

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is the most important and famous language in the world. Nowadays, many people have learned English they needed. According to Crystal (2003) English is considered as a global language because it is spoken as the first language in more than five big countries such as: USA, UK, Ireland, Australia, Canada, New Zealand, South Africa, some of the Caribbean, and a sprinkling other territories, and it also spoken in many countries as their second or foreign language. He said that English becomes the global language because it is spoken by many people and in this case English is spoken by many people in the world. They learn English for getting a good job, having a good relationship, having a good knowledge or anything else. Since everything is delivered in English, so as many people have to learn it.

One way to understand English is by learning or memorizing the vocabulary. In this matter one can do it by using a dictionary. Having much vocabulary becomes the basis for learners in learning a language especially in English. According to Celce-Murcia (2001: 285), "Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign". In the field of language teaching and learning, many experts believe that vocabulary is the single most important aspect of foreign language learning (Singleton, 2007). According to Katamba (1994) he said that " An understanding of the nature of words provides us with the keys of opens the door to an understanding of an important aspect of the nature of language in

general. It concludes that vocabulary or words are really an important part of learning English.

It can be known that those cases would direct learners to use dictionary in order to know the vocabularies or the target language that they learn. One of the manners to get the meaning of some words is by using a dictionary. By using dictionary learners get the real meaning directly from the dictionary about some vocabularies that they did not understand yet. According to Folse (2004) "ESL Students see the acquisition of vocabulary as their greatest source of problems". From the statement stated by Folse it can be known that vocabulary is one of the main problems in second language (L2) learning process. It means that a lot of mistakes found in the acquisition of vocabulary. In this case learners have to know a lot about vocabulary for learning their L2. They should know more about their L2 before they learn deeper about it.

This study discusses a lot how the impact of using monolingual and bilingual dictionaries for learners. This study focuses on writing subject in senior high school level. Why the writer prefers this level is because he believes this level is more appropriate level than that of the university. Senior high school level in the writer's opinion is not too high and it is not too low either. So the level is in the middle. Besides, he believes that there are many things found, such as learners may prefer to use a bilingual dictionary to that of monolingual dictionary, and the dictions of their writings are not as high as college students.

There are some studies which are related to the writer's study in this research, such as; Schmitt (2002), Hayati (2006), Elly (2008), Azola (2012), and Glover

(2012). According to Schmitt (2002), he said that learners have strong preferences for bilingual dictionaries to use in their learning process. He also indicates that bilingual dictionaries are quietly effective to provide preferences and styles". Another research is conducted by Elly (2008) has a similar field to the writer's study, that is to analyze the effectiveness of monolingual and bilingual dictionary. The research gaps between Elly's and the writer's are the objects. His objects are senior high school students, while her study objects are university students. In this matter, the writer will analyze the features, advantages, disadvantages, and the impact of using those two kinds of dictionaries toward the high school students' writing test. Azola (2012) also analyzed dictionaries. She analyzed, printed dictionary and electronic dictionary and her research was conducted in senior high school. Another research conducted by Golavar (2012) concluded that the bilingual dictionary used by learners is more appropriate than that of monolingual dictionary. The result of his research shows the writing scores of the students who use bilingual dictionary were higher than that of monolingual dictionary.

The reason why the writer conducted his study at this school because the Islamic Senior High School International Standard of Amanatul Ummah (MBI Amanatul Ummah) students have more time to practice English than that of other students in other schools. In this school, students are obliged to use English all day (24 hours). The writer himself has ever stayed in the school for a week to observe the students. Students are prohibited using another language except English and Arabic. If they break the rules, they will get the punishment from their friends or teachers. The punishments given are quite challenging, for example, they have to tell an

English short story, translate a short story or a novel from English into Indonesian or Indonesian into English, deliver a speech or other kind of punishments depending on how often they break the rules.

Besides the writer knows that the English curriculum in the school is a little bit similar to the curriculum of the English Department Universitas Airlangga especially for the English skill. Universitas Airlangga (UA) students learn Reading, Speaking, Listening, Grammar and Writing. At school a teacher categorizes English lesson into four: Grammar and Writing, Speaking, Reading, and Listening. Those parts of the English lesson. This study would focus on Writing because writing is the most difficult one than other English skill. In this study, the writer knew that students use monolingual dictionaries and bilingual dictionaries in their Writing class. He believes that the dictionary has an impact on their writing score test. Besides, he believes there will be gaps of students score between students who use monolingual dictionary and those who use a bilingual dictionary. Therefore the writer is interested in observing and analyzing if there is the impact on the students writing scores related to the use of either monolingual or bilingual dictionary.

In this study, the objects of this study are high school students. The writer chose students who are taught how to write a narrative story in their course outline topic. Those are the second year students. In other words, the writer will analyze the effectiveness of using either monolingual or bilingual dictionaries to write a narrative story conducted by students at International Senior Islamic Standard School of Amanatul Ummah (MBI AU).

The benefit of this study can also be useful in learning English, such as lexicography (this study may help the lexicographer to know the internal structure of both kind of dictionaries), in TEFL (Teaching English as a Foreign Language), this study may help teacher provide the learning process by using dictionary. In Semantic, it can be assumed that this study helps the learners choose the appropriate words when using dictionary. In Morphology and Writing, it helps learners to avoid mistakes when they write or spell the word. In addition, this study will help teachers teach Writing easier for their students, especially if the students have to use a dictionary in their learning process.

1.2 Statement of the Problems

Based on the information above, the writer would like to analyze the effectiveness of using either monolingual dictionary or bilingual dictionary for students at the Islamic Senior International Standard School of Amanatul Ummah in their writing ability. Therefore, he tries to formulate the statement of the problems in:

1. What are the differences in students' narrative writing when they use monolingual and bilingual dictionary?
2. Which dictionary gives more a significant impact towards students writing test?

1.3 Objective of study

Based on the statements of the problems, this study has the following objectives:

1. To know the differences of students' narrative writing when they use monolingual and bilingual dictionary
2. To determine which dictionary gives a more significant score impact towards students' writing ability.

1.4 Significance of The Study

This study is expected to provide both theoretical contributions and practical contributions. For theoretical contributions this study would contribute to some other studies in the linguistic field, especially in the lexicography, TEFL (Teaching English as a Foreign Language), Semantics, Morphology, or other aspects of linguistics. For practical contributions this study would contribute some information about the usefulness of using either monolingual dictionary or bilingual dictionary to enlarge students' vocabulary. It may also invite other researchers to conduct similar research in the linguistic field.

1.5 Definitions of Key Terms

Dictionary : a systematically arranged list of socialized linguistic forms compiled from the speech-habits of a given speech community and commented on by the author in such a way that qualified reader understands the meaning (Zgusta 1971:17)

- Monolingual Dictionary** : Monolingual Dictionary is “a type of reference work in which the words of a language are explained by means of the same language” (Hartmann, 2002:95)
- Bilingual Dictionary** : Bilingual Dictionary is a kind or type of dictionary that relates vocabularies of two different languages which stay together by means of translation equivalents between the languages used. (Hartmann, 2002:14)
- Narrative** : the written or oral account of a real or fictional story or the written or oral account of a real or fictional story (Richards and Schmidt, 2010)

CHAPTER II

LITERATURE REVIEW