionary. So based on those reasons, the researcher does this study with the title: "Students' Issues In Using Monolingual Dictionaries (A Study of Fourth Semester Students of UIN Sunan Ampel's English Teacher Program)."

## **B.** Research Questions

Based on the background above, there are some issues to be analyzed about students' problems in using English monolingual dictionary during class. They are stated as follows:

- How capable do students distinguish word classes by using monolingual dictionary?
- 2. What are the student's experiences in comprehending vocabularies' definition in monolingual dictionary?

# C. Objectives of the Study

Referring to the research questions above, the objectives of this study proposed research are:

- 1. To know the student student's capabilities' in differentiate word classes with using monolingual dictionary.
- 2. To know students experiences in understanding word's definitions from monolingual dictionary.

# **D.** Significance of the Study

This study is expected to give significant for:

- 1. For the teachers: the result can be use by teachers to train the students in using the monolingual dictionary.
- 2. For the students: the results information about students capabilities in understanding word the commons students' experiences in using

monolingual dictionary to make student knows the strategy to use monolingual dictionary.

# E. Scope and Limitation of the Study

This research aims to observe about students capabilities to understand word from monolingual dictionary and to find common experiences, student capability means how long the students' proficient to differentiate word classes according terms it selves that provides on monolingual dictionary. The experience means something that students feel when they are using monolingual dictionary that look from their satisfaction and problems face which students find in using monolingual dictionary.

For the research location the researcher's did the study in Critical Reading classes, in this study the researcher tooks 24 students as a sample from 120 students of fourth semester of English Teacher Education Department academic year 2014-2015 as the participant of this study. In this research, the researcher took 24 students randomly to get the natural respond that purposed for objective data that takes from Critical Reading class A-D.

# F. Definitions of the Key Terms

To avoid misunderstanding in the way of understand the study, the writer needs to give definition of the terms that are often found in the study, such as:

#### 1. Students' Difficulties:

Students' difficulties are some disturbtion that students of English Teacher Education Department feel in using monolingual dictionary. In this research, the researcher finds another problem that makes students feel difficulty and classified the problems that commonly student gets when they are consulting monolingual dictionary.

# 2. Monolingual Dictionary:

Dictionary is the kinds of book that the target words, the meaning, and other lexical information that written in same language. <sup>12</sup> In this research the monolingual dictionary that researcher's propose is the monolingual dictionary that students use such as Oxford, Longman, Collin Co builds, Cambridge and Webster without exception to kind of dictionary; printed or electronic dictionary.

## 3. Students Capabilities

According to Atmosudirdjo capability is natural action that everyone have that aimed to see the self-possibility to face some object. 13 In this

Aldarayeh, (2013), activation of using English dictionary by English majors at al imam university;
uses difficulties and types of used dictionary, vol 3, no 3, 423 429.
Atmosudirjo Management And Organization ( Jakarta: Kaunika, 996). 37.

research, students capabilities means some possibly that became from student individual in term of using monolingual dictionary.

### 4. Word Classes

Word classes are some words that classify according function that has relationship as subject and predicate.<sup>14</sup> In this research, word class means some word that followed by the classification of word in term of function itself.

This research entitled "Students' Issues In Using Monolingual Dictionaries (A Study of Fourth Semester Students of UIN Sunan Ampel's English Teacher Program) the researcher conduct this study to find out the difficulties that fourth semester students gets in using monolingual dictionary. To make this research not too general, the researcher limits the observation to find the students' difficulty by observing capability in understanding word classes and their experiences in using monolingual dictionary.

<sup>14</sup>Frank, *Marcella, Modern English a Practical Reference Guide*.( Englewood Cliffs New Jearsey: Prentic Hall,1972), p.1.