ABSTRACT

Ambardhita, Peni. *The Comparison between the Effectiveness of Monolingual Dictionaries and that of Bilingual Dictionaries in Increasing Reading Comprehension I for English Diploma III Students of Airlangga University*. A Thesis Submitted as Partial Fulfillment of the Requirement for the Sarjana Degree of the English Department Faculty of Letters Airlangga University Surabaya.

This study analyzes the comparison between the effectiveness of monolingual dictionaries and that of bilingual dictionaries in increasing reading comprehension. The respondent of this study is the students of Diploma III English Diploma, Faculty of Letters, Airlangga University taking Reading I subject. Since they are very often faced with English texts in their lectures, the writer considered that it is important for the students to know which type of dictionaries, the monolingual or the bilingual, is more effective to increase their ability in comprehending English texts. The study focuses on the students' ability in answering questions of Reading Comprehension's materials. In this thesis, the materials are taken from the TOEFL test. During the tests, the students were divided into two groups and given different dictionaries, i.e. Oxford Learner's Pocket Dictionary and Kamus Inggris-Indonesia by Shadily and Echols.

The data are analyzed by using both descriptive statistics and quantitative analytic statistics. The descriptive and quantitative calculations show that both types of dictionaries, monolingual and bilingual, have enabled the students to achieve higher scores in the reading comprehension tests. This can be seen from the increase in the average result from the pre-test and the post-test. The average score of the monolingual group increases from 48.93 to 50.00; whereas, for increase for the Bilingual group is from 42.86 to 50.71. However, the test of significance, i.e. the t-test shows that the there is a significant increase only in the bilingual group, while the increase for the monolingual group is not significant, especially at the 90% significance rate. Therefore, the bilingual dictionaries are more recommended for increasing the reading comprehension of the students taking Reading I subject at the Diploma III English Diploma, Faculty of Letters, Airlangga University.