

Chapter One

Introduction

This chapter presents several points of discussion related to this study. In the first point, the researcher talks about why this research was taken. In the second point, the researcher mentions the identification of the research and the limitation of the research. Then, the researcher elaborates the purpose of the research to answer the research questions. In the next point, the researcher presents some benefits of the research for students, lecturers, researchers and other researchers. In the last point, the researcher explains the outline for the entire research.

Background of Study

When learning the English language, students can make various mistakes in pronunciation, grammar, and vocabulary usage. Vocabulary is one of the problems and challenges that are experienced by foreign language students. This statement is supported by Asgary and Mustapa (2011) who said that learning vocabulary is one of the most important challenges that students face in the process of learning a second language.

In learning vocabulary, there are many problems that are faced by students, and understanding all of the materials that her or his teacher explain can be difficult. The first problem is understanding the meaning of certain words. Most students find difficulties in understanding the meaning of some words. When starting to learn, students may not know the meaning of the words of a

target language, especially English. Harmer (2001) states “the last problematic issue of vocabulary, it would be same, is the meaning” (p.18). It is difficult for them to understand the lesson well, and it might make them disappointed and lower their motivation. They may try to translate it into Indonesian words, which means they have to look it up in the dictionary. The second concerns pronunciation and spelling. Mismatches among pronunciation and spelling are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word’s difficulty. The students have to know what a word sounds like (pronunciation) and what it looks like (spelling). The students often find some similar words and sounds in English, which might make them feel confused. The third problem is using the words. According to Harmer (2001) “words do not just have different meaning, however they can also be stretched and twisted to fit different contexts and different uses” (p.19). Different uses of one word may make it difficult for students to learn vocabulary because they are confused.

Based on the problems above, there are several ways that can solve this problem, including using a dictionary, reading, listening to music, and watching a movie. According to Saengpakdeejit (2014), using a dictionary, watching English-speaking films and listening to English songs will expand students’ vocabulary. However, this research will focus on one way, namely using a dictionary. The researcher is interested to research the use of dictionary in improving vocabulary because the dictionary gives many benefits such as presenting the meaning of the word, the using of the word in the sentence, phonetic spelling, common irregular verbs and regular verb, and all 16 tenses. Similarly, according to Tum (2012)

dictionary facilitates the students to give clear definitions and small word lists, present spelling and pronunciation of terms, introduce meaning of terms, and give examples of terms.

Based on the researcher's experience in reading class, the researcher has always used dictionary when she does not understand the meaning of word in reading tasks. The researcher identified that most students used the electronic dictionary applications with their smartphones when they want to know the meaning of a word and when they want to know the ways to pronounce of a word. In addition, the researcher also found that some students use a printed dictionary or a pocket dictionary. Therefore, the researcher wants to know the types of dictionary used by students and the students habit on using a dictionary, particularly students of English Language Education Department a private university in Yogyakarta.

Identification of the Problem

Based on the background, the researcher identified some problems that the students face in improving vocabulary. The problems are understanding meaning words, pronunciation and spelling, and using words properly. However, difficulties with vocabulary can be solved by using some ways. In this research, the researcher chose the dictionary as a tool to help students' in improving their vocabulary. Vocabulary is very closely associated with dictionary because dictionary contains details regarding words. In the researcher's experience, the lecturer always said "look at the dictionary" if the students do not know the

meaning of a word. So, most of students turn to the dictionary to search the meaning of a word. Then, the students sometimes read a dictionary via smartphone or use a printed dictionary to search or translate English words. However, ELED students do not appear to carry a dictionary like paper dictionary because students tend to use online or offline dictionary in their smartphone or laptop. There are many types of dictionary so it may be confusing for students who wants to choose the appropriate dictionary for themselves. Based on this reason, the researcher wanted to know English Language Education Department students' habit on the use of dictionary and types of dictionary used by students.

Limitation of the Problem

The researcher limited the research only to the students' habit on using of dictionary because the dictionary is a tool that can help students' vocabulary. This research does not extend to another topic and just focuses on the students' habit on using of dictionary and types of dictionary used by English Language Education Department students' batch 2015.

Research Questions

Based on the background of the problem, the researcher formulated the questions as such:

1. How is the habit of English Language Education Department students' on the use of dictionary?
2. What types of dictionary are used by English Language Education Department students?

The Purposes of Study

There are two purpose of this research, namely:

1. To discover the habits of English Language Education Department students' when using dictionary.
2. To investigate the types of dictionary used by English Language Education Department students.

Significances of the Study

This research focuses on students' habit of using dictionary and types of dictionary used by students. The research will be useful for students, lecturers, researchers and other researchers.

The students. This research can give benefit for students. First, the students can know about habit of English Language Education Department students regarding dictionaries. In addition, students can know information about the types of dictionary.

The lecturer. This research can inform the lecturers of English Language Education Department about the role of dictionary in improving vocabulary. The lecturers can be more aware of the students' habit in using dictionary during the teaching and learning process.

Other researchers. The researcher hopes that the research can enrich the knowledge of other researchers who wants to know and analyze about habit on the use of dictionary in improving students' vocabulary. Then, this research can be

used by the other researchers as a reference to them who are interested to investigate the similar topic in their *skripsi*.

The researcher. After doing this research, the researcher will get some advantages. The researcher has enriched her knowledge about the habit of English Language Education Department students on using dictionary. In addition, the researcher understands the benefit of dictionary as one of the ways might to help students in improving their vocabulary. Lastly, the researcher knows about types of dictionary used by students.

Outlines of the Research

This research is organized into five chapters. Chapter one is introduction. This chapter presents the background of the study, which explains about why the researcher chose this title and the reasons of doing so. Then, it is followed by the identification of the problem and limitations of the research. Next, the research question explains about the core of problem and statement in the research. Then, the purpose of the study answers those research questions. The last part is the significance of the study, which explains about the advantages of the research for researcher, students, lecturers and other researchers.

Chapter two is the literature review. This chapter consists of some theory and previous studies related to this research. Some theories explain about the theory that researcher used in this research. The researcher used experts' theories as a reference to support this research. In addition, the researchers included previous studies conducted by other researchers that are related to this research.

Chapter three is methodology. It explains about how this research is conducted. This chapter include seven parts namely: research design, research setting, population and sample of the research, instrument of the research, validity and reliability, data collection procedure and also data analysis.

Chapter four is finding and discussion. The finding answers the two research questions of this research, while discussion presents further information and relates result to the theory reviewed in chapter two.

Chapter five is conclusion and recommendation. This chapter discusses the conclusion that presents the summary of this research and also provides several recommendations for students, teachers, and other researchers.